

Liverpool John Moores University

Title: PERSONAL DEVELOPMENT: SELF IN RELATIONSHIP
Status: Definitive
Code: **7021COCPSY** (121094)
Version Start Date: 01-08-2016

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

Team	Leader
Wendy Traynor	Y

Academic Level: FHEQ7
Credit Value: 10
Total Delivered Hours: 62

Total Learning Hours: 100
Private Study: 38

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Seminar	52
Tutorial	1
Workshop	9

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 block learning statement) (2500 words)	100	

Competency	Practice
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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
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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 block learning is attached to this module and provides an opportunity for students to work together in a student community setting.

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 student community setting as a whole group together. 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.