

# Humanistic Counselling Skills

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<b>Unit Code</b>	2CP3D366		
<b>Unit Title</b>	Humanistic Counselling Skills		
<b>Unit Abbreviation</b>	HCS		
<b>Level of Study</b>	7		
<b>Credit Value</b>	20	<b>ECTS Value</b>	10
<b>Home Department</b>	Psychology		
<b>Unit Coordinator</b>	Julia Robinson		
<b>Keywords</b>	Humanistic; Intersubjective; Core Conditions; Meaning; Practice Contexts		
<b>Unit Learning Outcomes</b>	<p>On successful completion of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically evaluate the core assumptions and principles underpinning humanistic counselling processes and in relation to one theoretical model.</li> <li>2. Work relationally (through explicit exploration of the immediate therapeutic relationship) and have knowledge skills and attitudes of inter-subjective experiencing.</li> <li>3. Experience and communicate the core conditions (empathy, acceptance, authenticity); adapt interventions according to client feedback and make informed judgements during therapeutic interactions.</li> <li>4. Enable clients to articulate and explore meaning and emotion, and make sense of their experiences.</li> <li>5. Critically apply knowledge of contemporary professional and practice issues in real-world therapeutic contexts.</li> </ol>		
<b>Summative</b>			

<b>Assessment</b>	<table border="1"> <thead> <tr> <th data-bbox="459 257 635 481"><b>Element (highlight final element)</b></th> <th data-bbox="635 257 887 481"><b>Type</b></th> <th data-bbox="887 257 1141 481"><b>Weighting</b></th> <th data-bbox="1141 257 1401 481"><b>Learning outcomes assessed</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="459 481 635 705"><b>1</b></td> <td data-bbox="635 481 887 705">Critical Reflexive Evaluation</td> <td data-bbox="887 481 1141 705">100%</td> <td data-bbox="1141 481 1401 705">1-5</td> </tr> </tbody> </table>			<b>Element (highlight final element)</b>	<b>Type</b>	<b>Weighting</b>	<b>Learning outcomes assessed</b>	<b>1</b>	Critical Reflexive Evaluation	100%	1-5												
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<b>Employability and Sustainability Outcomes</b>	<table border="1"> <thead> <tr> <th data-bbox="469 1012 1134 1124"><b>Outcomes</b></th> <th data-bbox="1134 1012 1390 1124"><b>Element of Assessment</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="469 1124 1134 1196">Analyse real world situations critically</td> <td data-bbox="1134 1124 1390 1196">1</td> </tr> <tr> <td data-bbox="469 1196 1134 1308">Demonstrate professionalism and ethical awareness</td> <td data-bbox="1134 1196 1390 1308">1</td> </tr> <tr> <td data-bbox="469 1308 1134 1420">Communicate effectively using a range of media</td> <td data-bbox="1134 1308 1390 1420">1</td> </tr> <tr> <td data-bbox="469 1420 1134 1491">Apply teamwork and leadership skills</td> <td data-bbox="1134 1420 1390 1491">1</td> </tr> <tr> <td data-bbox="469 1491 1134 1603">Manage own professional development reflectively</td> <td data-bbox="1134 1491 1390 1603">1</td> </tr> <tr> <td data-bbox="469 1603 1134 1715">Find, evaluate, synthesise and use information</td> <td data-bbox="1134 1603 1390 1715">1</td> </tr> <tr> <td data-bbox="469 1715 1134 1827">Work within social, environmental and community contexts</td> <td data-bbox="1134 1715 1390 1827">1</td> </tr> <tr> <td data-bbox="469 1827 1134 1899">Use systems and scenario thinking</td> <td data-bbox="1134 1827 1390 1899">1</td> </tr> <tr> <td data-bbox="469 1899 1134 2004">Engage with stakeholder/interdisciplinary perspectives</td> <td data-bbox="1134 1899 1390 2004">1</td> </tr> </tbody> </table>			<b>Outcomes</b>	<b>Element of Assessment</b>	Analyse real world situations critically	1	Demonstrate professionalism and ethical awareness	1	Communicate effectively using a range of media	1	Apply teamwork and leadership skills	1	Manage own professional development reflectively	1	Find, evaluate, synthesise and use information	1	Work within social, environmental and community contexts	1	Use systems and scenario thinking	1	Engage with stakeholder/interdisciplinary perspectives	1
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<b>Assessment Strategies for each Element of Assessment</b>	<p>Critical reflexive evaluation of a role play interaction (4500 words). Working collaboratively, students will use humanistic counselling skills in a role play scenario. Students will transcribe the dialogue and analyse the transcript paying close attention to: the identification of therapist interventions; the impact of these on the interaction; critical evaluation of the skills applied. Students should apply knowledge, skills and understanding of a specified model of humanistic psychological therapy. The evaluation should include a reflexive analysis.</p> <p>Formative assessment: Students will be provided with opportunities to discuss draft work during the completion of the assessment.</p> <p>The assessment strategy will meet all the stated learning outcomes (Learning Outcomes 1, 2, 3, 4, 5).</p>
<b>Assessment Criteria for Unit/Elements of Assessment</b>	<p>LEVEL 7 Grading Criteria apply:</p> <ul style="list-style-type: none"> <li>• Ability to use, identify, analyse and evaluate core assumptions, principles and skills underpinning one theoretical model of the humanistic therapies</li> <li>• Reflexive analysis of the therapeutic interaction including experience of the structures and processes in interaction and the identification and discussion of alternative scenarios.</li> <li>• Identification and analysis of the ways in which the core conditions were represented in the interaction and the tensions arising from these</li> <li>• Ability to work in teams and communicate through digital and other media.</li> <li>• Critical knowledge and understanding of professional and practice issues.</li> </ul>
<b>Non-Standard Minimum Pass Mark</b>	

