



Higher National Unit Specification

General information

Unit title: Counselling: Contemporary Humanistic Counselling Theory (SCQF level 8)

Unit code: HT6Y 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 integrate understanding of the therapeutic relationship and process in relation to humanistic counselling theory and skills/practice, as well as to consider development of the contemporary humanistic 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 *Humanistic Counselling Theory*.

Outcomes

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

- 1 Explain the development of the contemporary humanistic approach.
- 2 Evaluate own ability to integrate understanding of the therapeutic relationship and process 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)

Higher National Unit Specification: General information (cont)

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Recommended entry to the unit

Access to this unit is at the discretion of the centre, however 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 group award for 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 humanistic approach.

Knowledge and/or skills

- ◆ Development of contemporary humanistic theory

Outcome 2

Evaluate own ability to integrate understanding of the therapeutic relationship and process 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

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 a humanistic 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

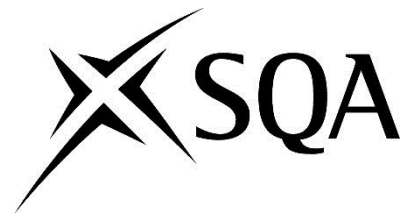
- ◆ explain the development of the contemporary humanistic approach.

Outcome 2

- ◆ evaluate own ability to apply understanding of therapeutic relationship in contemporary humanistic counselling.
- ◆ evaluate own ability to apply understanding of the therapeutic process in contemporary humanistic counselling.
- ◆ evaluate the application of different approaches within humanistic counselling 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 your personal integration of the humanistic 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 *Humanistic 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 humanistic 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 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 Philipppson, 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.

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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.

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

Guidance on approaches to delivery 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 support notes (cont)

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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.

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

Higher National Unit support notes (cont)

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Outcome 2

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

Outcome 3

Evidence could be generated through a reflective account (ie reflective journal). 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.

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

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