

## Liverpool John Moores University

Title: PERSONAL DEVELOPMENT: SELF IN RELATIONSHIP  
Status: Definitive  
Code: **7007COCPSY** (100441)  
Version Start Date: 01-08-2014

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

| Team       | Leader |
|------------|--------|
| Anne Smith | Y      |

**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   | 52.000        |
| Tutorial  | 1.000         |
| Workshop  | 9.000         |

**Grading Basis:** 40 %

### Assessment Details

| Category | Short Description | Description   | Weighting (%) | Exam Duration |
|----------|-------------------|---|---------------|---------------|
| Essay    | AS1               | Coursework: Evaluative statement of own group process, engagement and personal learning (to include formative feedback and the residential learning statement) (3000 words) | 100.0         |               |

|                   |          |
|-------------------|----------|
| <b>Competency</b> | Practice |
|-------------------|----------|

### Aims

*To critically examine the intrapersonal and interpersonal impact on self and others and how this informs the counselling relationship.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Synthesise an understanding of self taking equal account of any prejudices and non-verbal communication, and articulate how as an embodied organism, you impact upon the social and emotional environment
- 2 Demonstrate the capacity to be congruent in relationships with other group members alongside the capacity to offer UPR to others in the group.
- 3 Develop and utilize acuity in differentiating and symbolizing own experience
- 4 Identify and articulate how your own personal development impacts upon the counselling relationship and informs your ability to sustain counselling relationships.
- 5 Demonstrate fearless relating through experimentation with self as a member of a PD group.

## **Learning Outcomes of Assessments**

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

|                      |   |   |   |   |   |
|----------------------|---|---|---|---|---|
| Evaluative statement | 1 | 2 | 3 | 4 | 5 |
|----------------------|---|---|---|---|---|

Practice

## **Outline Syllabus**

*As with client-centred counselling itself, there is no set content for the group. The group is experiential in nature and challenges you as a participant in the group to be fully present and capable of bringing into awareness and accurately symbolizing aspects of your immediate experience. The group facilitator will establish an appropriate balance of support and challenge in order for you to be able to:*

- *Consider how your way of being impacts on others*
- *Become aware of patterns of interpersonal relating in the group*
- *Give and receive feedback on your and others' interpersonal communication*
- *Articulate the intrapersonal impact of being a member of the PD group*

## **Learning Activities**

You will usually work in a group ratio of 1:12 with a tutor as facilitator.

The weekend residential is attached to this module and provides an opportunity for students to work in a whole community setting with both year groups, as well as in smaller inter-year groups and their own closed group.

## **References**

|                        |  |
|------------------------|--|
| <b>Course Material</b> | Book                                     |
| <b>Author</b>          | Lago, C. & Smith, B.                     |
| <b>Publishing Year</b> | 2010                                     |
| <b>Title</b>           | Anti Discriminatory Counselling Practice |
| <b>Subtitle</b>        |  |
| <b>Edition</b>         | 2nd                                      |
| <b>Publisher</b>       | Sage Publications                        |
| <b>ISBN</b>            |  |

|                        |  |
|------------------------|--|
| <b>Course Material</b> | Book   |
| <b>Author</b>          | Moodley, R., Lago, C., Talahite, A. (eds)      |
| <b>Publishing Year</b> | 2005   |
| <b>Title</b>           | Carl Rogers Counsels a Black Client            |
| <b>Subtitle</b>        | Race and Culture in Person-Centred Counselling |
| <b>Edition</b>         |  |
| <b>Publisher</b>       | PCCS Books                                     |
| <b>ISBN</b>            |  |

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|------------------------|--|
| <b>Course Material</b> | Book   |
| <b>Author</b>          | Proctor, G., Cooper, M., Sanders, P. and Malcolm, B. (eds) |
| <b>Publishing Year</b> | 2006   |
| <b>Title</b>           | Politicising the Person-Centred Approach                   |
| <b>Subtitle</b>        | An Agenda for Social Change                                |
| <b>Edition</b>         |  |
| <b>Publisher</b>       | PCCS Books   |
| <b>ISBN</b>            |  |

|                        |   |
|------------------------|---|
| <b>Course Material</b> | Book  |
| <b>Author</b>          | Tuckwell, G.                                      |
| <b>Publishing Year</b> | 2002  |
| <b>Title</b>           | Racial Identity, White Counsellors and Therapists |
| <b>Subtitle</b>        |   |
| <b>Edition</b>         |   |
| <b>Publisher</b>       | Open University Press                             |
| <b>ISBN</b>            |   |

