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Competence in psychotherapy: From the conceptual ground to its realization

Original scientific article

Abstract

The paper consists of two parts: critical theoretical analysis of competence approach reveals problematic aspects and leads to the conclusion what and why is in traditional behaviourist approach not productive for curricular strategies. Hager's integrated version of competence approach, to which Tuning as a basic document of Bologna process refers, seems to be an alternative, but as a political compromise it turns out as inconsistent. The original Hager's version turns out as consistent but it makes sense in certain areas (like exact sciences). From the analysis follow clear implications for psychotherapy and for humanistic oriented modalities in particular where original and creative solutions in the context of transition are needed. As a response to inappropriate and uncritically accepted competence approach a special attention is dedicated to a solution, which is a combination of objectives-driven and process-developmental curricular model and experiential learning, and offers the whole: from the conceptual ground of standards or curriculum to its realisation, which is demonstrated on the example.

Key words

standards, competence, competency, psychotherapy

Introduction

Although psychotherapy can be part of psychiatry or psychology, it is also an independent discipline and independent interdisciplinary science, which means that it has already become an independent profession. Thus, it needs its own standards and one of the key questions is this: what is professional competence in psychotherapy? Other questions follow: what are the means to achieve professional competence, how to design appropriate training, how to implement it, and finally how to assess qualification. Psychotherapy has a relatively short tradition in comparison with other disciplines. Moreover, the specific transitional situation in Slovenia, in comparison with other countries, means these questions require close attention; particularly when we try to implement the experiences in psychotherapy education from other countries, especially from those that are already adhering to the Bologna process. This paper is, therefore, an attempt to answer the above questions. I will try to defend my basic thesis that the Slovenian situation needs original and creative solutions which will be illustrated by an example.

Do we need standards for psychotherapy?

Although the question seems to be simple, on closer analysis we are confronted by the controversial nature of this issue and others that follow. The attempts to design psychotherapy as an independent profession with corresponding independent academic study within the new legislative procedure raise several dilemmas. Serious theoretical examination is required of the conceptual assumptions about professional standards as well as of the design and implementation of the training. In the mid nineties the key issue of psychotherapy in Slovenia was how to put it on a scientific basis (Praper, 1996; Mrevlje and Praper, 1997). Nowadays the issue would be, how to (if at all) design on a scientific basis psychotherapeutic standards and training. Since we face in this area the same dilemmas which are present in the Bologna process, confrontation with key issues such as globalisation, the economy, politics etc., is inevitable.

In Slovenia it is clear that psychotherapy is a sensitive area where unprofessional and/or unethical conduct can have serious consequences. There is a need, therefore, for standards which would protect citizens against harmful conduct and at the same time offer quality assurance of the service. It is also clear that this area is very heterogeneous and that there is no single understanding as to what constitutes problematic conduct and what professional competence is. This can be confirmed by the significant theoretical differences among the authors within professional and research literature on the issues about the boundaries between ethically non-problematic, questionable or unacceptable psychotherapeutic practice (Bond, 1993; Corey et al., 1988; Masson, 1988; Rutter, 1989; Wefel, 1998). We can conclude, therefore, that standards are necessary because of transparency, which means simply that we know what we can expect from the trainees at the end of their education and that we can expect comparable competence from graduates within a heterogeneous profession. There are several concerns, however, ranging from the possibility of unity within the multitude of different models of psychotherapy – Petrůska Clarkson (1994: 18) talks about 450 models – to the sensitive issue of the problematic side of standards.

Analysis of the theoretical background and its implications

The historical development of professional standards illustrates their controversial nature. The

National Vocational Qualifications (NVQs) systems in England and Wales (begun in 1986), New Zealand, Australia, and the United States represent a unified system of standards which would offer quality assurance. Those who are familiar with this system are aware also of its controversial nature. In the European context we can find the idea of a qualifications framework as well as a corresponding educational model in 'the competence-based approach to education and training' (CBET) in the United Kingdom. Yet Adam, one of the authors has remarked, his country's "experience of quality assurance and the development of qualifications frameworks is highly developed and controversial" (p. 33).

But the reactions of the critics were very harsh. Hyland (2006) is convinced that the word 'controversial' is "a monstrous understatement of the position; the CBET model on which all this is founded is philosophically flawed, educationally subversive and pragmatically ineffective" (p. 25). In his view the essential characteristics of this perished project are: growth of centralised control over education and simplistic and morally impoverished utilitarianism. Moreover, the principal conception of the nature and purpose of education is an economic one, based on neo-behaviourist reductionism "which replaces rich conceptions of knowledge and understanding with narrowly prescriptive competences and skills" (p. 24).

Competence as a basis for professional standards is, therefore, a key concept which has to be analysed. For the purpose of this paper I will just summarise essential aspects of my previous research (Kotnik, 2004, 2006a, 2006b, 2006c, 2006d, 2007).

It is not in question that in everyday life we would like competent professionals: psychotherapists, teachers of our children, our physicians and all kinds of experts for washing machines, computers etc. So it seems that competence as a result of education is not in question either, and this is one of the basic ideas of the approach which is offered by the Tuning project (Gonzalez and Wagenaar, 2003) as a 'new paradigm' within the Bologna process. What is at stake in this paradigm and the concept of competence?

Starting with models of education in general we can find distinctions between three models and their corresponding curriculum strategies:

- academic, subject-based, content-driven curriculum;
- utilitarian, vocational, objectives-driven curriculum, and
- progressive, developmental, process-driven curriculum (Ross, 2000: 144).

In each of them the emphasis is clear: content, objectives and the development of a person's potential (Kroflič, 2002: 170). Introducing the competence approach (CA) as a fundamental characteristic of the Bologna process is a significant move from the content-driven towards the objectives-driven model.

The subject-based model and its implemented educational process is understood also as the process of initiation in which students are led towards 'relevant'¹ knowledge. Apart from 'classic' and 'humanistic' education this model provides the symbolic control of society (Ross, 2000: 101) and corresponding reproduction of the system and its values (Kotnik, 2006a: 13-14). The undeniably rigid aspects of this model are a problem and often represent justified reasons for changes towards the objectives-driven model. This development started with the wider Outcomes Based Approach, where the basic feature is the concept of learning outcomes and this led onto the con

¹Relevance has its own ideological dependence. One of its consequences is hierarchy of subjects and corresponding division of departments and competition among them (Ross, 2000).

troversial Competence Based Education and Training (CBET), with the concept of *competence*² as its key feature.

It is known that the origin of CBET can be traced back to the performance-based vocational teacher education movement in the United States in the 1970s (or perhaps even earlier to 1960s – see Barratt-Pugh, 1995). How was this achieved? They observed what successful teachers were *doing*, then they made a sort of functional analysis and wrote down these activities as ‘behaviours’³, listed them and called them competencies⁴. It all seems obvious, natural and unproblematic, but there are some assumptions (which can not be analysed here):

- successful teachers are also competent teachers;
- there is a guarantee that the curriculum can be designed and implemented with these pre-packed qualifications;
- the successful mastery of atomised tasks is competence, i.e. that the whole is the sum of its parts;
- teachers or future teachers are ‘equal’ to the extent that universal and unified models ‘work’ for all of them;
- a belief that, if we master competencies, we will be competent;
- if we persuade future students that by offering them these competencies, they will be come competent.

Why did they choose the term competence? It seems these abilities or skills to perform certain atomistic activities should be called competencies because the word implies competence. Later it was found how useful this word could be for the purposes of marketing. Competency became a promise or even a guarantee of becoming competent⁵. These lists of competencies, which formed the basis of the training of competent teachers, still persist as assumptions in the majority of competence-based approaches⁶. The original approach in the USA teacher education could not succeed in its aims because of its theoretical assumptions. This led to serious problems (see Korthagen, 2004: 79). Moreover there has also been research which showed that there was no evidence of advantages for this kind of teacher education (Tuxworth, 1989: 12). Nevertheless, the competence approach appeared again in 1980’s in the area of vocational education and failed to succeed (Hyland, 1997). Critics agreed that the concept of competence in the UK vocational education was understood in an unreflective behaviourist way, which led to the conclusion that the approach “can easily become educationally counter-productive” (Hyland, 1994: 54). The critics conclude that its influence on the training and education of future generations will be not only inappropriate but actively damaging because of its rigidity, reductionism, atomism, con-

²One of the many understandings of competence : »Competence is about turning knowledge into action. In the 1990s, as the United Nations looked at how it should be organized in the 21st century, competencies played an important role. UN Secretary-General Kofi Annan defines competence as »a combination of skills, attributes, and behaviors that are directly related to successful performance on the job.« The United Kingdom’s Institute of Health Care Development defines it as »the ability to perform according to job standards, through a wide range of circumstances and to respond to changing demands.« Implicit in both definitions - as well as in others in the literature - is that superior performance in a job is based on applying knowledge, skills, and attitudes in an ever-changing environment”. <http://www.comminit.com/en/node/1307/3>

³The term for this procedure is ‘functional analysis’. See: <http://www.re-skill.org.uk/re/skill/profcomp.htm>

⁴The more the activities are divided into elements, the larger is the list. This is called atomization and together with functional analysis represents a sort of ‘tailorism’ in education. It originates from the production efficiency methodology that breaks every action, job, or task into small and simple segments.

⁵I mention this because of the already widespread approach in higher education marketing to attract students on the basis of this belief.

⁶This non-differentiating can be found also in the Tuning which is basic document of the Bologna reform (Hager, 2006: 31)

ceptual confusion, empirical flaws, and inadequacy for the needs of a learning society (Barnett, 1994; Bridges, 1996; Carr, 1993, 2002; Chappell, 1996; Collins 1991, Hyland, 1994; Norris, 1991, 1996). Hyland (1997) also insists that a non-behaviourist conception of competence does not actually exist because of its “intrinsically behaviouristic” (1997, p. 492) nature.

Given this critical attitude towards the concept of competence, it would be for us useful to emphasise Hyland's (1994) significant initiative to make a clear distinction between ‘competence’ and ‘competency’. Competency represents a “narrower or atomistic dispositional sense of competence” which refers to “performances and aspects of activities”. On the other hand, there is a “more holistic version of ‘competence’ as capacity” where “the term is employed broadly” and “applies to the evaluation of persons” (p. 21). The implication of this distinction is important in terms of the Slovene language in which competence (in contrast to competency) cannot be used in the plural. This is significant. If we understand competence only in a wider everyday sense, it simply expresses somebody's mastery of his work. If we add what has been developed above theoretically, the conclusion is that we do not need the word ‘competency’ and its plural ‘competencies’. However, those who believe that competence is the sum of (more or less atomistic) competencies, will keep both words (Kotnik and Borstner; 2004; Kotnik, 2004, 2006a, 2006b, 2006c, 2006d, 2007).

