



Higher National Unit specification

General information for centres

Unit title: Counselling: Contemporary Humanistic Counselling Theory

Unit code: F1EG 35

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

This is an optional Unit within the HNC Counselling G8H6 15 and could be taught in conjunction with the mandatory Unit Humanistic Counselling Theory F1EL 34.

On completion of the Unit the candidate should be able to:

- 1 Explain the development of the contemporary humanistic approach.
- 2 Evaluate the dynamics of counselling within the humanistic approach.
- 3 Evaluate personal learning in relation to the contemporary humanistic approach.

Credit points and level: 1 HN credit at SCQF level 8: (8 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre, however candidates should have good communication skills.

Core Skills: There may be opportunities to develop the Core Skills of Communication, Problem Solving and Working with Others at Higher level in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. This Unit forms part of the Group Award for HNC Counselling G8H6 15.

General information for centres (cont)

Assessment: Specific advice on assessment for this Unit is given for each Outcome. Candidates 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).

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

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. Candidates 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 humanistic approach

Knowledge and/or Skills

- ◆ Development of contemporary humanistic theory

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the development of the contemporary humanistic approach

Assessment Guidelines

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

Higher National Unit specification: statement of standards (cont)

Unit title: Counselling: Contemporary Humanistic Counselling Theory

Outcome 2

Evaluate the dynamics of counselling within the humanistic approach

Knowledge and/or Skills

- ◆ Therapeutic relationship reflecting the development of contemporary humanistic approaches.
- ◆ Therapeutic process reflecting the development from classical to contemporary humanistic approaches.
- ◆ Application of humanistic counselling to client need reflecting the development from classical to contemporary humanistic approaches

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ evaluate the variety of therapeutic relationship in humanistic counselling
- ◆ evaluate the variety of therapeutic process in humanistic counselling
- ◆ evaluate the application of different approaches within humanistic counselling to client needs

Assessment Guidelines

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

Outcome 3

Evaluate personal learning in relation to the contemporary humanistic approach

Knowledge and/or Skills

- ◆ Self-awareness and personal growth in relation to course content
- ◆ Self-awareness in relation to relationships
- ◆ Developing awareness of an integrative approach to counselling

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ 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 humanistic approach
- ◆ actively participate in experiential learning of the Unit

Assessment Guidelines

Evidence could be generated through a reflective account (ie reflective journal). If candidates are maintaining a course journal for other Units, this assessment could be integrated with that journal.

Administrative Information

Unit code:	F1EG 35
Unit title:	Counselling: Contemporary Humanistic Counselling Theory
Superclass category:	PM
Original date of publication:	April 2007
Version:	03 (March 2012)

History of changes:

Version	Description of change	Date
02	Correction to wording of Outcome 1.	29/08/11
03	Unit has been standardised with equivalent Counselling Units, Psychodynamic F1EH 35 and CBT F1EF 35 and the Knowledge and Skills and Evidence Requirements clarified. Wording throughout Unit has been refreshed to reflect current terminology.	01/03/12

Source: SQA

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Higher National Unit specification: support notes

Unit title: Counselling: Contemporary Humanistic Counselling Theory

This part of the Unit specification is offered as guidance. The support notes 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 Humanistic Counselling Theory F1EL 34. It is intended that candidates 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.

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 candidates to explore developments in their special area of interest using research skills.

The humanistic approach is a movement which puts emphasis on the uniqueness of the individual human experience as the guiding factor within the therapeutic encounter. It is important to go beyond the pioneering theorists to consider contemporary humanistic theorists, for example in Gill Wyatt's (Editor) four volume series entitled "*Rogers' Therapeutic Conditions: Evolution, Theory and Practice*" published by PCC (Ross-on-Wye).

Examples of development of theoretical approaches: *Person Centred* — Carl Rogers, Dave Mearns, Brian Thorne, Eugene Gendlin, Peter F. Schmid, Elke Lambers, Dion van Werde, Martin van Kalmthout, Campbell Purton, Germain Lietaer, Eva Maria Biermann-Ratjen, Mia Leijssen, Natalie Rogers, Ton Coffeng, Garry Prouty, Margaret Warner, Peggy Natiello, etc. *Existential* — Yalom, Jean Paul Satre, Rollo May, James Bugental, Ernesto Spinelli, Emmy van Deurzen, Vicor Frankl, Paul T. P Wong, Simon du Plock, Alried Langle, etc. *Gestalt* — Fredrick Perls, Peter Philippon, Joen Fagan, Irma Lee Shepherd, Claudio Naranjo, Fabio Metelli, Gaetano Kanizsa, Leslie Greenberg, etc. *Transactional Analysis* — Eric Berne, Richard Erkskine, Helen Hrgaden, Charlotte Sills, etc.

Outcome 2

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

Therapeutic relationship: Person Centred counselling relationship defined by the three core conditions (empathy, congruence, unconditional positive regard), Existential defined by the quality of presence, Gestalt counselling relationship defined by I-thou relating (Martin Buber), Transactional Analysis is defined by collaboration.

A fundamental principle within counselling is the significance of the counselling relationship in bringing about a successful Outcome. Within the humanistic approach relationship is defined as 'real' or 'alongside'. Within the humanistic approach the relationship is also often considered to be an end itself, rather than a means to an end as is largely the case within the psychodynamic approach.

Higher National Unit specification: support notes (cont'd)

Unit title: Counselling: Contemporary Humanistic Counselling Theory

Outcome 3

Development towards becoming a reflective practitioner should be evident in the candidate'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

Guidance on the delivery and assessment of this Unit

- ◆ Client needs: emotional; psychological; spiritual

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

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.

Higher National Unit specification: support notes (cont'd)

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Recommended texts

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

Existential Theory — Emmy van Deurzen-Smith (1997) *Existential Counselling in Practice*, Sage Publications; Hans W. Cohn (1997) *Existential Thought and Therapeutic Practice: An Introduction to Existential Psychotherapy*, Sage Publications.

Person-Centred Theory — Dave Mearns & Brian Thorne (1998) *Person-Centred Counselling in Action*. Sage; Dave Mearns (1998) *Developing Person-Centred Counselling*. Sage Publications.

Gestalt Theory — Petruska Clarkson (1996) *Gestalt Counselling in Action*. Sage Publications; Jennifer Mackewn (1999) *Developing Gestalt Counselling*. Sage Publications.

Transactional Analysis Theory — Ian Stewart (1991) *Transactional Analysis Counselling in Action*. Sage Publications; Phil Lapworth, Charlotte Sills and Sue Fish (1998) *Transactional Analysis Counselling*. Winslow Press.

John Rowan (1991) *The Reality Game*. Routledge.

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.

Candidates 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.

Opportunities for developing Core Skills

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

Open learning

This Unit is best offered as a group based activity to facilitate the necessary personal learning and very careful consideration should be given to this before offering it by open or distant learning

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

www.sqa.org.uk/assessmentarrangements.

General information for candidates

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