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|------------------------|--|
| <b>Course Material</b> | Book   |
| <b>Author</b>          | Wyatt, G. (ed)                                   |
| <b>Publishing Year</b> | 2001   |
| <b>Title</b>           | Rogers Therapeutic Conditions                    |
| <b>Subtitle</b>        | Evolution, Theory and Practice Vol 1. Congruence |
| <b>Edition</b>         |  |
| <b>Publisher</b>       | PCCS Books                                       |
| <b>ISBN</b>            |  |

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|------------------------|------|
| <b>Course Material</b> | Book |
|------------------------|------|

|                        |   |
|------------------------|---|
| <b>Author</b>          | Lago, C.  |
| <b>Publishing Year</b> | 2011  |
| <b>Title</b>           | The Handbook of Transcultural Counselling and Psychotherapy |
| <b>Subtitle</b>        |   |
| <b>Edition</b>         |   |
| <b>Publisher</b>       | Open University Press                                       |
| <b>ISBN</b>            |   |

|                        |   |
|------------------------|---|
| <b>Course Material</b> | Book                                    |
| <b>Author</b>          | Mackenzie-Mavinga, I                    |
| <b>Publishing Year</b> | 2009                                    |
| <b>Title</b>           | Black Issues in the Therapeutic Process |
| <b>Subtitle</b>        |   |
| <b>Edition</b>         |   |
| <b>Publisher</b>       | Palgrave Macmillan                      |
| <b>ISBN</b>            |   |

|                        |   |
|------------------------|---|
| <b>Course Material</b> | Book  |
| <b>Author</b>          | Page, R.C. & Berkopw, D.N.  |
| <b>Publishing Year</b> | 2005  |
| <b>Title</b>           | Unstructured Group Therapy; creating contact, choosing relationship |
| <b>Subtitle</b>        |   |
| <b>Edition</b>         |   |
| <b>Publisher</b>       | PCCS Books  |
| <b>ISBN</b>            |   |

|                        |  |
|------------------------|--|
| <b>Course Material</b> | Book   |
| <b>Author</b>          | Singh, R., Dutta, S.                                 |
| <b>Publishing Year</b> | 2010   |
| <b>Title</b>           | "Race" and Culture: Tools, Techniques, and Trainings |
| <b>Subtitle</b>        |  |
| <b>Edition</b>         |  |
| <b>Publisher</b>       | Karnac   |
| <b>ISBN</b>            |  |

|                        |   |
|------------------------|---|
| <b>Course Material</b> | Book  |
| <b>Author</b>          | Wosket, V.  |
| <b>Publishing Year</b> | 1999  |
| <b>Title</b>           | The Therapeutic Use of Self: Counselling practice, research and supervision |
| <b>Subtitle</b>        |   |
| <b>Edition</b>         |   |
| <b>Publisher</b>       | Brunner Routledge   |
| <b>ISBN</b>            |   |

## Notes

Emphasis on PD in Year 2 is placed upon an in-depth understanding and awareness of how the self impacts upon Others. Therefore you will need to learn how you are perceived by the PD tutor and peer group members. To facilitate this, you will need to be open to self exploration and inquiry both within the group context and self reflection outside of the group. This will form the basis of discussion for formative feedback in the 1:1 PD tutorial.

In your feedback to other group members, your particular focus will be on Learning Outcomes 2 and 5 and will form part of the assessment process based on the extent to which individual group members have met the LO's for 2 and 5. To facilitate this and to contribute to the on-going personal development of others, you will need to articulate your perception and experience of individual group members in a genuine and congruent manner with UPR.

The block learning provides an opportunity for you to work in a whole community setting with both year groups, as well as in smaller inter-year groups. The block learning will focus on the phenomena arising from power and prejudice in society and the impact of these on the counselling relationship. Two key themes for the block learning will be delivered on alternate years to cover aspects of self in relation to own sexuality, gender, ethnicity and the development of appropriately sensitive and culturally competent counselling practice.