We can understand the harsh responses from the academic community (especially within the UK) to the initiatives to introduce the failed model of CBET into higher education. Yet CBET became the basis of the Bologna process. Since its authors claim in Tuning that this competence approach is the integrated version and refer to Paul Hager as the author of the integrated competence approach, we need to examine this approach as well. The main reason is the claim of Hager and his Australian colleagues (Hager and Gonczi, 1994, 1996) that their approach to competence is not atomistic but holistic “in that it points to the organic, whole person nature of learning, including the importance of dispositions and abilities” (Hager, 2004: 425). They adapted the competence approach in the mid 1990's in a way that avoided “the problem of a myriad of tasks by selecting key tasks or elements that are central to the practice of the profession” (Gonczi and Hager, 1994). But they emphasise that competence is the property of a person.

Although the integrative approach is officially the basis of the Bologna process, Hager himself does not recognise the approach in Tuning as his approach. Moreover, his critique of Tuning is devastating. He claims, that “despite its laudable aims, a project that features such vital flaws in its foundations, is argued to be fatally deficient from the start” Hager, 2006: 31).

This rather long but necessary introduction can now be a basis for addressing the question on what would be the best approach to the necessary standards in psychotherapy in our Slovenian situation. From the analysis the inadequacy of the traditional behaviourist competence approach is evident, as well as the questionable ‘modernised’ approach, adopted by the Bologna process (Kotnik, 2006d: 93). It makes sense, therefore, to explore, whether a consistent use of Hager's approach would be acceptable for us, and further, whether his approach can rescue the competence approach in general. One single answer is not possible. Analyses (Kotnik, in print) show that the integrated version of the competence approach (by Hager and Gonczi) can be quite use-

⁷Professional standards for particular areas within law have been developed under the instruction of Paul Hager. According to him they work well, so it would be worth examining them. <http://www.lawsociety.com.au/ForSolicitors/Education/specialists/assessmentinformation/index.htm>)

⁸As an illustration let's have a look at the passage from the family law standards:

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ful and acceptable for some professions⁷ (e.g. within natural sciences), where key tasks can be identified, formulated and articulated, as well as the assessment criteria.⁸

On the other hand there are professions and disciplines where such an approach is less appropriate or even detrimental. By no means could this approach become a general and universal model of education and/or professional standards, especially if we take into account the wider emancipatory role of education which does not have just an instrumental role. These functions cannot be reduced to 'key tasks'.

There is a special reason why at this point we should include some fundamental questions concerning education and its role in the context of neoliberal globalisation, since they are relevant in the context of Slovenia's transitional situation. In 2003 Karola Hahn published her article, 'The Changing *Zeitgeist* of German Higher Education and the Role of GATS' in *Higher Education in Europe* (Vol. XXVIII, No. 2), in which she discussed the apparently contradictory nature of two forces in German higher education and research policy: the drive to co-operation, Europeanization and integration, on the one hand, and on the other, the need for European universities to adopt a highly competition-oriented role towards world-wide markets where HE is understood just as a trade product. Otherwise cooperative European universities become competitors for students from Asia. By revealing this hidden agenda, she has drawn attention to a significant new *Zeitgeist*, where, we can guess, there is no place for values such as *Bildung* etc.

This phenomenon raises several dilemmas such as:

- should universities follow traditional common scientific and intellectual interests or whether development be based on profit considerations,
- should globalization be hegemonic or counter-hegemonic (Boaventura de Sousa Santos),
- shall we conceptualise education as a global public good with the potential to contrite to the world agenda, or as a narrow, instrumental agenda that serves the needs of transnational capital or (Roger Dale)?

Inevitably these dilemmas are related to the very nature of Bologna reform but they are also

Practitioners wishing to be accredited should be able to perform the following tasks:

1. Develop a Relationship with the client by:

1.1 Listening Effectively to the Client

By listening effectively, the practitioner is able to perceive the client's immediate needs regarding safety, children and the financial situation.

The practitioner becomes aware of the client's non-legal needs, and any gender, language, cross-cultural and religious issues, and their implications.

1.2 Communicating Clearly and Appropriately

The practitioner:

- ask effective questions and interacts with the client in a supportive way and, at the same time, adopts methods to test the reality of the client's statements;
- adopts a nondiscriminatory attitude and uses plain language to communicate with the client to dispel myths and to educate regarding family law, its limits and realities;
- responds promptly to the client's inquiries and concerns, demonstrates a commitment to follow the client's instructions (within ethical limits) and an understanding of the client's welfare needs.«

<http://www.lawsociety.com.au/ForSolicitors/Education/specialists/assessmentinformation/index.htm>))

As we see the essence of these standards is WHAT the candidate has to master and HOW we will know that he has mastered that. If e.g. the required 'competency' is clear and appropriate communication, then the assessment criteria is e.g. effectiveness of questions, support, plain language, prompt responses and understanding. Although these 'key tasks' are wider, we could say that the articulation of assessment criteria could be a danger of the return of atomism.

connected to the more politically correct principles of quality, comparability and compatibility.

Implications and alternatives: towards creative solutions appropriate for Slovenia's transitional context

The essential implications of the theoretical analysis could be summarised as follows.

Transparency is the main reason that we need psychotherapeutic standards in Slovenia's transitional context. However, they need to be holistic and they should respect the specific characteristics of modalities. But above all, they should serve the needs of the profession and not merely bureaucratic needs. The implication is the appropriate level of generality which offers to modalities appropriate articulation of what trainees should master in order to be licenced and/or (in the case of designing the training) what they should master at the end of the training. The next step is to find a consensus within the profession on what is common and necessary.⁹ Of course, the standards must make sense, if we take them seriously, and not be just a 'must', which is the case with bureaucratic lists of 'competencies'. If the profession is autonomous, it can introduce an appropriate term instead of the discredited term 'competency', which would serve the needs of the profession. As I have said, in the Slovenian language it makes sense to use only the holistic meaning of the word competence¹⁰ – mastery, and in this sense cannot be used in the plural. If we do not respect this characteristic of our language and attempt to use the term in the plural, then we take another problematic step by converting property into entity, which has important implications and consequences¹¹.

What would be an alternative? It would be better to abandon the discredited expression 'competence' because of its contamination and plethora of meanings and return to the wider objectives-driven approach. This is the *Outcomes Based Approach* which uses the word learning outcomes which has a wider meaning and includes knowledge, understanding and skills, but still keeps open the possibility of learning outcomes as tasks. It is essential that this approach keeps what behaviourism abandoned because of easier measurement – attributes, as the basis of behaviour. This means a re-affirmation of knowledge and understanding as traditional educational values, not only in the sense of a content-driven model of education but including the objectives-driven and the process-driven models. Although Hyland (1994: 53-54, 96-98) as a critic of competence approach insists only on knowledge and understanding, he offers an alternative in experiential learning as an approach. If we accept this approach and also take into consideration the model of education as the guideline of the holistic development and growth both of the individual and society which includes an emancipatory role for education, then we return to the values of the process-driven model of education. It is interesting to realise, that our conclusion already existed in the reform documents from 1996 (*Izhodišča kurikularne prenove* - Origins of the curricular reform, 1996). This theoretical basis can also be found in Kroflič (2002), who saw the solution

⁹An example of a necessity would be a mastery of his theoretical model and applying it in therapeutic process. EAP Standards: 2.2 Assessment, Diagnosis & Case Conceptualization, UKCP standards: demonstrate the ability to use chosen theoretical model and knowledge to establish and work with the therapeutic relationship.

¹⁰SSKJ (Dictionary of Slovenian Language): to be competent – who thoroughly master particular area. Competence – property of the competent person.

¹¹We can notice this in the marketing brochures where educational institutions attract students by assuring them which 'competences' their students will get, obtain. An analogy for understanding from psychotherapy could be helpful.

People often understand and use expressions for mental disorders or personality disorders (those which do not have an organic ground) as entities. They are used to support the belief that disturbance functions as an organic illness. Mental disorder becomes an entity as in the case of a virus which attacks the organism: e.g. 'I have anorexia'.

for Slovenian education in the combination of the objectives-driven and the process-driven models of education. If Slovenia followed this principle, a creative approach, adapted to Slovenia's specific situation would be needed. But in this way in the long term the failures of a blind and schematic adoption of the competence approach would be avoided.

From theoretical principles to their realisation

I will start this section with my personal experience from the two areas of my work: teacher education and psychotherapy training. In both areas I came to the same or similar conclusions. In my work with students who are trained to become teachers of philosophy I was experimenting with various ways of formulating and articulating learning objectives and their assessment criteria for testing whether we achieved them. In the end I always came to the same conclusion. From my experiences in schools I learned again and again that there are two essential aspects of the basis on which it can be judged whether student teachers master their 'job'. One aspect is profound knowledge and understanding of the examined topic, the other is mastering of the process in guiding philosophical discussion with students. The latter means developing attention to observe the process¹² and the capacity for its conceptualisation¹³, i.e., Understanding of the process that offers possibilities of intervening with regard to the chosen goal. This is the case in the problem based teaching of philosophy where student teachers need to develop with students elements of philosophical thinking through philosophical discussion.

I have a similar experience of the same principles in psychotherapy training. There are many things which need to be learned, but there are again two aspects that stand out. One aspect is the mastery of the theory of the chosen modality, especially its profound understanding, particularly in connection with therapeutic experience. The other aspect is paying attention to the therapeutic process as process in the 'here and now', where we accompany the trainee step by step, as he accompanies the client. I am talking about humanistic modalities and my experience is from Gestalt therapy, where contact is of fundamental importance. Contact as a condition for growth is what trainees learn - how to establish it and maintain it or how to re-establish it when it is lost. For this purpose subtle attention to the relationship with the client is necessary; maintaining from moment to moment phenomenological observation of what is happening. From the learning perspective this is the basis for the reflection of experience, its understanding and then its conceptualisation. This creates the possibility of wider choices of intervention with regard to a chosen goal at a particular moment. Professional psychotherapeutic training in the context of Gestalt therapy is not the learning of given methods and techniques but learning to pay attention to the uniqueness of each moment of the relationship with the client, as has been said by Resnick (1984):

As far as I am concerned, the technology is the very least important part of Gestalt therapy. It is the closest thing to irrelevant that I know. [...] [E]very Gestalt therapist could stop doing any Gestalt technique that had ever been done and go right on doing Gestalt therapy. If they couldn't, then they weren't doing Gestalt therapy in the first place. They were fooling around with a bag of tricks and a bunch of gimmicks. The technology is only a tool and tool can change (p. 19)

He understands technique as "a freeze framing of what at its conception was a creative figural

¹²To put it in a simple way: that's(he) knows, what is at stake in philosophy, that(s)he knows what is happening in the process and that (s)he knows what(s)he is doing.

¹³Experiential learning (Kolb) and its third step.

¹⁴The empty chair' would be an example of so called 'Gestalt technique' which was abandoned by most Gestalt therapists when it had been used independently of principles. Initially it had been used for externalisation and awareness of internalised dialogues.

leap in a difficult situation” (p. 20). Technique¹⁴, therefore, appears in a concrete situation as an experiment, which enables a qualitative leap. It is something that offers to the client an experience and the opportunity to explore something new for his personal growth. As such it comes out from a given situation and offers to the therapist the possibility of being creative. Learning Gestalt therapy is, therefore, the learning of principles and methodology and not the learning of techniques. It is the learning of how to apply principles to new and unpredictable situations (to learn the uniqueness of human nature) and at the same time developing an understanding of those aspects of human nature which are universal.

