



Higher National Unit Specification

General information

Unit title: Counselling: Contemporary Cognitive and Behavioural Theory (SCQF level 8)

Unit code: HT6X 35

Superclass: PS

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Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This unit is designed to provide learners with an opportunity to integrate own understanding of the therapeutic relationship and process in relation to cognitive and behavioural theory (CBT) and skills/practice, as well as to consider the development of the contemporary cognitive and behavioural approach. The unit also provides an opportunity for learners to increase self-awareness in relation to course content. The content of the unit is underpinned by the British Association of Counselling and Psychotherapy Ethical Framework for Good Practice in Counselling.

This unit could be taught in conjunction with the mandatory unit *Behavioural and Cognitive Counselling Theory*.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Explain the development of the contemporary cognitive and behavioural approach.
- 2 Evaluate own ability to integrate understanding of the therapeutic relationship and process within the cognitive and behavioural approach.
- 3 Evaluate personal learning in relation to the contemporary cognitive and behavioural approach.

Credit points and level

1 HN credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

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Recommended entry to the unit

Access to this unit is at the discretion of the centre. Learners should have good counselling and communication skills.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

Context for delivery

If this unit is delivered as part of a group award, it should be taught and assessed within the subject area of the group award to which it contributes. This unit forms part of the HND in Counselling

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the development of the contemporary cognitive and behavioural approach.

Knowledge and/or skills

- ◆ Development of contemporary cognitive and behavioural theory

Outcome 2

Evaluate own ability to integrate understanding of the therapeutic relationship and process within the cognitive and behavioural approach.

Knowledge and/or skills

- ◆ Therapeutic relationship reflecting the development of contemporary cognitive and behavioural approaches
- ◆ Therapeutic process reflecting the development from classical to contemporary cognitive and behavioural approaches
- ◆ Application of behavioural and cognitive counselling to client need reflecting the development from classical to contemporary cognitive and behavioural approaches

Outcome 3

Evaluate personal learning in relation to the contemporary cognitive and behavioural approach.

Knowledge and/or skills

- ◆ Self-awareness and personal growth in relation to course content
- ◆ Self-awareness in relation to relationships
- ◆ Developing awareness of a cognitive behavioural approach to counselling

Higher National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Outcome 1

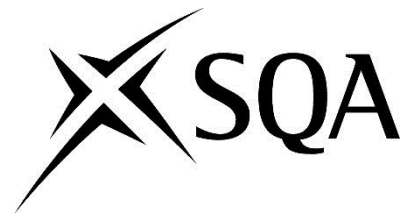
- ◆ explain the development of the contemporary cognitive and behavioural approach.

Outcome 2

- ◆ evaluate own ability to apply understanding of the therapeutic relationship in contemporary cognitive and behavioural counselling.
- ◆ evaluate own ability to apply understanding of the therapeutic process in contemporary cognitive and behavioural counselling.
- ◆ evaluate the application of different approaches within the behavioural and cognitive approach.

Outcome 3

- ◆ reflect on and evaluate course content and describe insights about self.
- ◆ reflect on relationships and describe insights about self in relation to others.
- ◆ evaluate the individual therapies and explain your personal integration of the behavioural and cognitive approach.
- ◆ actively participate in experiential learning of the unit.



Higher National Unit support notes

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Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

This unit should be delivered in conjunction with *Behavioural and Cognitive Counselling Theory*. It is intended that learners should evaluate and integrate the learning by reflecting on their own personal counselling skills practice and self-awareness gained from the experience of participating in the learning opportunities offered. This unit acknowledges that the theory underpins and supports practice. It may be considered as a stand-alone unit but this would involve covering some of the content of *Behavioural and Cognitive Counselling Theory* to ensure understanding. It is intended that the learners evaluate and integrate the learning by reflecting on their own personal counselling skills practice and self-awareness gained from the experience of participating in the learning opportunities offered. The process of therapeutic change within the cognitive and behavioural school of counselling should underpin the context and delivery of this unit.

