

## Liverpool John Moores University

Title: PERSON-CENTRED AND EXPERIENTIAL COUNSELLING  
COMPETENCY  
Status: Definitive  
Code: **7024COCPsy** (122498)  
Version Start Date: 01-08-2021  
Owning School/Faculty: Psychology  
Teaching School/Faculty: Psychology

Team	Leader
Kathleen Vandenberghe	Y
Jeffrey Harrison	
Noof Bin Hasan	
Peter Blundell	
Lesley Dougan	

**Academic Level:** FHEQ7      **Credit Value:** 20      **Total Delivered Hours:** 72  
**Total Learning Hours:** 200      **Private Study:** 128

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Seminar	60
Workshop	12

**Grading Basis:** 50 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	Critique	A 20 minute skills video recording at the agreed level of competence =PCEPS level 4; transcribed verbatim, accompanied by a written skills self assessment (including feedback from peers and skills tutor).	100	

Competency	Practice
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## Aims

*To achieve the required competency in person-centred and experiential counselling practice, demonstrated via a portfolio of practice evidence and academic analysis.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate Person-Centred Experiential Counselling Competency at a minimum of level 4 on the Person-Centred Experiential Psychotherapy Scale (PCEPS).
- 2 Make and sustain psychological contact in the relational encounter.
- 3 Critically reflect on their own capabilities and areas for improvement in relation to the therapist conditions of Empathy, Congruence and Unconditional Positive Regard, drawing on the PCEP's feedback from skills tutor and peers.
- 4 Explore and critically evaluate their own capacity to form and maintain anti-oppressive, ethical therapeutic relationships.
- 5 Reflect at depth on how their personal material impacts on developing a person-centred-experiential counselling relationship.

## Learning Outcomes of Assessments

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

AS1	1	2	3	4	5
Practice	1	2	3	4	5

## Outline Syllabus

- *Advanced counselling skills from a person-centred-experiential perspective.*
- *Timing of therapeutic interventions.*
- *Communication and meta (meta-therapeutic communication)*
- *The six necessary and sufficient conditions for therapeutic change.*
- *Interpersonal Process Recall IPR skills and Person-Centred Experiential Psychotherapy Scale (PCEPs)*
- *The counselling process, to include beginnings, middles, and endings.*
- *Culturally competent, anti-oppressive, anti-racist, anti-ableist counselling practice, taking into account intersectional identity & Memorandum of Understanding.*
- *Reflective Practice, including the appropriate use of self in the counselling process.*
- *Supervision requirements and making use of Supervision.*
- *Risk assessment and confidentiality (including GDPR and data protection).*
- *Negotiating therapeutic contracts.*
- *Online and Phone Counselling Competencies (knowledge and practice).*
- *Grounding yourself before and after therapeutic work.*

## **Learning Activities**

Students work with each other with real personal issues to develop and critique their skills, using recorded short counselling sessions, in conjunction with ongoing peer and tutor feedback.

Students work in small groups each supervised by a tutor. Each group will listen to the recordings that students have pre-selected and self-critiqued for presentation and give appropriate feedback using the rating scales.

Student will develop the competencies for working with clients remotely via online or phone counselling.

The tutor will identify areas for development through watching/ listening to recordings and ensuing discussion.

Additionally, students are presented with workshops covering advanced counselling skills from an intersectional, ethical, anti-oppressive person-centred-experiential perspective.

## **Notes**

Students will be given ongoing skills feedback which will include an assessment of counselling skills identifying learning needs. Year 1 skills sessions serve as group tutorials. However, if students need or want individual tutorials they are available.

Students will be taught the theory and practice of IPR (interpersonal recall) as a way of researching client and counsellor understanding of the effectiveness of a counselling session and developing their capacity to reflect upon their own process.

Students will be mindful of issues of contracting, sensitivity and confidentiality, as well as secure and encrypted storage of any recorded materials.

In the second semester specific guidance will be given regarding setting up placements.