This description has its purpose, since the described approach has implications for both the design of standards and the curriculum. It means that we need generality of aims and appropriate articulation of learning outcomes. It is evident also, that detailed articulation of assessment criteria would not be in accordance with the stated principles. However, there is something which can be offered as an alternative and this will be described later.

Now we can return to the general question of psychotherapeutic competence. The question remains how can we formulate this from a general perspective and in particular in the context of psychotherapy. The difficulty which is well known is, that transparent judgement of competence would require articulated assessment criteria. If they are too general, it is difficult to justify the judgement; if they are more articulated and precise, they can violate the principles of modality and miss the purpose.

It is known that for authors who insist on the concept of competence as property, the difficulty in making a judgement of competence is that there is only performance as the basis for judging competence (apart from descriptors of performance), because we cannot have access to competence itself but we can only infer it from the performance¹⁵ (Hager, 2006; Lum, 1999). This is a general answer from which authors conclude that competence is a social construct based on a consensus within a profession. If we put it another way: a competent therapist is a person who works in accordance with standards which do not say much and make sense only in a formal procedure. If we take the issue more seriously and really want to know whether the therapist is competent, we are left with the everyday sense of competence as meaning mastery which is accessible only by insight which can differ from person to person. However, it is misleading if we insist that it is possible to make the leap from the everyday sense of competence to the concept of competence which would offer objectivity, instrumentalisation and measurability and that such an approach would serve as a general model of education. This is another reason for abandoning the discredited concept of competence as a curriculum/standards category and use it only in its everyday sense.

Illustration

As an illustration which offers a solution to the problem I am going to present a model of psychotherapy training, which offers one possibility for the articulation and realisation of the above mentioned principles.

There are two aspects to consider- organisational and educational.

1) *The organisational aspect* seems to be less important, but it has significant assumptions and

¹⁵The origin of the established dual term performance-competence is in linguistics but the meaning has changed.

implications. The specific training of psychotherapy in the domain of Gestalt therapy was based on the previous experiences of this kind of training in Slovenia and experiences of individuals who had trained abroad (e.g. Metanoia Institute, London). The guideline from the very beginning was to utilise everything from abroad which would contribute to a comparable quality of training in our Slovenian context.

There is in our Slovenian context a cultural difference that does not allow the mechanical transmission of models. Furthermore, there is a significant difference in financial capacity. The advantage of a small institute is that it is not part of the established academic institutional system. The public higher education system has by its nature a high degree of rigidity which condemns it to a slower process and which is lacking in quality.

The newly established institute was built on the personal contact which we had with a number of distinguished trainers from other reputable institutes which would guarantee the quality of our training. We invited them to collaborate with us within our financial limits. They helped us to design our curriculum (*GPTI Handbook*, 2002), standards and teaching plan. Whilst they took on the key roles as trainers and supervisors they also took care of the training of our own trainers from our existing therapists. Apart from Metanoia trainers we gradually included other distinguished trainers from other institutes from different countries (France, Italy, and USA) and incorporated their different approaches. This gave an assurance of quality, width and also an openness for differences which is again the advantage of a new small institute. The process gradually led towards the formation of our own trainers and supervisors and their greater part in the training. This process provides an interesting example of counter-hegemonic globalisation and how we avoided global trends in higher education which is easier for an independent small institute. This was the general framework which after a decade of bringing good practices to our Slovenian context produced the results. The quality of our first graduates, assessed by an international board of assessors, was comparable with the graduates from e.g. Great Britain. Without being aware of it, we had adhered to the basic principles of the Bologna process: quality, comparability, compatibility. At the same time we had followed what we later heard was the new educational paradigm.

2) *Educational aspect* (from the conceptual framework towards its realisation). A clear conceptual framework which offers transparency for all the three parties involved (trainers, trainees and examiners) was both the starting point and our guideline. It turned out to be useful for all of us. For this purpose we prepared a student handbook *Priročnik* (Kotnik in Flajs, 2004), adopting the idea of the *Metanoia Student Handbook* (2000), which offers all the necessary information for trainees, including a teaching plan. It is updated each year as appropriate. It sets out the principles of the Institute, understanding of the modality and its training, and epistemological principles. It continues with concrete data (entry requirements etc.), followed by aims and learning outcomes.

General learning outcomes include:

- a) an integrated understanding and application of Gestalt therapy (to examine theoretical grounds and demonstrate their application to clinical practice, to examine and critically evaluate GT theory of Self, to examine and critically evaluate compatible developmental theories) and
- b) general psychotherapeutic skills (which include by way of example the need to demonstrate the ability to maintain contact with self and others in different situations, to demonstrate the ability to assess the client, to map the process, direction and progress, to develop a therapeutic alliance, to identify the process of just transference and countertransference

and work with this in a therapeutic relationship etc.)

These are all necessary skills and areas of knowledge and understanding. They are mentioned because of the need for transparency and as a point of reference for trainers, trainees and examiners. It is not a list, which would as a sum of its parts guarantee psychotherapeutic competence. A further aim of the handbook is also to show the form of the final assessment, composed of both written (case study) and oral assessment (a recording of clinical work). Assessment criteria are formulated in a general form (for example-written assessment: accurateness of material, relevance of the content, understanding of related theory, insight into the implications for clinical practice, argumentation, originality etc.; oral assessment: ability to conceptualise the therapeutic process, sensibility to the appropriate course of the therapy, the quality of contact, awareness of the trainee's own process, clarity, precision, effectiveness of interventions etc.).

The commentary to the criteria for the written assessment is also important: "These are, of course formal criteria of an academic nature, which do not restrict what is for the examiners the basis of their holistic judgement of a candidate's clinical competence". Several issues could be discussed, but let us focus just on one essential one: we need the criteria for the purpose of transparency; however, more detailed articulation in humanistic modalities would return to the discredited atomism with its behaviourist ground. Yet the illusory wish for measurability requires more detailed assessment criteria. This vicious circle can be overcome in a slightly different way. Experience shows, that more than formal criteria, other emphases are important. For this purpose the institute pays special attention to the strategies of teaching and learning, continuous assessment and evaluation of the progress of individual trainees.

The Handbook describes particular forms of teaching and learning from a formal perspective (workshops, work with clients, supervision, personal therapy, peer group, psychiatric placement), but a special attention is given to the approaches within particular forms (theory and discussion, small group work, supervised work in trios, group process, live supervision, discussion groups, individual study etc – see the diagram). During the course these forms become more concrete and precise in defining the learning outcomes for particular semesters.¹⁵ Concrete forms of work based on experiential learning are designed as the basis for the comprehension and assimilation of particular elements, which lead towards the realisation of the general outcomes and are finally assessed by the written and oral examinations. For this purpose ongoing assessment has a crucial role. Each individual is accompanied by staff members throughout the whole time of training and all existing forms of teaching are included. For example: reports from supervisors on progress in clinical work and feedbacks from essays are combined to show the overall progress, growing edges and step by step preparations of the trainees for the final examination. The four essays during each academic year, contribute to this purpose and are designed to cover particular areas (Theoretical Essay – covering connection of theory, personal and therapeutic experience; Supervised Practice Report; Tape and Transcript with commentary and Personal Journal). Feedbacks from assessors have a special role as a sources of learning. Staff members meet on a regular basis and discuss the progress of each trainee. The staff are also helped by regular monthly surveys which provide feedback from trainees. They give an insight into the overall success of the pedagogical process, allowing for immediate response and changes and contribute to the relationship between trainees and trainers.

We could say that this described process is 'a new educational paradigm' of the Bologna process.

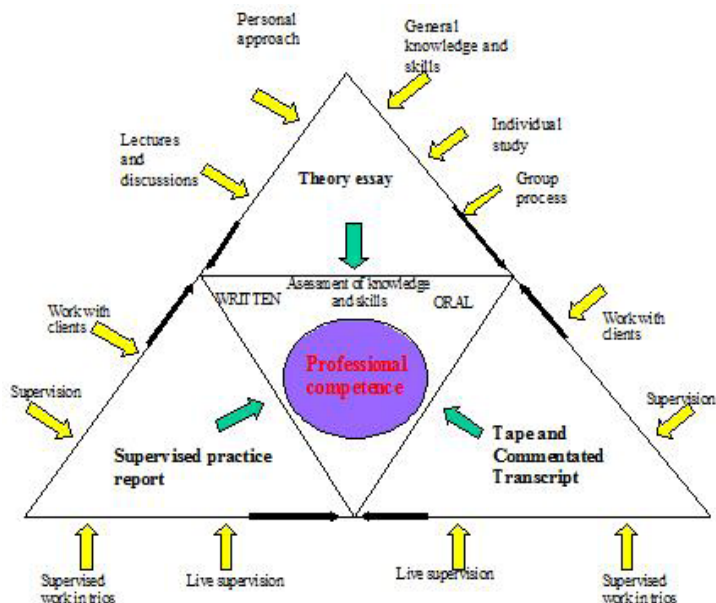


Diagram 1: Diagram as an illustration and a summary of the above described structure and the process from the conceptual framework towards its realisation and how particular elements contribute to the realisation of the learning outcomes.

The diagrammatic illustration depicts the conceptual framework and its realisation showing how the particular elements contribute to the realisation of the stated outcomes. Furthermore, this is the response to the competence approach¹⁶ and an alternative proposal, based on the combination of objectives-driven and process-driven curriculum, manifested in experiential learning.

This is also an attempt at a creative response and an argument to a dilemma raised in the special issue of the *European Journal for Psychotherapy, Counselling and Health*, which included the controversial statement: 'Universities are not a good place for psychotherapy and counselling training' (Parker, 2002). The result was expected: serious arguments were presented that psychotherapeutic education should be both a part of academic education and that it should be separate at independent institutes. The Slovenian transitional situation needs a creative solution adapted to our specific situation that does not lead into the either/or direction. The solution lies in the search for cooperation between academic education and institutes. They both have advantages which can be joined and disadvantages which can be overcome – provided the real objective is the quality of education and professional competence of graduates. Cooperation with other countries is necessary but in the spirit of counter-hegemonistic globalisation. We definitely do need standards for the profession and for professional education and appropriate legislation, but based on the real needs of the profession and standards which would be taken seriously.

¹⁶The origin of the established dual term performance-competence is in linguistics but the meaning has changed.

Conclusion

Apart from offering an alternative to the competence approach the purpose of this analysis together with the illustration was also to emphasise the particular and specific needs of the profession in the present situation in Slovenia, which needs creative solutions. The alternative to competence approach can not be another universal schematic model, but a holistic approach arising out of a conceptual framework on the level of standards and/or curriculum to its realisation in practice. This approach can not offer techniques, but must proceed from principles and methodology. The model of the institute which derived from critical theoretical analysis is a combination of objectives-driven and process-driven curriculum, manifested in experiential learning. In spite of the controversial nature of standards we can state that we need them in Slovenia's present transitional situation. The task is to design theoretical foundations for standards, which are kept away from the discredited behaviourist reductionism. Such standards must not serve merely bureaucratic needs, but they must serve the needs of the profession.