Outcome 1

This outcome has a simple description but has the potential to cover a huge body of work as much has been built on the learning of the original theorists. There is an opportunity for learners to explore developments in their special area of interest using research skills.

The process of counselling within the behavioural and cognitive approach focuses on modifying behaviours and thinking so that a person is able to live a more fulfilling life.

It is important to go beyond the pioneering theorists to consider contemporary cognitive and behavioural theories such as:

Behaviour Theory — Bandura, Skinner, Pavlov, Joseph Wolpe, Hans Eysenck, etc. *REBT* — Albert Ellis (founder), Windy Dryden, Elliot Cohen, *Multi-Modal Theory* — Arnold Lazarus (founder), Stephen Palmer, *Reality Therapy* — William Glasser (founder) Bob Wubbolding, *Cognitive Therapy* — Anthony Ryle (founder) Elizabeth Wilde McCormick, etc. *Personal Construct Theory* — George Kelly (founder) D. N Hinkle, etc. *Cognitive Behaviour Therapy* — Aaron T. Beck (founder), Judith. S. Beck, Windy Dryden, etc.

Higher National Unit support notes (cont)

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Outcome 2

Counselling relationship is defined as a 'real' relationship in the here-and-now.

Therapeutic relationship reflecting development to present: Collaborative, partnership, constructive working alliance, acceptance, rapport, directive.

Therapeutic process reflecting development to present day: Behaviour Theory, REBT, Multi-Modal Theory, Reality Therapy.

A fundamental principle within counselling is the significance of the counselling relationship in bringing about a successful outcome. Within the behavioural and cognitive approach relationship is defined as 'real', but perhaps in a less defined way than within the humanistic approach. Within the behavioural and cognitive approach the relationship is also often considered to be a means to an end, rather than an end in itself as is largely the case within the humanistic approach.

Relationship: Not sufficient to produce change. The counsellor is active, didactic, directive.

Behavioural application: Includes shyness and social anxiety, panic attacks and phobias, chronic anxiety or worry, eating disorders, insomnia and other sleep difficulties, stress, substance abuse, psychosomatic disorders, anger, chronic pain, crisis intervention.

Cognitive

Therapeutic relationship reflecting development to present day: Collaborative, partnership, constructive working alliance, acceptance, empathy, rapport, directive, warmth.

Therapeutic process reflecting development to present day: Cognitive Analytic Therapy, Personal Construct Theory, Cognitive Behaviour Therapy.

Application: Includes depression and mood swings, shyness and social anxiety, panic attacks and phobias, obsessions and compulsions (OCD and related conditions), chronic anxiety or worry, post-traumatic stress symptoms (PTSD and related symptoms), eating disorders, insomnia and other sleep difficulties, difficulty establishing or staying in relationships, stress, substance abuse, psychosomatic disorders, anger, chronic pain, crisis intervention.

Outcome 3

Development towards becoming a reflective practitioner should be evident in the learner's work for the learning journal where clear links can be made with the units covering the three stage integrative model:

- ◆ Stage 1 F1ER 34
- ◆ Stage 2 F1ES 34
- ◆ Stage 3 F1ET 34

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Guidance on approaches to delivery of this unit

Client needs: behaviour modification, changing faulty beliefs and thinking errors

The concept of Counselling reflects the British Association for Counselling and Psychotherapy *Ethical Framework for Good Practice in Counselling and Psychotherapy*.

The following texts may be useful:

Core texts

- ◆ *Introduction to Counselling & Psychotherapy — the Essential Guide* (2000) edited by Stephen Palmer, Sage.

or

- ◆ *A Handbook of Individual Therapy 4th Edition* (2002) edited by Windy Dryden Open University Books.

or

- ◆ Gerald Corey (1996) *Theory and Practice of Counselling and Psychotherapy*. Brooks/Cole Publishing Company.

