

Liverpool John Moores University

Title: PERSONAL DEVELOPMENT: SELF AND SOCIETY
 Status: Definitive
 Code: **7003COCPSY** (100437)
 Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health
 Teaching School/Faculty: Nursing and Allied Health

| Team | Leader |
|----------------|--------|
| Caroline Marsh | Y |
| Anne Smith | |
| Angela West | |

Academic Level: FHEQ7 **Credit Value:** 10.00 **Total Delivered Hours:** 62.00

Total Learning Hours: 100 **Private Study:** 38

Delivery Options

Course typically offered: Standard Year Long

| Component | Contact Hours |
|-----------|---------------|
| Seminar | 53.000 |
| Workshop | 9.000 |

Grading Basis: 40 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|----------|-------------------|---|---------------|---------------|
| Essay | AS1 | Coursework: Written statement of your learning, group process, engagement and personal learning (to include the formative feedback and the block learning statement). Ongoing formative assessment is part of the personal development group process, where you will be actively reflecting on your self-understanding and receiving feedback from your peers and the tutor. To facilitate this | 100.0 | |

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|----------|-------------------|---|---------------|---------------|
| | | <p>feedback you will need to evidence your active engagement in the PD group context to the extent that it is perceived by the PD tutor and the group. In addition, you will compile a formative learning statement after the block learning to be used in the summative assessment.</p> <p>A viva voce statement on your learning in the group is to be presented to the closed group for formative peer and tutor feedback. This will then be written up as part of your summative assessment to include a reflective evaluation of your learning from the process, incorporating the peer and tutor feedback. Your ongoing attendance at and participation in the group and the block learning is mandatory.</p> | | |

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| Competency | Practice |
|-------------------|----------|

Aims

To critically examine own conditions of worth and organismic valuing process and consider how this impacts on relationships with others and how this might potentially impact upon the counselling relationship.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically examine the origins and effects of their own conditions of worth and organismic valuing process.
- 2 Critically reflect on how their gendered/sexualized identity and ethnicity impacts on self and others
- 3 Synthesise an understanding of self that incorporates the ongoing perceptions of others.
- 4 Demonstrate active engagement in PD and exploration of self which is perceived and experienced by the PD tutor and the group

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Written statement 1 2 3 4

Practice

Outline Syllabus

As with client-centred counselling itself, there is no set content for the group. The facilitator establishes an appropriate balance of support and challenge in order for you to be able to::

- *Explore aspects of your own history and personality;*
- *Identify introjected conditions of worth*
- *Separate your own material from that of others;*
- *Identify your own and others' power in the group.*
- *Provide sensitively phrased feedback to peers*
- *Understand your gendered/racialised/sexualized identity*
- *Develop self awareness and insight which promotes and encourages you to take personal responsibility for your own process and actions*

Learning Activities

You will work in small, tutor facilitated inter-active groups with closed membership, experiencing and exploring your relationships with self and others.

The block learning is attached to this module and provides an opportunity for you to work in a whole community setting with both year groups, as well as in smaller inter-year groups.

References

| | |
|------------------------|-----------------------|
| Course Material | Book |
| Author | Davies, D. |
| Publishing Year | 1996 |
| Title | Pink Therapy |
| Subtitle | |
| Edition | |
| Publisher | Open University Press |
| ISBN | |

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|------------------------|-------------------------|
| Course Material | Book |
| Author | Rowan, J. |
| Publishing Year | 1996 |
| Title | Healing the Male Psyche |
| Subtitle | |
| Edition | |
| Publisher | Sage Publications |

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|-------------|--|
| ISBN | |
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|------------------------|--------------------------------|
| Course Material | Book |
| Author | McLeod, J. |
| Publishing Year | 2010 |
| Title | The Counsellors' Workbook |
| Subtitle | Developing a Personal Approach |
| Edition | 2nd |
| Publisher | Open University Press |
| ISBN | |

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|------------------------|--------------------------------|
| Course Material | Book |
| Author | Maquire, M. |
| Publishing Year | 2004 |
| Title | Men, Women, Passion & Power |
| Subtitle | Gender Issues in Psychotherapy |
| Edition | |
| Publisher | Brunner Routledge |
| ISBN | |

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|------------------------|--|
| Course Material | Book |
| Author | Proctor, G and Napier, N.B. |
| Publishing Year | 2004 |
| Title | Encountering Feminism |
| Subtitle | Intersections between Feminism and the Person-Centred Approach |
| Edition | |
| Publisher | PCCS |
| ISBN | |

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|------------------------|--|
| Course Material | Book |
| Author | Bager-Charleson, S. |
| Publishing Year | 2010 |
| Title | Why therapists choose to become therapists |
| Subtitle | |
| Edition | |
| Publisher | Karnac |
| ISBN | |

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|------------------------|---|
| Course Material | Book |
| Author | Moon, L. (Ed.) |
| Publishing Year | 2008 |
| Title | Feeling Queer or Queer Feelings? Radical Approaches to Counselling Sex, Sexualities and Genders |
| Subtitle | |
| Edition | |
| Publisher | Routledge |

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| ISBN | |
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|------------------------|--|
| Course Material | Book |
| Author | Rose, C. |
| Publishing Year | 2008 |
| Title | The Personal Development group;The student's Guide |
| Subtitle | |
| Edition | |
| Publisher | Karnac |
| ISBN | |

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|------------------------|---|
| Course Material | Book |
| Author | Rose, C. |
| Publishing Year | 2012 |
| Title | Self Awareness and Personal Development. Resources for Psychotherapists and Counsellors |
| Subtitle | |
| Edition | |
| Publisher | Palgrave Macmillan |
| ISBN | |

Notes

This module focuses on self-awareness and conditions of worth as well as how to be in relationship with others and understand how this links to client work. The block learning will focus on the phenomena arising from power and prejudice in society and the impact of this on the counselling relationship. Two alternating key themes for the block learning events are 1) gender and sexuality 2) ethnicity and transcultural counselling.

You will be actively encouraged to keep a personal journal to assist with recording and processing your individual learning from PD and the block learning.