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RudiKOTNIK

Kompetentnost v psihoterapiji: od koncepta in standardov do izvedbe

Izvirni znanstveni članek

Povzetek

Prispevek ima dva dela: kritična teoretska analiza kompetenčnega pristopa pokaže na problematične vidike in vodi v sklep, kaj in zakaj je v tradicionalnem behaviorističnem kompetenčnem pristopu za kurikularno strategijo neproduktivno. Kot alternativa se sicer kaže Hagerjeva integrirana verzija kompetenčnega pristopa, na katero se sklicuje Tuning kot temeljni dokument bolonjskega procesa, a se kot politični kompromis izkaže za nekonsistentnega. Izvirna Hagerjeva verzija je sicer konsistentna, ne more biti univerzalni model standardov in kurikula, ampak je smiselna le na nekaterih področjih (eksaktne vede, naravoslovje). Iz analize sledijo jasne implikacije za področje psihoterapije in posebej za humanistično orientirane modalitete, kjer so za slovenske tranzicijske razmere potrebne izvirne in kreativne rešitve. Zato je kot odgovor neustreznemu in nekritično sprejemanemu kompetenčnemu pristopu posebna pozornost namenjena rešitvi, ki je kombinacija učno-ciljnega in procesno-razvojnega kurikularnega modela in izkusnega učenja ter ponuja celoto od konceptualne zasnove standardov ali kurikula do njegove izvedbe, kar je ilustrirano tudi na primeru.

Ključne besede

standardi, kompetentnost, kompetenca, psihoterapija

Uvod

Čeprav je psihoterapija lahko sestavni del psihiatrije ali psihologije, je ravno tako tudi samostojna disciplina in samostojna interdisciplinarna veda, kar pomeni, da je postala že tudi samostojen poklic oziroma profesija. Za slednje pa potrebuje tudi svoje profesionalne standarde in eno izmed ključnih vprašanj, ki se postavlja, je, kaj je pravzaprav profesionalna kompetentnost v psihoterapiji. Sledijo pa vprašanja, kakšna so sredstva za doseg te psihoterapevtske kompetentnosti oziroma, kako zasnovati ustrezno edukacijo, kako jo izvajati in kako preverjati usposobljenost. Ker ima v primerjavi z drugimi disciplinami in poklici psihoterapija krajšo tradicijo in ker v naših specifičnih razmerah v nekaterih vidikih zaostajamo za razvitim svetom, so ta vprašanja še toliko bolj pomembna in aktualna. Zlasti, ko gre za vprašanje, kako pri zasnovi našega psihoterapevtskega izobraževanja uporabiti tuje izkušnje, še posebej tiste, ki v naše izobraževanje prihajajo z bolonjsko prenovo. Pričujoči spis je torej poskus odgovoriti na zgornja vprašanja in utemeljiti temeljno tezo, da potrebujemo kreativne in izvirne rešitve, kar bomo poskušali tudi ilustrirati s primerom.

Ali potrebujemo psihoterapevtske standarde?

To vprašanje je videti preprosto, vendar nas podrobnejša analiza sooči s kontroverznostjo tako tega vprašanja, kot tudi drugih, ki sledijo. Zamisli in poskusi realizacije samostojne psihoterapevtske edukacije ali celo njenega akademskega študija v luči novo nastajajočega zakona o psihoterapiji odpirajo celo vrsto dilem, ki zahtevajo resen teoretski spoprijem tako s konceptualnimi predpostavkami profesionalnih standardov, izobraževalnih standardov, kot tudi zasnovo in izvajanje samega izobraževanja vključujoč didaktične implikacije. Če je bilo pred dobrim desetletjem aktualno vprašanje, ali in kako psihoterapijo postaviti na znanstvene temelje (Praper, 1996; Mrevlje in Praper, 1997), je danes aktualno vprašanje ali je mogoče (in če je, kako) postaviti na znanstvene temelje tako profesionalne standarde kot tudi psihoterapevtsko izobraževanje. Pri tem naletimo na iste dileme, ki se odpirajo ob uvajanju bolonjske prenove, zato je neizogibno tudi soočenje z vrsto ključnih vprašanj, ki zadevajo globalizem, ekonomski in politični vidik.

Če bi poskušali zelo strnjeno povzeti oris naše situacije, bi to lahko pokazali z dvema tendencama. Po eni strani je dejstvo, da je psihoterapija zelo občutljivo področje, kjer ima neprofesionalno (in/ali neetično) ravnanje lahko sorazmerno resne posledice. Zato se kaže potreba po standardih kot nujnost, ki bi državljane najprej ščitili pred škodljivim ravnanjem, hkrati pa bi s tem spodbujali tudi kvalitetne storitve. Hkrati ugotavljamo, da je to občutljivo področje tudi izjemno heterogeno z zelo različnimi razumevanji, kaj je problematično ravnanje in kaj je psihoterapevtska kompetentnost. To potrjujejo tudi precejšnje teoretske razlike v strokovni in znanstveni literaturi o tem, kaj naj bi bila psihoterapevtska kompetentnost, kje so meje med etično neproblematično, vprašljivo in nedopustno psihoterapevtsko prakso (Bond, 1993; Corey et al., 1988; Masson, 1988; Rutter, 1989; Wefel, 1998). Lahko bi torej ugotovili, da standarde nujno rabimo – tudi zaradi transparentnosti, kar preprosto pomeni, da vemo, kaj naj psihoterapevti po končani edukaciji dejansko obvladajo in da znotraj heterogene stroke vsaj približno lahko računamo na enako usposobljenost diplomantov. Vendar se pojavlja vrsta resnih pomislov: od vprašanja možnosti poenotenja v množici različnih šol – Petrůska Clarkson (1994: 18) jih navaja 450 – do problematičnih vidikov standardov.

Analiza teoretskega ozadja in njene implikacije

Zgodovina uvajanja poklicnih standardov v splošnem smislu kaže na njihovo kontroverznost. Nacionalni Kvalifikacijski Sistem (NVQS) v Veliki Britaniji, Avstraliji Novi Zelandiji itn. predstavlja enoten sistem kot dogovor o standardih preko katerih naj bi država državljanom omogočala jamstvo, da izobraževalne institucije te standarde izpolnjujejo. Kdor to pozna, pozna tudi kontroverznost tega projekta, kar priznava tudi eden izmed njegovih avtorjev v okviru bolonjskega procesa (Adam, 2003: 33), pa tudi njegovo zahtevnost. Vendar pa so reakcije kritikov ostre. Hyland (2006) je prepričan, da je zgolj izraz 'kontroverznost' »monstruozno podcenjevanje« (str. 25) propadlega projekta, ki ima tendenco centraliziranega nadzora izobraževanja in njegove utilitaristične podrejenosti ekonomskim in tržnim ciljem, kjer se splošne in specifične cilje (znanje in razumevanje) visokošolskega izobraževanja nadomešča predvsem z »ozko predpisanimi kompetencami in spretnostmi« (str. 24). Kompetenca kot podlaga standardov je torej ključni pojem, ki je potreben analize. Ker sem o tem v zadnjih letih že obširno pisal (Kotnik, 2004, 2006a, 2006b, 2006c, 2006d, 2007), bom povzel le za naše potrebe bistvene vidike.

Verjetno ni vprašljivo, da si v vsakdanjem življenju želimo opravljanje s kompetentnimi strokovnjaki, pa naj bodo to psihoterapevti, učitelji naših otrok, naši zdravniki ali serviserji naših naprav. Zato verjetno tudi ni vprašljiva kompetentnost kot tisto, kar naj bi bilo rezultat izobraževanja. To pa je tudi temeljna ideja, ki jo kot novo paradigmo poučevanja in učenja ponuja tudi projekt Tuning (Gonzalez J. & Wagenaar R. (eds.), 2003) v okviru bolonjskega procesa. Za kaj gre pri tej paradigmi in pri samem pojmu kompetentnosti?

Če pogledamo to z vidika modelov vzgoje in izobraževanja, lahko razlikujemo tri modele in s tem tri kurikularne strategije: učnosnovno načrtovanje, kjer je izhodišče in poudarek na vsebini, učneciljno načrtovanje, kjer je izhodišče in poudarek na ciljih ter procesno-razvojno načrtovanje, kjer ima prednost tisto, kar prispeva k razvoju osebnostnih potencialov učenca (Kroflič, 2002: 170). Uvajanje kompetenčnega pristopa (KP), ki je v temelju bolonjske prenovе, je izrazit premik v smeri utilitarističnega učno-ciljnega modela. Učnosnovni ali tudi kulturno-transmisijski model in na njem temelječe izobraževanje je tudi proces iniciacije, v katerem študenta/dijaka/učenca pripeljemo do tega, da skrbi za 'relevantno'¹ znanje. Ta model poleg 'klasične' in 'humanistične' vzgoje skrbi tudi za simbolni družbeni nadzor in temu ustrezno reprodukcijo sistema in vrednot (obširneje v Kotnik, 2006a: 13-14). Rigidni vidiki tega modela so zato vodili k učneciljnemu, pri katerem se je poleg splošnejšega Rezultatskega pristopa (Outcomes Based Approach), kjer so temeljna kategorija študijski dosežki (learning outcomes) pojavil tudi kontroverzni kompetenčni

¹Relevantnost je seveda ideološko pogojena, ena od njenih posledic pa je tudi stroga hierarhija predmetov, klasifikacija na discipline in posledična delitev na oddelke z medsebojno konkurenčnostjo. Ross (2000) ugotavlja, da predmetni oddelki bodisi za ohranjanje statusa quo ali pa za vzpon na lestvici »uporabijo katerikoli trenutno razpoložljivi izobraževalni ali politični diskurz« (str.110). Pri nas se je za to uveljavil izraz 'imperializem strok' in ga srečamo ob vsakokratni kurikularni prenovi ali katerikoli drugi podobni situaciji (organi odločanja itn). Zanimiva je zdajšnja situacija bolonjske prenovе, kjer se zgoraj omenjeno pravilo potrjuje: izkušnje v tem procesu nas prepričujejo, da ima status quo (predmeta, discipline, oddelka) prednost pred temeljnimi cilji bolonjske prenovе«

²Ena od mnogih razlag pojma: »Pri kompetenci gre za pretvorbo vednosti v dejanje. [...] Generalni sekretar Združenih narodov Kofi Annan definira kompetenco kot 'kombinacijo sposobnosti, lastnosti in obnašanj, ki so neposredno povezana z uspešnim opravljanjem dela.' United Kingdom's Institute of Health Care Development pa jo definira kot 'zmožnost izvedbe skladu s poklicnimi standardi skozi širok spekter okoliščin in kot odgovor na spreminjajoče se zahteve.' Tako v teh dveh definicijah kot tudi drugih v literaturi je implicitno, da kakovostno opravljanje dela temelji na uporabi znanja, sposobnosti in naravnosti v nenehno spreminjajočem se okolju.« <http://www.cominit.com/en/node/1307/36>

pristop (Competence Based Education and Training – CBET), kjer je ključna kategorija *kompetenca*.²

