

Unit Title: **Counselling: Integrating Theory and Practice**

Please note that this unit is expiring from any new learner registrations on 31/12/2019. Please contact AIM Awards for information on replacement qualifications on 01332 341822.



Unit Level:	Four
Unit Guided Learning Hours:	60
Ofqual Unit Reference Number:	D/506/3075
Unit End Date:	31/12/2019
Unit Sector:	1.3 Health and Social Care

Unit Summary

The aim of this unit is to enable learners to understand and evaluate the underlying concepts and principles of a specified and coherent integrative approach to counselling which supports and informs work with clients. Learners will learn how this particular approach views human development and psychological change and about its practical application to clinical practice.

Unit Information

It is expected that before the unit is delivered, the tutor will have read the Qualification Specification to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled. Additional guidance is available below as Assessment Guidance for Learning Outcomes and Assessment Criteria in **bold**.

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the key concepts of a specific integrative approach to counselling	1.1. Evaluate the key theoretical concepts of the specific integrative approach being studied regarding the nature and development of human beings 1.2. Evaluate the key theoretical concepts of the specific integrative approach being studied regarding the development and perpetuation of psychological problems 1.3. Evaluate the key theoretical concepts of the specific integrative approach being studied regarding the nature and process of therapeutic change 1.4. Clarify how key aspects of other established theories are incorporated in the specific integrative approach being studied

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
2. Understand the strengths and limitations of a specific integrative approach to counselling	2.1. Analyse the strengths of an integrative approach to counselling compared to a pure or mainstream approach 2.2. Analyse the limitations of an integrative approach to counselling compared to a pure or mainstream approach 2.3. Explore the strengths of the specific integrative approach to counselling being studied 2.4. Explore the limitations of the specific integrative approach to counselling being studied
3. Understand the contribution of a specific integrative approach to therapeutic practice	3.1. Establish the counselling relationship and process 3.2. Review and evaluate how the specific integrative approach to counselling being studied seeks to develop and sustain the counselling relationship and process 3.3. Review and evaluate how the specific integrative approach to counselling being studied seeks to conclude the counselling relationship and process 3.4. Explain how the specific integrative approach to counselling being studied seeks to assess the efficacy of counselling casework

Assessment

This unit is assessed by a discussion paper of 4500-5000 words in length. The discussion paper is internally set and assessed.

Indicative Content

It is preferable for most learners at this level to work towards mastery of one widely recognised theoretical model. Some of the approaches variously described as integrative, eclectic, transtheoretical or pluralistic are well-established and influential in the profession.

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Examples include Egan's 'Skilled Helper' model, Clarkson's Five Relationship Model, Schema Therapy.

Learning Outcome 1

Key concepts of a specific integrative approach to counselling: key theoretical concepts of 3 integrative models are:

Egan Skilled Helper	Clarkson	Schema Therapy
Humanistic aspect Behavioural aspect Skills-based approach Social context Problem management Goals and targets Stage 1 Current Scenario Stage 2 Preferred Scenario Stage 3 Strategy	Working Alliance Relationship. Person-to-Person Transference /counter-transference relationship Development processes Congruence Empathy The unconscious Therapeutic Relationship Diagnostics	Early Maladaptive Schemas Domain of Disconnection and Rejection Domain of Impaired Autonomy & Performance Domain of Impaired Limits Domain of Other-Directness. Domain of Overvigilance & Inhibition

Learning Outcome 2

Strengths and limitations of a specific integrative approach to counselling:

- learners should have started to consider the pros and cons of an integrative approach
- learners are now in placements and they should be enabled to start to evaluate the disadvantages and advantages in practice of using an integrative model as opposed to a pure mainstream approach

Learning Outcome 3

Specific integrative approach to therapeutic practice: some of the key practical contributions of 3 integrative models in terms of establishing, developing, sustaining and concluding the therapeutic relationship and process are:

Egan Skilled Helper	Clarkson	Schema Therapy
Active listening Reflecting Paraphrasing Checking understanding	Assessment of: <ul style="list-style-type: none">• available support mechanisms in addition to counselling	Early Maladaptive Schemas Domain of Disconnection and Rejection

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<p>Open questions. Summarising Challenging Facilitating of: focussing prioritising brainstorming imaginative thinking selecting reality checking action planning exploring costs and benefits checking commitment to goal</p>	<ul style="list-style-type: none"> • psychological mindedness • ability to form working alliance <p>History taking. Establishing boundaries and limits. Determining if, when and how to interpret the transference Use of triangle of insight Use of counter Transference. Recognition of resistance and act out Working with ending Maintaining empathy and a non judgemental attitude across a range of clients Establishing psychological contact with a range of clients Identifying emotions, assumptions and beliefs. Identifying and rating negative automatic thoughts Challenging, modifying and revising assumptions Use of Supervision</p>	<p>Domain of Impaired Autonomy & Performance</p> <p>Domain of Impaired Limits.</p> <p>Domain of Other-Directness</p> <p>Domain of Overvigilance & Inhibition</p> <p>Reality Testing.</p> <p>Dysfunctional Beliefs</p> <p>Empowerment</p>
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Evidence Requirements

Evidence of practical ability must be demonstrated.

Reading List

Required Reading

Lapworth, P. and Sills, C.(2010) **Integration in Counselling & Psychotherapy** (2nd Ed). London: Sage.

Palmer, S. and Woolfe, R. (eds) (2000) **Integrative and Eclectic Counselling and Psychotherapy**. London: Sage.

Recommended Reading

Egan, G. (2009) **The Skilled Helper** (9th Ed.) Belmont (CA): Brooks/Cole.

Clarkson, P. (2003) **The Therapeutic Relationship** (2nd Ed). London: Blackwell.

Cooper, M. and McLeod, J. (2012) **Pluralistic Counselling and Psychotherapy**. London: Sage.

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Young, J., Klosko, J., and Weishaar, M. (2006) **Schema Therapy: A Practitioner's Guide**. New York: Guilford Press.

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