

Higher National Unit specification

General information for centres

Unit title: Counselling: Humanistic Counselling Theory

Unit code: F1EL 34

Unit purpose: This Unit is designed to provide candidates with an opportunity to consider theoretical concepts and to consider the historical development, and views/assumptions of the humanistic tradition. The Unit also provides an opportunity for candidates to increase self-awareness in relation to course content, as well as to consider important boundary issues.

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

- 1 Explain the development of the humanistic tradition of counselling.
- 2 Explain the main theoretical concepts of humanistic approaches to counselling.
- 3 Evaluate personal learning in relation to the humanistic tradition of counselling.

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**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 the Unit is at the discretion of the centre; however candidates should have well developed communication skills. It would also be beneficial if candidates had completed Unit EF4J 11 *Introduction to Counselling*.

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.

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.

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.

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.

Higher National Unit specification: statement of standards

Unit title: Counselling: Humanistic Counselling Theory

Unit code: F1EL 34

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 Humanistic Tradition of Counselling

Knowledge and/or Skills

- ◆ Historical development of the humanistic tradition
- ◆ Views/assumptions about human nature
- ◆ Boundary Issues with regard to settings and models

Evidence Requirements

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

- ◆ explain the historical development of the humanistic tradition relating this to the main theories and the views/assumptions
- ◆ identify the boundary issues with regard to settings and models

Assessment Guidelines

Evidence should be generated through written and/or oral assignments of approximately 750 words:

Higher National Unit specification: statement of standards (cont)

Unit title: Counselling: Humanistic Counselling Theory

Outcome 2

Explain the Main Theoretical Concepts of Humanistic Approaches to Counselling

Knowledge and/or Skills

- ◆ Main theoretical concepts of humanistic approaches
- ◆ How psychological/emotional difficulties are acquired and perpetuated from a humanistic perspective.

Evidence Requirements

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

- ◆ explain theoretical concepts in Person Centred, Gestalt, Existential, Transactional Analysis counselling theories and Abraham Maslow's Hierarchy of Needs
- ◆ explain the acquisition/perpetuation of psychological/emotional difficulties

Assessment Guidelines

Evidence could be generated through written and/or oral assignments of approximately 750 words.

Outcome 3

Evaluate Personal Learning in relation to the Humanistic Tradition of Counselling

Knowledge and/or Skills

- ◆ Self-awareness and personal growth in relation to course content
- ◆ Self-awareness in relation to relationships through the perspective of theoretical concepts, views/assumptions

Evidence Requirements

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

- ◆ reflect and evaluate the impact of the Unit content on self-awareness
- ◆ reflect on and evaluate relationships

Evidence could be generated through a personal learning journal and a reflective account of approximately 750–1,000 words.

Administrative Information

Unit code: F1EL 34
Unit title: Counselling: Humanistic Counselling Theory
Superclass category: PM
Original date of publication: April 2007
Version: 01

History of changes:

Version	Description of change	Date

Source: SQA

© Scottish Qualifications Authority 2007

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre for further details, telephone 0845 279 1000.

Higher National Unit specification: support notes

Unit title: Counselling: 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 80 hours.

Guidance on the content and context for this Unit

Outcome 1

The humanistic tradition emphasises the uniqueness of the individual human experience as the guiding factor within the therapeutic encounter. Views/assumptions about human nature, as well as values, bring distinctiveness to the theoretical content of the tradition.

As a counsellor's and a client's thoughts and feelings are essential to the counselling experience how does counselling model and the counselling setting affect this experience. This should be a group exercise where candidates should actively participate, take their own notes and use these for the Graded Unit.

Outcome 2

It is important that theoretical concepts are understood in terms of being signposts that provide the counsellor with a theoretical framework to inform counselling practice rather than prescriptive facts that define it.

It is important that students understand how the theories apply to individuals in order that they can recognise these when working with a client therefore this should be a dimension explored during the learning process. Examples of difficulties, how they are acquired and how they affect functioning with reference to humanistic theory should be included.

Person Centred Theory — core self, self-concept, organismic valuing, conditions of worth, self-actualising tendency, Carl Rogers' six core conditions of counselling, Gestalt Theory — phenomenology, figure, ground, cycle of awareness, contact, confluence, projection, introjection. Existential Theory — rudiments of existential philosophy, search for meaning in relation to the 'givens' of life, authentic living. Transactional Analysis Theory — ego states, life positions, life scripts, drivers, strokes, games, drama/winner triangles, rackets, racketeering. Abraham Maslow's — Hierarchy of Needs, peak experiences, self-actualisation

Outcome 3

Personal development and understanding of how the theories apply to individuals is essential. Candidates should have the opportunity to reflect on the theories in relation to self-awareness and awareness of self in relation to others. Self understanding opportunities in relation to the theories should be offered to candidates using reflective exercises.

Higher National Unit specification: support notes (cont)

Unit title: Counselling: Humanistic Counselling Theory

Self awareness is in two parts: First, candidates must reflect on their personal learning from the Unit: ‘What is this material (concepts, assumptions, values, etc.) helping me to understand about me?’ Second, candidates must reflect on their increasing self-awareness in relation to others in a two-fold way: Candidates must apply theoretical concepts in their relationship with others to increase self-awareness: ‘Through the theoretical perspective of (eg person-centred theory) what am I learning about myself in relation to others?’

The learning journal should allow candidates to map their personal development journey and also to prepare for the Graded Unit. Integration of the theory is unique to each candidate and the aim is to offer each the opportunity to experience this process.

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

Guidance on the delivery and assessment of this Unit

The following texts may be useful.

Core texts

Stephen Palmer (2000) *Introduction to Counselling and Psychotherapy — The Essential Guide*. Sage Publications.

or

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

or

Windy Dryden (2002) *A Handbook in Individual Therapy 4th Edition*, Open University Press.

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.

Higher National Unit specification: support notes (cont)

Unit title: Counselling: Humanistic Counselling Theory

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.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Counselling: Humanistic Counselling Theory

This Unit is designed to provide you with an opportunity to consider theoretical concepts and to consider the historical development, and views/assumptions of the humanistic tradition. The Unit also provides an opportunity for you to increase self-awareness in relation to course content, as well as to consider important boundary issues.

On completion of the Unit you should be able to:

- ◆ explain the development and distinctiveness of the humanistic tradition of counselling
- ◆ explain the main theoretical concepts of humanistic approaches to counselling
- ◆ evaluate personal learning in relation to the humanistic tradition of counselling

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