Kompetenčni pristop ima svoj izvor v 60. in 70. letih v izobraževanju učiteljev v ZDA. Kako so se tega lotili? Na preprost način lahko rečemo, da so opazovali, kaj in kako delajo uspešni učitelji, zapisali to kot posamezna 'obnašanja',³ te posamične dejavnosti imenovali 'kompetence', naredili iz tega seznam 'kompetenc'.⁴ Ta seznam kompetenc naj bi bil podlaga za izobraževanje kompetentnih učiteljev. V omenjenem postopku in konceptu je več nereflktiranih predpostavk, vendar omenimo le bistvene: prva predpostavlja identiteto med uspešnostjo in kompetentnostjo, druga predpostavlja možnost univerzalne zasnove in izvedbe kurikulum na podlagi takih paketov kompetenc in tretja predpostavlja, da je celota vsota posameznih delov. Slednje se kaže tudi v prepričanju: če bomo obvladali 'kompetence', bomo kompetentni, kar lahko razumemo tudi tako, da so 'kompetence' obljuba ali celo zagotovilo kompetentnosti.⁵ Te izvorne predpostavke se ohranjajo tudi v večini sedanjih pristopov, temelječih na 'kompetencah', kjer je poleg teh predpostavk še pojmovna zmeda, saj pogosto ne razlikujejo⁶ med 'kompetenco' kot zmožnostjo in performanco oziroma izvedbo delovne naloge. Izvorni kompetenčni pristop že zaradi samih teoretskih predpostavk ni mogel doseči zastavljenih ciljev, na kar opozarja Korthagen (2004), ki doda tudi dodatno nastale probleme kot so dolgi in nerodni sezname kompetenc, ki fragmentirajo učiteljevo dejavnost (str. 79) in ponuja tudi holistični pristop kot alternativo (Korthagen, 2004, 2005). Tudi raziskave, kljub institucionalni uveljavitvi, "niso dale evidence o prednosti takega izobraževanja učiteljev ... številne raziskave pa so pokazale, da ni korelacije med vedenjem teh učiteljev in dosežki oz uspešnostjo učencev" (Tuxworth, 1989: 12). Tudi nadaljnji sistemski poskusi uvajanja kompetenčnega pristopa na področje poklicnega izobraževanja v osemdesetih letih so doživeli neuspeh (Hyland, 1997). Ko gre za pojem kompetence v angleškem poklicnem izobraževanju, teoretiki soglašajo, da gre za nereflktirano behavioristično razumevanje, kar je tudi podlaga sklepu, da ima celoten, na tem pojmu utemeljen pristop tako resne pomanjkljivosti, da je ne le vprašljiv ali neustrezen, ampak celo škodljiv (Bridges 1996, Hyland 1997), saj je pretirano redukcioniističen, ozek, rigid, atomiziran ter teoretsko, empirično ter pedagoško nejasen (Chappell, 1996; Hyland, 1994). Hyland (1997) tudi vztraja, da nebehavioristični pojem kompetence ni mogoč (str. 492).

Iz zelo ostre in kritične naravnosti do pojma kompetence (Barnett, 1994; Carr, 1993, 2002; Collins 1991, Norris, 1991) je za nas posebej zanimiva in vredna poudarka Hylandova pobuda o nujnosti pojmovnega razlikovanja med »ožjim atomističnim dispozicijskim pomenom kompetence«, ki se nanaša na »dosežke in vidike dejavnosti« ter »bolj holistično verzijo 'kompetence' kot zmožnosti (capacity)«, ki ima širi pomen in se »nanaša na evalvacijo oseb« (str. 21). To razlikovanje je ključno za razmejevanje med nereflktiranimi in nekritičnimi behaviorističnimi pristopi ter holističnimi pristopi. Medtem, ko je v angleščini to razliko omogočata izraza competency (pl. competencies) in competence, v slovenščini to omogočata izraza kompetenca (kompetence) in kompetentnost (Hyland, 1994; glej tudi Carr, 1993). Bolj kot samo razlikovanje so pomembne implikacije, kar je razvidno v slovenskem jeziku celo bolj kot v angleškem. Če razumemo kompetentnost (zgolj) kot vsoto 'kompetenc', kar marsikdo verjame, potem ima tak pomen bolj ali manj atomističnih 'kompetenc', ki izhajajo iz funkcionalne analize, nujno behavioristično podlago. Če pa kompetentnost razumemo v holističnem smislu in temu ustrezno

²Za to se v literaturi uporablja izraz 'funkcionalna analiza'. Glej: <http://www.re-skill.org.uk/re/skill/profcomp.htm>

³Čim bolj so te dejavnosti razstavljene na elemente, več jih je v celoti. Temu bi lahko rekli atomizacija, ki je skupaj s funkcionalno analizo značilnost 'taylorizacije' v izobraževanju, ki ima sicer izvor v delitvi delovnega procesa.

⁵To omenjam posebej zato, ker skuša marketing izobraževalnih institucij pridobivati študente predvsem na podlagi tega prepričanja.

⁶To nerazlikovanje je tudi v Tuningu kot temeljnem dokumentu bolonjske prenovе (Hager, 2006: 31)

zasnujemo izobraževanje, potem 'kompetenc' ne rabimo več in s tem tudi ne izraza. (obširneje: Kotnik in Borštner; 2004; Kotnik, 2004, 2006a, 2006b, 2006c, 2006d, 2007)

Lahko torej razumemo, da se je akademska sfera tako ostro odzvala na uvajanje kompetenčnega pristopa v britansko poklicno izobraževanje. Še bolj je akademska sfera protestirala, da bi ta propadli poskus lahko bil model za visokošolsko izobraževanje ali celotno izobraževanje. Zgodilo pa se je celo več: kompetenčni pristop je postal podlaga bolonjske preнове. Ker tvorci v Tuningu trdijo, da gre za integriran pristop k pojmu kompetence in se pri tem sklicujejo na avtorja integriranega pristopa, ki je Paul Hager, preverimo še to razumevanje kompetence, ki naj bi bilo holistično in naj bi se izognilo problematičnim vidikom tradicionalnega kompetenčnega pristopa. Slednjega so avstralski avtorji poskusili prevladati že sredi devetdesetih let (Hager in Gonczi, 1994, 1996) s širšim pojmovanjem kompetence, ki ni več atomistično in se »izogiba množtvu nalog z izborom ključnih nalog, značilnih za nek poklic«. To pojmovanje kompetence naj bi bilo holistično, ker »je naravnano na organsko naravo učenja, ki vključuje celotno osebo, vključujoč dispozicije in zmožnosti« (Hager, 2004: 425). V tej verziji kompetenčnega pristopa, ki sega že vsaj v sredino devetdesetih let, se torej ohranjajo posamične kompetence (kot zmožnosti za 'ključne naloge poklica'), ki pa so lastnosti osebe. Vendar pa Hager (2006: 31-38) kot avtor integriranega pojma kompetence, na katerega se sklicuje Tuning, le-tega podvrže ostri kritiki. Seveda pa svojega modela v Tuningu ne prepozna (obširneje Kotnik, 2006d).

Zato nas zanima, kaj bi na podlagi teh izkušenj sledilo za psihoterapevtske standarde in izobraževanje v naši situaciji. Na podlagi zgornje analize je razvidna problematičnost in torej neustreznost tako tradicionalnega behaviorističnega kompetenčnega pristopa, temelječa na funkcionalni analizi in atomizmu, kot tudi konceptualna nejasnost bolonjske preнове, ki je rezultat političnih kompromisov (Kotnik, 2006d: 93). Zato se postavlja vprašanje, ali Hagerjeva konceptualna jasnost lahko reši kompetenčni pristop. Odgovor ni enoznačen, saj analize tega pristopa (Kotnik, v pripravi) kažejo, da integrirana verzija kompetenčnega pristopa kot podlaga za standarde verjetno povsem ustreza nekaterim profesijam⁷ (npr. eksaktne vede, naravoslovje),

⁷Ker so standarde za posamezna področja specializacije na področju prava v Avstraliji izdelali s pomočjo Paula Hagerja in ker menda dobro opravljajo svojo funkcijo, si jih je vredno ogledati. <http://www.lawsociety.com.au/ForSolicitors/Education/specialists/assessmentinformation/index.htm>

⁸Za ilustracijo si oglejmo odlomek iz standardov za družinsko pravo iz prej omenjene spletne strani:

POKLICNI STANDARDI

Kandidati, ki se želijo akreditirati, morajo biti sposobni izvesti naslednje naloge:

1. Razviti odnos s klientom:
- 1.1 Z učinkovitim poslušanjem klienta

Z učinkovitim poslušanjem je odvetnik zmožen zaznati klientove neposredne potrebe, ki se tičejo varnosti, otrok in finančne situacije. Odvetnik začne spoznavati klientove neformalne (nepravne?) potrebe in druge probleme v zvezi s spolom, jezikom, medkulturne religiozne probleme in njihove implikacije.

- 1.2 Z jasno in ustrezno komunikacijo

Odvetnik:

- postavlja učinkovita vprašanja in komunicira s klientom suportivno in hkrati preverja realnost klientovih trditev.
- je uvideven in uporablja preprost jezik za razjasnjevanje mitov in za seznanjanje družinskega prava, njegovih meja in realnosti;
- se hitro odziva na klientova vprašanja in skrbi, pokaže pripravljenost slediti klientovim interesom (znotraj etičnih meja) in razumevanje za njegove potrebe.«

<http://www.lawsociety.com.au/ForSolicitors/Education/specialists/assessmentinformation/index.htm>

Kot vidimo je bistvo tako zasnovanih standardov KAJ mora kandidat obvladati in KAKO bomo vedeli, da to obvlada. Če je na primer zahtevana 'kompetenca' jasna in ustrezna komunikacija, potem so kriteriji za preverjanje tega npr. učinkovitost vprašanj, suportivnost, preprostost jezika, hitri odzivi in razumevanje. Čeprav so te 'naloge' postavljene širše, pa bi lahko rekli, da se v tej podrobni artikulaciji kriterijev preverjanja potencialno kaže nevarnost vračanja atomizma.

kjer je mogoče jasno formulirati tako 'ključne naloge' poklica kot tudi jasno artikulirati kriterije njihovega preverjanja.⁸ Nikakor pa to ne more biti univerzalen model izobraževanja in standardov (še posebej na področju humanistike), ko nas zanima tudi širša emancipatorična (Freire, Habermas) vloga izobraževanja, ki nima zgolj instrumentalne vloge. Teh funkcij pa ni mogoče zvesti na 'ključne naloge'.

