



## Higher National Unit Specification

### General information

**Unit title:** Counselling: Contemporary Psychodynamic Counselling Theory (SCQF level 8)

**Unit code:** HT70 35

**Superclass:** PS

**Publication date:** July 2017

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This unit is designed to provide learners with an opportunity to demonstrate their understanding of the therapeutic relationship and process in relation to psychodynamic counselling theory and skills/practice as well as to consider development of the contemporary psychodynamic 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 may be taught in conjunction with the *Psychodynamic Counselling Theory* unit.

### Outcomes

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

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

### Credit points and level

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

## **Higher National Unit Specification: General information (cont)**

**Unit title:** Counselling: Contemporary Psychodynamic Counselling Theory (SCQF level 8)

### **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](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit Specification: Statement of standards

### Unit title: Counselling: Contemporary Psychodynamic Counselling Theory (SCQF level 8)

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 psychodynamic approach.

##### Knowledge and/or skills

- ◆ Development of the contemporary psychodynamic approach

#### Outcome 2

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

##### Knowledge and/or skills

- ◆ Therapeutic relationship reflecting the development of contemporary psychodynamic approaches
- ◆ Therapeutic process reflecting the development of contemporary psychodynamic approaches
- ◆ Application of psychodynamic counselling to client need reflecting the development of contemporary psychodynamic approaches

#### Outcome 3

Evaluate personal learning in relation to the contemporary psychodynamic 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 psychodynamic approach to counselling

## Higher National Unit Specification: Statement of standards (cont)

**Unit title:** Counselling: Contemporary Psychodynamic Counselling Theory (SCQF level 8)

### 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

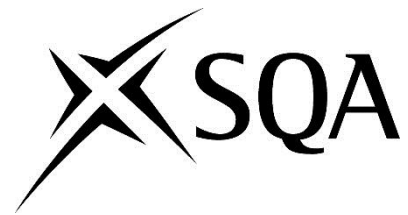
- ◆ explain the development of the contemporary psychodynamic approach.

#### Outcome 2

- ◆ evaluate own ability to apply understanding of the therapeutic relationship in contemporary psychodynamic counselling.
- ◆ evaluate own ability to apply understanding of the therapeutic process in contemporary psychodynamic counselling.
- ◆ evaluate the application of different approaches within the contemporary psychodynamic approach to client needs.

#### 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 own personal integration of the psychodynamic approach.
- ◆ actively participate in experiential learning of the unit.



## Higher National Unit support notes

**Unit title:** Counselling: Contemporary Psychodynamic Counselling Theory (SCQF level 8)

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 *Counselling: Psychodynamic 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 theory underpins and supports practice. The process of therapeutic change within the psychodynamic 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 general therapeutic aim of the psychodynamic approach is to help a person live a more autonomous and insightful life. It is important to go beyond the pioneering theorists to consider contemporary psychodynamic theorists. The focus of psychoanalysis has shifted, for example, from its original drive model to a relational model.

Examples of development of theoretical approaches: *Psychoanalysis* — Sigmund Freud (founder), Anna Freud, Karen Horney, etc. *Analytical Psychology* — Carl Jung (founder), James Hillman, Murray Stein, etc. *Self Psychology* — Heinz Kohut (founder), etc. *Individual Psychology* — Alfred Adler (founder), B. H. Shulman, L. Gold, H. L. Ansbacher, Harold Mosak, R. Dreikurs, Michael Maniacci, etc. *Object Relations* — (British School) Melanie Klein (founder), Donald Winnicott, Ronald Fairbairn, Harry Guntrip, Jock Sutherland, Wilfred Bion, Christopher Bollas, Peter Hobson, Michael Balint, Alice Balint, Edith Balint, Karen Horney, etc. (American School) Otto Kernberg, Margaret Mahler, etc. *Attachment Theory* — John Bowlby (founder), Mary Ainsworth (co-founder), etc.

## Higher National Unit support notes (cont)

**Unit title:** Counselling: Contemporary Psychodynamic Counselling Theory (SCQF level 8)

### Outcome 2

The psychodynamic counselling relationship can be defined as 'in the here-and-now with a focus on the 'there-and-then'. The relationship is considered fundamental to bringing about a successful outcome. Within the psychodynamic approach relationship is defined as 'unreal', 'opposite' or transference, in contrast to the 'alongside' or 'real' relationship in the humanistic approach; the cognitive-behavioural approach also puts emphasis on the 'real' relationship, but perhaps in a less defined way than within the humanistic approach. Within the psychodynamic 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.

The process of counselling within the psychodynamic approach focuses on understanding/insight with a view of moving towards autonomy and individuation, which involves examining past/present interpersonal dynamics, as well as defence mechanisms. The dynamic of the counselling relationship is also potentially an important part of the process.

### 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

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

## Guidance on approaches to delivery of this unit

The following texts may be useful:

### Core texts

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

*An Introduction to Object Relations* (1997) Lavinia Gomez. Free Association Books.

*Psychodynamic Counselling in Action* (1992) Michael Jacobs. Sage.

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

## Higher National Unit support notes (cont)

**Unit title:** Counselling: Contemporary Psychodynamic Counselling Theory (SCQF level 8)

### Recommended texts

*Developing Psychodynamic Counselling* (1995). Bendan McLoughlin. Sage.

*Integrative and Eclectic Counselling and Psychotherapy* (2000) edited by Stephen Palmer and Ray Woolfe, Sage.

*The Independent Mind in British Psychoanalysis*. (1990) Eric Rayner Free Association Books.

*The Presenting Past: The Core of Psychodynamic Counselling and Therapy*. Michael Jacobs (1998) Open University Press.

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.

There are three assessments for this unit; assignments covering Outcomes 1 and 2 and a personal learning journal which includes a reflective account of practice for Outcome 3.

#### Outcome 1

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

#### Outcome 2

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

## Higher National Unit support notes (cont)

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### Outcome 3

Evidence could be generated through a personal learning journal and a reflective account. If learners are maintaining a course journal for other units, this assessment could be integrated with that journal.

### 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](http://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

### **Unit title:** Counselling: Contemporary Psychodynamic Counselling Theory (SCQF level 8)

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 integrate your understanding of the therapeutic relationship and process in relation to psychodynamic counselling theory and practice, as well as to consider development of the contemporary psychodynamic 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 psychodynamic approach.
- ◆ Evaluate own ability to integrate understanding of the therapeutic relationship and process within the psychodynamic approach.
- ◆ Evaluate personal learning in relation to the contemporary psychodynamic approach.

You will be assessed in this unit by production of assignments (Outcomes 1, 2 and 3), a learning journal and continuous active participation in individual and group activities (Outcome 3).