Recommended texts

- ◆ *Integrative and Eclectic Counselling and Psychotherapy* (2000) edited by Stephen Palmer and Ray Woolfe, Sage.
- ◆ REBT — Albert Ellis & R. Greiher eds. (1977) *Handbook of Rational Emotive Therapy*. Springer; Albert Ellis & Windy Dryden eds. (1998) *Practice of Rational Emotive Behaviour Therapy*. Free Association Books; Dryden, Windy (Ed.). (1995). *Rational Emotive Behaviour Therapy: A reader*. London: Sage Publications.
- ◆ Multi-Modal Theory — Lazarus, Arnold A. (1990). *The Practice of Multimodal Therapy*. Baltimore: The Johns Hopkins University Press.
- ◆ Reality Therapy — William Glasser (1998) *Choice Theory — A New Psychology of Personal Freedom*.
- ◆ Trower, P., Casey, A., & Dryden, W. (1988). *Cognitive-Behavioural Counselling in Action*. London: Sage Publications.
- ◆ Trower, P. et al. (2005) *Cognitive-Behavioural Counselling in Action*. Sage.
- ◆ Cognitive Analytic Therapy — Anthony Ryle ed. (1995) *Cognitive Analytic Therapy: Developments in Theory and Practice*. John Wiley and Sons Ltd; Anthony Ryle & Ian B. Kerr (2002) *Introducing Cognitive Analytic Therapy: Principles and Practice*. John Wiley & Sons, Ltd; Elizabeth Wilde McCormick (1996) *Change for the Better*. Cassell
- ◆ Personal Construct Theory — George Kelly (1991) *The Psychology of Personal Constructs: Theory and Personality Volume 1*. Taylor & Francis Books; Fay Fransella & Peggy Dalton (2000) *Personal Construct Counselling in Action*. Sage.
- ◆ *Cognitive Behaviour Therapy* — Aaron Beck Ziegler, Daniel J. (2000).

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Please note that this list is not exhaustive, and some of these texts may have been reprinted or may be out of print, but would be available through a library.

Learners should be actively encouraged to make use of the internet in addition to recommended texts. As addresses change frequently it is difficult to recommend any specific sites but there are 'institute of' sites for many of the major theories.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Specific advice on assessment for this unit is given for each outcome. Learners must achieve all of the minimum evidence specified for each outcome in order to pass the unit.

Assessment will take the form of assignments (Outcomes 1, 2 and 3), a learning journal and continuous active participation in individual and group activities (Outcome 3).

Outcome 1

Evidence should be generated through the production of assignments (written/oral/signed as appropriate).

Outcome 2

Evidence should be generated through the production of assignments (advanced practice labs, written/oral/signed as appropriate).

Outcome 3

Evidence should be generated through a learning journal reflecting on participation in activities and demonstrating:

- ◆ how learner self-awareness has been increased in relation to the content of the course
- ◆ how learner self-awareness has been increased in relation to others through the understanding of the contemporary cognitive and behavioural approaches
- ◆ how learner understands and will integrate behavioural and cognitive theory into their practice

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Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of *Communication*, *Problem Solving* and *Working with Others* at SCQF level 6 in this unit, although there is no automatic certification of Core Skills or Core Skills components.

History of changes to unit

Version	Description of change	Date

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General information for learners

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This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is designed to provide you with an opportunity to consider the therapeutic relationship and process in relation to behavioural and cognitive counselling theory, as well as to consider contemporary development of the behavioural and cognitive approach. The unit also provides an opportunity for you to increase self-awareness in relation to course content.

On completion of the unit you should be able to:

- ◆ Explain the development of the contemporary cognitive and behavioural approach
- ◆ Evaluate own ability to integrate understanding of the therapeutic relationship and process within the cognitive and behavioural approach.
- ◆ Evaluate personal learning in relation to the contemporary cognitive and behavioural approach

You will be assessed in this unit by written/signed or recorded oral assignments (Outcomes 1, 2 and 3), a learning journal and continuous active participation in individual and group activities (Outcome 3).