Ko govorimo o širši vlogi izobraževanja, ki pa ima konkretne posledice, je v analizo na tej točki treba nujno vključiti še temeljna vprašanja izobraževanja in njegove družbene vloge v kontekstu neoliberalne globalizacije, saj so relevantna tudi za naš primer. Karola Hahn (2003) se je namreč v svojem članku "*The Changing Zeitgeist of German Higher Education and the Role of GATS*" dotaknila očitne protislovne narave nemškega visokošolskega sistema, kjer opaža dve nasprotujoči si tendenci v izobraževanju in raziskovalni politiki: na eni strani težnjo po sodelovanju, evropeizaciji in integraciji, na drugi strani pa potrebo evropskih univerz po prilagoditvi izjemno konkurenčno naravnani vlogi na svetovnih trgih, kjer je visokošolsko izobraževanje le še tržni produkt. Sicer kooperativne evropske univerze se na azijskih trgih borijo za študente, ki jim ponujajo diplome pod svojim imenom. Ta fenomen sproža več dilem:

- Ali naj univerze sledijo skupnemu znanstvenemu in intelektualnemu interesu ali pa naj razvoj temelji na profitnem oziru?
- Ali naj bo globalizacija hegemonistična ali protihgemonistična? (Boaventura de Sousa Santos)
- Ali bomo zasnovali izobraževanje kot globalno javno dobrino ali pa kot ozko instrumentalno sredstvo, ki služi potrebam transnacionalnega kapitala? (Roger Dale)

Te dileme se neizogibno tičejo tudi narave bolonjske reforme, vendar jih prekrivajo politično bolj korektna načela kvalitete, primerljivosti in kompatibilnosti.

Implikacije in alternative: na poti h kreativnim rešitvam v pogojih tranzicije

Bistvene implikacije teoretske analize bi lahko načelno povzeli takole: V razmerah tranzicije zaradi transparentnosti standarde nujno rabimo, vendar zasnovane tako, da ohranjajo holizem in spoštujejo specifične modalitete. Še prej pa, seveda, da služijo dejanskim potrebam stroke in ne birokratskim potrebam. To implicira na ravni psihoterapije kot celote tisto raven splošnosti, ki modalitetam omogoča podrobnejšo artikulacijo tega, kar naj obvladajo edukanti ob koncu izobraževanja. Zato je na ravni stroke najprej potreben konsenz o tem, kaj je tisto skupno in nujno.⁹ Seveda so standardi smiselni, če jih vzamemo resno, če so v pomoč sami stroki in niso zgolj birokratska nujnost.¹⁰ Ena takih birokratskih zahtev so seznami 'kompetenc'. Avtonomna stroka ima možnost, da argumentirano namesto kompromitiranega pojma 'kompetenc' uporabi izraz, ki bo smiseln in bo opravljal svojo funkcijo. Ugotovili smo že, da je v slovenskem jeziku smiselno le holistični izraz kompetentnost,¹¹ ki pomeni zgolj človekovo lastnost, da obvlada svoj posel – in nič drugega. To je tudi izvorni pomen besede in zato druge pedagoške uporabnosti sploh nima.

⁹Tak primer nujnosti bi bilo psihoterapevtovo obvladovanje teoretskega modela in dela z njim. To pomeni, da kandidat obvlada svoj teoretski model in ga je zmožen uporabljati v terapevtskem procesu.

Standardi EAP imajo na primer v točki 2.2 Assessment, Diagnosis & Case Conceptualization, medtem ko UKCP standardi formulirajo to takole: - demonstrate the ability to use chosen theoretical model and knowledge to establish and work with the therapeutic relationship.

¹⁰Implementacija bolonjskih načel v praksi kaže tranzicijsko značilnost, da so na primer študijski dosežki v učnih načrtih večinoma zadostitev administrativnim zahtevam, za katere je precejšnja verjetnost, da jih večina ne preverja.

¹¹SSKJ: kompetenten - ki temeljito pozna, obvlada določeno področje; usposobljen, poklican. Kompetentnost - lastnost, značilnost kompetentnega:

Slovenski jezik kot kompetenco razume le pristojnost, nima pa izvorno izraza 'kompetenca' v tem pomenu (obvladovanja) niti v ednini niti v množini. To je dobro in ima svoj smisel, ker bi sicer iz kompetentnosti kot lastnosti, se pravi iz atributa nosilca, naredili entiteto. Če lastnost postane entiteta, ima to pomembne implikacije in tudi dejanske posledice.¹²

Kaj bi bila alternativa? Ker bi bilo kompromitiran izraz 'kompetenca' zaradi kontaminiranosti in množstva različnih pomenov, ki so se pojavili na področju izobraževanja, bolje sploh ukiniti in ker je problematičen tudi sam pristop, je smiselna alternativa, ki ohranja učno-ciljno naravnost. To je rezultatski pristop [*Outcomes Based Approach*], ki je širši pristop, temelječ na študijskih oziroma učnih dosežkih oziroma izidih. Le-te je mogoče formulirati splošnejše, se pravi tudi kot znanje in razumevanje. Še vedno pa lahko vključuje tudi tiste pričakovane ali zahtevane dosežke, rezultate, ki so vezani na delovne naloge. Bistvena je možnost ohranjanja tistega, kar behavioristični pristop zaradi lažje merljivosti ukinja – attribute, ki so podlaga temu obnašanju oziroma vedenju. To pomeni reafirmacijo tradicionalnih pedagoških vrednot kot sta vednost in razumevanje, vendar ne več v učno-snovnem pač pa v smeri učno-ciljnega modela izobraževanja. Za Hylanda (1994: 53-54, 96-98), ostrega kritika kompetenčnega pristopa, sta alternativa temeljni kategoriji vednosti in razumevanja, kot pristop pa izkustveno učenje. Vendar pa bi bilo pri tem vodilo posameznikova in celostna družbena potreba po razvijanju in rasti. Toda dosledno upoštevanje teh načel zahteva povratek k vrednotam procesno-razvojnega modela (glej tudi Ermenc, 2006: 24). Čeprav nekateri izpostavljajo višje spoznavne cilje (Biggs; 1994, 1999), je tudi tu pomembno posvečanje procesu.

Tako glede kurikularne strategije in modela izobraževanja pridemo do sklepa, ki je, zanimivo, pri nas že obstajal (*Izhodišča kurikularne prenove*, 1996). Teoretsko podlago je formuliral Kroflič (2002), ki je videl rešitev za naše izobraževanje v kombinaciji učno-ciljnega in procesno-razvojnega modela. Če bi sledili temu načelu, bi sicer rabili *kreativen* pristop za izdelavo takega modela, prilagojenega naši situaciji, vendar bi se dolgoročno izognili neuspehom nedomišljenega, slepega in shematičnega prilagajanja in prevzemanja kompetenčnega pristopa. Prepričan sem, da bi si kredibilnost v široki akademski družini pridobili veliko bolj z izvirnostjo in doslednostjo kot pa s sprejemanjem seznamov kompetenc, ki bi jih potem upoštevali ali pa tudi ne.

Od načel do izvedbe

Kot izhodišče naj navedem svojo izkušnjo. Moje področje delovanja sta izobraževanje učiteljev in psihoterapija s psihoterapevtskim izobraževanjem. Na obeh področjih sem prišel do enakih ali podobnih ugotovitev.

Pri delu s študenti, ki se pri predmetu didaktika filozofije usposabljaajo za poučevanje filozofije, sem preverjal različne možnosti oblikovanja in členjenja ciljev, ki jih želimo doseči in kriterijev, na podlagi katerih bi skupaj ugotavljali, ali smo jih dosegli. Znova in znova se ob nastopih in praksi študentov na šolah lahko prepričam, da prevladujeta dva bistvena vidika, na podlagi katerih lahko presojamo ali bodoči učitelj obvlada svoj 'posel'. En vidik je poglobljeno poznavanje

¹³Najpreprosteje: da ve, za kaj gre v filozofiji in da ve, kaj dela.

¹²O tem se lahko prepričamo v ponudbah izobraževalnih institucij in njihovem marketingu, kjer obljubljaajo katere 'kompetence' bodo pridobili njihovi slušatelji. Za razumevanje pa je uporabnejša analogija s področja medicine in psihoterapije. Ljudje pogosto izraze za osebnostne motnje ali pa duševne motnje (le tiste, ki sicer nimajo podlage v organskem dogajanju), uporabljajo in razumejo kot entitete. Motnja postane entiteta, ki deluje tako kot bolezen – na primer napade človeka tako kot virus itd. Bistveno je to, da je to nekaj, kar pride od zunaj in ni moje, npr. imam anoreksijo.

in razumevanje področja, ki je predmet obravnave, drugi vidik pa je 'obvladovanje' procesa v vodenju filozofske diskusije.¹³ Slednje pomeni razvijanje pozornosti za opazovanje procesa in potem sposobnosti za njegovo konceptualizacijo,¹⁴ se pravi razumevanje procesa, ki omogoča izbiro (glede na cilj) ustreznih intervencij. To seveda velja za problemski pouk, ko se razvijanje elementov filozofskega mišljenja dogaja v filozofski diskusiji.

Podobne izkušnje, vendar na istih načelih, izhajajo iz psihoterapevtskega izobraževanja. Kljub množini vsega konkretnega, kar sodi v učenje in obvladovanje v tej profesiji spet izstopa dvoje. Najprej je to obvladovanje teorije izbrane modalitete in predvsem njenega poglobljenega razumevanja, vendar v 'povezanosti' s terapevtsko izkušnjo. Drugi vidik je spet posvečanje terapevtskemu procesu v 'tu-in-zdaj', kjer spremljamo edukanta korak za korakom, tako kot on sledi klientu. Govorim o humanistično orientiranih modalitetah, moja izkušnja pa je s področja Gestalt terapije, kjer je kontakt temeljna kategorija. Kontakt kot pogoj za osebno rast je torej tisto, česar se edukant uči: kako ga vzpostavljati, ohranjati ali ponovno vzpostavljati, če ga 'izgubi'. Za to je potrebno subtilno posvečanje odnosu s klientom iz trenutka v trenutek in fenomenološkemu opazovanju tega, kar se dogaja. To je v učenem smislu podlaga za refleksijo dogajanja, njegovega razumevanja in konceptualizacije, kar omogoča izbor med več možnostmi intervencij glede na izbrani cilj v posameznem trenutku. Učenje gestaltistične psihoterapevtske profesije je tako tudi posvečanje enkratnosti in neponovljivosti vsakega trenutka odnosa s klientom na podlagi uporabe načel in ne učenje vnaprej izdelanih metod in tehnik, na kar je opozoril že Resnick (1984):

V Gestalt terapiji je tehnologija najbolj irelevantna stvar, kar jih poznam. Vsak Gestalt terapevt bi lahko povsem prenehal uporabljati katerokoli Gestalt tehniko, ki je bila kdajkoli uporabljena in bi še vedno lahko prakticiral Gestalt terapijo. Če ne bi mogel, bi tudi pred tem v resnici ne prakticiral Gestalt terapije. V resnici bi se zgolj postavljaj in zapravljal čas z vrečo trikov. Tehnologija je samo orodje in orodje se lahko spreminja (s. 19).

Tehniko razume kot »skrepenelo obliko nečesa, kar je bilo v času nastanka kreativen preskok lika v težki situaciji« (s. 20). Tehnika¹⁵ torej nastane v konkretni situaciji kot eksperiment, ki omogoči kvalitativen preskok; nekaj, kar klientu omogoči izkušnjo in raziskovanje nečesa novega za njegovo osebno rast. Kot taka izide torej iz dane situacije in za terapevta pomeni možnost kreativnosti ob spoštovanju temeljnih načel.

Učenje uporabe načel namesto tehnik ter posvečanja enkratnosti in neponovljivosti trenutka je torej razvijanje psihoterapevtske avtonomnosti za 'obvladovanje' novih in nepredvidljivih terapevtskih situacij (zaradi tistih vidikov človeške narave, ki so enkratni in neponovljivi), vendar ob hkratnem poznavanju in razumevanju tistih vidikov človeške narave, ki so univerzalni.

Tak pristop ima implikacije tudi za načrtovanje standardov in kurikulumov, kar pomeni splošnost v formulaciji ciljev in tistih pričakovanih študijskih dosežkov, kjer je to potrebno. Podobno velja,

¹⁴Tu pridejo v poštev načela izkustvenega učenja: da izkušnji poučevanja (četudi le nekaj minut) sledi refleksija dogajanja in ugotavljanje, kaj se je dogajalo in s katerim pojmom bi lahko zajeli dogajanje. To razumem s konceptualizacijo procesa.

¹⁵Kot primer lahko omenimo znano in v gestaltističnem svetovanju danes le še redko uporabljano tehniko praznega stola, ki je služila le za ozaveščanje internaliziranih dialogov oziroma internaliziranih pomembnih oseb, nikakor pa ne za treniranje dialoga z realnimi osebami. Ko so jo kot tehniko začeli uporabljati neodvisno od načel, je izgubila svoj prvotni smisel in lahko razumemo, zakaj so jo Gestalt terapevti nehali uporabljati. Imeli pa so tudi druge razloge, saj so med drugim ugotavljali, da klient, ki se 'pogovarja' s praznim stolom ni več v kontaktu s terapevtom ali drugače povedano, da ta tehnika ovira dialoški pristop.

da morajo biti ocenjevalci temu ustrezno usposobljeni za proces preverjanja. Seveda pa je nujna cena takega pristopa omejena možnost za izdelavo natančnejših kriterijev ocenjevanja in temu ustrezna manjša možnost 'merljivosti' dosežkov. Kot je znano, je za avtorje, ki sicer vztrajajo pri pojmu kompetentnosti a ga jemljejo kot lastnost, težava presojanja kompetentnosti ta, da je na voljo le *performance*,¹⁶ na podlagi katere (in kriterijev kot deskriptorjev *performance*) je mogoče samo sklepati o kompetentnosti (Hager, 2006; Lum, 1999). To je hkrati tudi načelen odgovor na vprašanje kaj bi sploh lahko bila psihoterapevtska kompetentnost. Je socialni konstrukt (Lum, 1999; Hager, 2006) kot rezultat konsenza. Preprosto povedano je skladno z zgornjim pojmom kompetentnosti kompetenten terapevt tisti, ki dela v skladu s standardi (kar ne pove veliko), kar lahko preverimo, a le do določene mere in ima smisel le v formalni proceduri. Ker pa so zelo tehtni razlogi, da pojem kompetence opustimo, ker je (med drugim) zaradi zagotavljanja, da je kompetentnost vsota 'kompetenc' zavajajoč, nam tako ostaja le vsakdanji pojem kompetentnosti, s katerim pa si tukaj ne moremo kaj dosti pomagati. Tega uporabljamo takrat, ko nas uvid prepriča, da nekdo obvlada svoj posel in ta subjektivni uvid ima dejansko lahko realno osnovo. Zavajanje pa je, če trdimo, da je mogoč preskok iz vsakdanjega pojma kompetentnosti na pojem, ki bi nam omogočal objektivnost, instrumentalizacijo in merljivost. To je tisti razlog, zaradi katerega je pojem kompetentnosti kot kurikularno kategorijo bolje ukiniti in ga je torej smiselno ohraniti le v vsakdanjem pomenu.

Ilustracija

Kot ilustracijo bom navedel primer enega od obstoječih primerov psihoterapevtskega izobraževanja, ki je seveda samo ena od možnosti artikulacije in realizacije zgoraj omenjenih načel. Zaradi pestrosti in razlik med modalitetami se tudi načela lahko razlikujejo, kar bi pomenilo, da bi se zgoraj omenjene poti od koncepta do izvedbe med modalitetami lahko razlikovale. Za skupne standarde pa je potrebne skupna podlaga, ki mora imeti ustrezno splošnost. Primer ima dva vidika: organizacijski in edukacijski.

1) *Organizacijski* je videti manj pomemben, vendar ima še kako pomembne predpostavke in implikacije. Ob uvajanju te konkretne psihoterapevtske edukacije so bile podlaga izkušnje že predhodno obstoječi zametki tovrstne edukacije v Sloveniji in izkušnje, ki so jih posamezniki prinesli iz svojih različnih izobraževanj v tujini (npr. Metanoia Institute v Londonu). Od vsega začetka je bilo vodilo prenesti tisto, kar bo prineslo primerljivo kvaliteto edukacije v naš specifični kontekst. Ta specifični kontekst je po eni strani kulturna različenost, ki ne prenese mehaničnega¹⁷ prenašanja modelov, po drugi strani pa velika neprimerljivost v finančnih zmožnostih. V tem se izkazuje izjemno velika prednost malih inštitutov, ki (še) niso del institucionalnega izobraževanja in s tem tudi ne del akademskega izobraževanja. Področje visokošolskega in/ali univerzitetnega izobraževanja je namreč po naravi stvari za take procese zaradi izjemne rigidnosti že vnaprej obsojeno na upočasnen proces in zaostajanje v kvaliteti. Novoustanovljeni inštitut je začel tako, da smo preko osebnih stikov povabili k sodelovanju nam znane edukatorje, ki so bili jamstvo za kvaliteto edukacije in ki so bili pripravljeni izvajati edukacijo v okviru naših finančnih zmožnosti. Pomagali so izdelati kurikulum (GPTI handbook, 2002), standarde in sam program izobraževanja in v njem prevzeli bistvene vloge kot edukatorji in supervizorji, naši že formirani

¹⁶Pojmovna dvojica *performance*-kompetenca je ustaljen izraz in ju zato ne prevajam, zlasti zato, da je jasen izvor.

¹⁷Kot zanimiv primer naj navedem eno od težav, ki smo jih imeli z rednim in pravočasnim oddajanjem esejev, ki so bili s pedagoškega vidika za nas zelo pomembni za spremljanje edukantovega razvoja. Tega problema v britanski kulturi ni. Britanski kolega edukator nam je svetoval finančno kazen za zamudo esaja, kar pa v našem kulturnem okolju nikakor ni delovalo. Najti smo morali svojo rešitev.

psihoterapevti pa so se v te vloge postopno uvajali. Seveda smo začeli z edukatorji iz Meta-noia Institute (po zasebni liniji), vendar smo postopno vključevali tudi edukatorje od drugod, ki so nam jamčili po eni strani kvaliteto po drugi strani pa različnost v pristopih, kar nam je omogočalo večjo širino in odprtost (ZDA, Italija, Francija). Ves ta proces je v nadaljnjih letih postopno omogočal formiranje naših edukatorjev in supervizorjev in temu ustrezno njihovo vedno večjo vlogo. S tem smo se izognili globalističnim trendom visokošolskega izobraževanja, kar je seveda lažje doseči malemu inštitutu, ki ni vpet v institucionalno akademsko izobraževanje in je zanimiv primer nehegemonističnega globalizma. Ker nam je bilo temeljno vodilo kvaliteta, smo zasnovali program edukacije in seveda temu ustrezno izvedbo. To je splošni okvir, ki je po desetletju prenašanja najboljših tujih izkušenj v naš specifični kontekst prinesel rezultat oziroma a jamstvo, da usposobljenost porajajočih se diplomantov, katerih usposobljenost preverja mednarodna komisija, nikakor ne zaostaja za, na primer, nam najbližjih diplomantov iz Velike Britanije. Ne da bi vedeli, smo tako sledili načelom, ki so tudi proklamirana temeljna načela bolonjskega procesa (kvaliteta, primerljivost in kompatibilnost). Hkrati smo tudi sledili ves čas temu, kar smo kasneje od bolonjske prenove slišali, da je nova edukacijska paradigma. To pa bo poleg organizacijskega drugi vidik naše ilustracije.

2) *Edukacijski vidik (od koncepta do realizacije)*. Jasen koncept, ki omogoča transparentnost za udeležene (edukatorji, edukanti, zunanji in notranji ocenjevalci) v edukaciji je bilo vodilo in izhodišče, ki se kaže kot koristno za vse. Inštitut ima zato edukantom namenjen Priročnik (Kotnik in Flajs, 2004) z vsemi potrebnimi informacijami in ga sproti dopolnjujemo z vsem, za kar se pokaže potreba. Začenja z načeli Inštituta, razumevanjem te modalitete in njene edukacije ter epistemološkimi načeli. Nadaljuje s konkretnjšimi podatki (vpisni pogoji itd.) in preide na za nas pomembnejše cilje izobraževanja in pričakovane študijske dosežke. Najprej so to splošni kot:

- a) integrirano razumevanje in uporaba Gestalt terapije (podrobno obravnavati teoretske temelje GT in demonstrirati njihovo aplikacijo na klinično prakso, obravnavati in kritično evalvirati GT teorijo 'self-a', obravnavati in kritično evalvirati kompatibilne razvojne teorije) in
- b) splošne psihoterapevtske sposobnosti (demonstrirati zmožnost ohranjanja kontakta s seboj in z drugimi v različnih situacijah, demonstrirati zmožnost za delo v začetni in sproti oceni klienta in kliničnega dela glede na svoje zmožnosti in omejitve, oblike ponujene terapije, prevladujočih okoliščin in zmožnosti GT pristopa, razvijati terapevtsko zvezo, dogovor [*alliance*], identificirati proces transferja in kontratransferja in delati s tem v terapevtskem odnosu - itn. (Navedeno je le nekaj primerov za ilustracijo).

Potem sledijo študijski dosežki na specifični ravni, kot: orisati proces, smer in napredek v psihoterapiji; razumevanje kulturnih, rasnih, starostnih, spolnih specifik, seksualnih orientacij ter razrednih in verskih dinamik znotraj psihoterapevtskega odnosa, razumevanje različnih razpoložljivih terapevtskih oblik (posamične, skupinske, partnerske, družinske, kratke, dolge) itn – spet le nekaj primerov za ilustracijo.

Kot vidimo so to potrebna področja znanja in usposobljenosti, ki so navedena zaradi transparentnosti oziroma kot skupna referenčna točka za edukante, edukatorje in zunanje ocenjevalce. Ni pa to seznam, ki bi kot vsota delov jamčil psihoterapevtsko kompetentnost. Naslednji pomemben in delikaten element so kriteriji ocenjevanja. Priročnik izhaja iz oblike končnega preverjanja, ki ga sestavljata *pisno* (študija primera) in *ustno* preverjanje (na podlagi predvajanja 15 do 20 minutnega avdio ali video posnetka odlomka dela s klientom). Kriteriji so formulirani v splošni obliki. *Kriteriji za pisno preverjanje*: ustreznost materiala in relevantnost vsebine, razumevanje

teorije, ki zadeva obravnavani primer in vpogled v implikacije za klinično delo, argumentacija, ki sloni na ustrezni literaturi in rezultatih raziskav, izvirnost razmišljanja, navzočnost avtorjevih relevantnih strokovnih in osebnih izkušenj ter zavedanja, ustrezno in konsistentno navajanje virov, pristop do filozofskih temeljev Gestalt terapije in odnosa z drugimi pristopi. *Kriteriji za ustno preverjanje*: vednost in razumevanje osrednjih aspektov teorije Gestalt terapije, zmožnost konceptualizacije klientovega procesa v terminih Gestalt teorije z ozirom na predstavljene probleme in občutek za ustrezno vodenje terapije, kvaliteta kontakta med terapevtom in klientom ter kandidatom in člani komisije, ki vključuje tudi terapevtovo zavedanje svojega lastnega procesa, učinkovitost (jasnost, preciznost, tempiranje in učinkovitost intervencij), profesionalnost v smislu zavedanja etičnih ozirav in meja svojih zmožnosti, intuicija in kreativnost, splošna ocena, ki vključuje tudi vprašanje, ali bi ocenjevalci priporočili kandidata klientom.

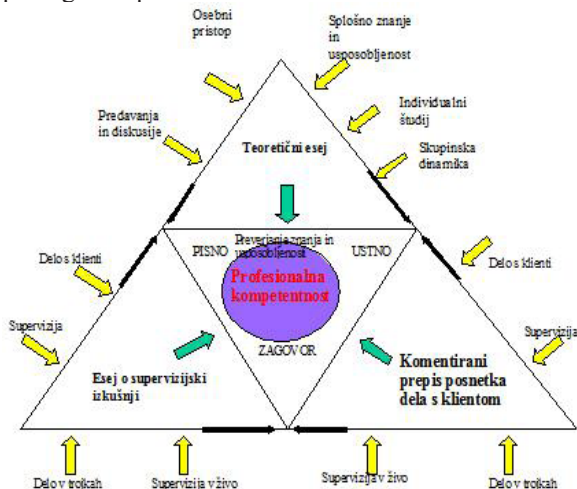
Posebej velja poudariti komentar k pisnemu preverjanju: »To so seveda formalni kriteriji akademske narave, ki še ne omogočajo vpogleda v to, kar je ocenjevalcem podlaga za holistično presojo kandidatove klinične kompetentnosti in profesionalnosti«. Ta komentar sproža celo vrsto vprašanj, ki pa bi potrebovala posebno obravnavo. Zato se osredotočimo le na bistveno. Treba je priznati, da so pomembni za transparentnost, zlasti za edukante, ki želijo vedeti, kaj se od njih pričakuje oziroma po čem bo njihovo delo presojano. Vendar je tudi pri tem kontroverznem vprašanju treba ugotoviti, da podrobnejša artikulacija na področju humanistično usmerjenih modalitet prinaša s seboj kompromitirani atomizem s svojo behavioristično podlago. Kakor tudi lahko ugotovimo, da sicer iluzorna želja po večji merljivosti zahteva podrobnejšo artikulacijo kriterijev preverjanja.

Vendar praktične izkušnje kažejo, da so za realizacijo ciljev bolj kot formalni kriteriji pomembni drugi poudarki. Inštitut zato večjo pozornost posveča strategijam poučevanja in učenja in sprotne spremljanju dela, dosežkov in napredovanju posameznih edukantov. To bi lahko bil eden od mogočih primerov razumevanja bolonjske 'nove edukacijske paradigme', kjer gre načelno tudi za učno-ciljno naravnost ob osredotočenosti na edukanta in njegovo pot k cilju. S formalnega vidika zato priročnik omenja posamezne oblike poučevanja in učenja (izobraževalne delavnice, delo s klienti, supervizija, osebna terapevtska izkušnja, podporna študijska skupina, praksa v ustanovi), vendar je posebna pozornost namenjena pristopu znotraj posameznih oblik (posredovanje teorije in diskusije, delo v manjših skupinah, supervizirano psihoterapevtsko delo v trojkah, skupinski proces, supervizija v živo, individualni študij, diskusijske skupine samih edukantov, posebne oblike dela v absolventskem obdobju kot priprave na študijo primera ali ustni izpit). To dobi svojo konkretnjšo artikulacijo v razdelavi ciljev in dosežkov po posameznih štirih letnikih.¹⁸ Konkretnne oblike dela z izkustvenim učenjem omogočajo podlago usvajanja posameznih prvin, ki vodijo k realizaciji ciljev in se na koncu preverjajo s študijo primera in posnetkom terapevtskega dela. Zato so tudi posamezni štirje eseji skozi vsako leto (teoretični, superviziski, komentar transkripta posnetka dele s klientom, osebni dnevnik) oblika učenja, ki se nadgrajuje, zlasti s pisnimi povratnimi informacijami, in so postopno uvajanje in priprava na končno preverjanje. Tu velja posebej izpostaviti pomembnost vsakega posameznega kandidata,

¹⁸Za profesionalno rast sta pomembna postopnost in začetek. V prvem letu je pglavitni cilj na videz zelo preprost: seznanjanje s temelji Gestalt terapije na način, pri katerem je v ospredju osebna izkušnja Gestalt terapije, vendar gredo edukanti skozi intenziven osebni proces ob hkratnem zelo poglobljenem študiju teoretskih virov, 'prežvekovanju' le teh in poskusom relevantno misliti osebno izkušnjo v smiselnih teoretskih terminih Gestalt terapije. »Po prvem letu zato od edukantov pričakujemo da bodo demonstrirali osnovno znanje, razumevanje in uporabo temeljnih in elementarnih pojmov Gestalt terapije« in da bodo »demonstrirali zmožnost razpoznavanja procesa in zmožnost razločevanja med vsebino in procesom«.

Zato je v treh esejih njihova naloga le povezava teorije in osebne izkušnje. To za njih pomeni zgoraj omenjeno postopno usvojiti, za edukatorje pa spremljati jih na tej poti in jim z ustrezno povratno informacijo stati o strani.

ki ga vsak od edukatorjev in supervizorjev pozna v profesionalnem in osebnem smislu do te mere, da lahko spremlja njegov napredek in tista področja, na katerem lahko še raste [*growing edges*]. Konkretno to pomeni, da se edukatorji redno sestajajo, zlasti ob oddaji in branju vsakega eseja, in pogovorijo o napredovanju in/ali težavah vsakega posameznika posebej. Poseben pomen imajo tudi povratne informacije iz rednih vsakomesečnih anket, ki dajo vpogled v uspešnost pedagoškega procesa in odnosa med inštitutom ter edukanti in s tem omogočajo podlago za spremembe.



Slika 1: Grafična ponazoritev koncepta in poti do njegove realizacije – kako posamezne prvine pripomorejo k realizaciji zastavljenih ciljev

Iz grafične ponazoritve (slika 1) je razviden tako celoten koncept kot tudi poti do njegove realizacije, se pravi, kako posamezne prvine pripomorejo k realizaciji zastavljenih ciljev. To je hkrati odgovor kompetenčnemu pristopu¹⁹ in ponudba alternative, ki temelji na kombinaciji učno-ciljnega in procesno-razvojnega modela in se manifestira v izkustvenem učenju.

Na nek način je to tudi poskus kreativnega odgovora in ponudba argumenta na pred nekaj leti zastavljeno vprašanje oziroma dilemo v posebni številki revije *European Journal for Psychotherapy*, ki je bila v celoti posvečena vprašanju 'Ali je mesto psihoterapije na univerzi?'. Rezultat je bil pričakovan: predstavljeni so bili tako tehtni argumenti v prid tezi, da bi psihoterapevtsko izobraževanje moralo biti del univerzitetnega, kot tudi, da bi moralo biti zunaj njega, se pravi na neodvisnih inštitutih. Naša tranzicijska situacija, kjer se posamezne oblike psihoterapevskega izobraževanja porajajo in razvijajo (v smeri institucionalnega izobraževanja in ustrezne zakonodaje) s časovnim zamikom, rabi kreativne rešitve, prilagojene našim specifičnim razmeram. Omenjena polemika v EJP ne kaže v smer ali/ali. Kreativna rešitev v naših razmerah je v iskanju tiste oblike *sodelovanja* akademskega izobraževanja in inštitutov, ki bi mu bil cilj kvaliteta izobraževanja in profesionalna kompetentnosti psihoterapevtov, sodelovanje s tujino pa v duhu nehegemonistične globalizacije. Za začetek bi rabili tako zakonodajo, ki bi strokovno usposobljenost utemeljevala na standardih psihoterapevta in standardih izobraževanja, vendar s posebnim poudarkom na takih standardih, ki bi dejansko služili svojemu namenu in bi jih jemali resno.

¹⁹Britanski kolegi, ki so svoj kurikulum morali s formalnih razlogov oblikovati v skladu s kompetenčnim pristopom in torej detajlno artikulirati posamezne 'kompetence' ter točno predvideti kje konkretno se realizira posamezna 'kompetenca', so ugotovili, da to preprosto ne deluje. Delajo seveda po svoje – v prid edukantom.

Sklep

Namen prikaza z ilustracijo je poleg razumevanja alternative kompetenčnemu pristopu tudi poudarjanje individualnih in specifičnih potreb stroke same v danem kontekstu, ki terja kreativne in izvirne rešitve. Glede na zastavljene cilje tega prispevka je to tudi ugotovitev, da na področju psihoterapije alternativa kompromitiranemu kompetenčnemu pristopu ne more biti nek drug univerzalen shematski model, ki bi ponujal tehnike, ampak celostni pristop od koncepta na ravni standardov in/ali kurikula do izvedbe, ki zavestno ne ponuja tehnik, pač pa izhaja iz načel in metodologije. Rezultat, izpeljan iz kritične teoretske analize, nas je vodil v model, ki je kombinacija učno-ciljnega in procesno-razvojnega kurikularnega modela in izkustvenega učenja. Kljub kontroverznosti poklicnih standardov lahko ugotovimo, da jih v tranzicijski situaciji na področju psihoterapije potrebujemo. Naš namen je bil zasnovati teoretske temelje standardov, ki se izrecno distancirajo od nevarnih behaviorističnih redukcionizmov. Vendar bi bili smiselni, če bi jih jemali resno in bi služili stroki in ne samim sebi ali pa bi zgolj birokratskim zahtevam.

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