## Outline of the Unit

<b>Brief Summary</b>	This unit integrates skills, knowledge and attitudes of the humanistic psychological therapies. The underlying assumptions, values and principles of humanistic approaches to therapy will be critically explored. Students will acquire an understanding of the therapeutic framework and process, as well as an ability to practice and apply humanistic counselling skills. Through experiential learning and the practice and development of skills, students will explore the core conditions, the therapeutic relationship, intersubjective ways of working and contemporary practice issues.
<b>Indicative Content</b>	Assumptions, values and principles of humanistic psychological therapy. Mental health issues, professional practice issues and ethical issues in training and real-world therapeutic contexts. The therapeutic relationship, the process and structure of therapy including assessment, formulation, contracting, ending and the use of supervision. Skills appropriate to generic and specific humanistic therapies including person-centred therapy (including but not exclusively listening, synthesising, theorising, responding, evaluating, reflecting). Skills to enhance client articulation of emotion, description and exploration of meaning and sense making. Working in groups; using ICT to enhance learning and communication; transcribing interactions; analysing and evaluating.

### Learning Activities

<b>Breakdown of Student Learning Activity</b>	<table border="1"> <thead> <tr> <th data-bbox="529 1357 1214 1420">Type of Activity</th> <th data-bbox="1220 1357 1319 1420">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="529 1429 1214 1491">Summative assessment</td> <td data-bbox="1220 1429 1319 1491">35%</td> </tr> <tr> <td data-bbox="529 1500 1214 1563">Directed study</td> <td data-bbox="1220 1500 1319 1563">35%</td> </tr> <tr> <td data-bbox="529 1572 1214 1635">Student-centred learning</td> <td data-bbox="1220 1572 1319 1635">30%</td> </tr> </tbody> </table>	Type of Activity	%	Summative assessment	35%	Directed study	35%	Student-centred learning	30%
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	Directed study	35%							
Student-centred learning	30%								
<b>Mandatory Learning &amp; Teaching Requirements</b>									

### Learning Resources

<b>Essential Reading</b>	Cooper, M. (2003) Existential Therapies. London: Sage.
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Cooper, M., O'Hara, M., Schmid, F., and Wyatt, G. (Eds) (2007) The Handbook of Person-centred Psychotherapy and Counselling. Houndmills, Basingstoke: Palgrave MacMillan.

Gillon, E. (2007) Person-Centred Counselling Psychology: An Introduction. London: Sage.

Langdrige, D. (2007) Phenomenological Psychology, Theory, Research and Method. Harlow. Pearson Education.

Elliott, R., Watson, J.C., Goldman, R.N. and Greenberg, L.S. (2004) Learning Emotion-focused therapy: The process-experiential approach to change. Washington DC: APA.

Mearns, D. & Cooper M (2005) Working at Relational Depth in Counselling and Psychotherapy. London: Sage.

Mearns, D. & Thorne, B. (2007) Person-centred Counselling in Action. London: Sage.

Sanders, P. (2006) The Person-centred Counselling Primer. Ross-on-Wye: PCCS Books.

Sanders, P. (2007) The Contact Work Primer. Ross-on-Wye: PCCS Books.

Stern, D. N, (2004) The Present Moment in Psychotherapy and Everyday Life. New York: W. W. Norton & Co.

**Additional**

<b>Resources that Students Should Buy</b>	
<b>Special ICTS Requirements</b>	Digital filming and recording equipment
<b>Any Other Additional Resources</b>	<p>Gillon, E. (2007) <i>Person-Centred Counselling Psychology: An Introduction</i>. London: Sage.</p> <p>Gendlin, E.T. (1996) <i>Focusing-oriented Psychotherapy. A Manual of the Experiential Method</i>. New York: Guilford Press.</p> <p>Lago, C., Talahite, A. &amp; Moodley. R. (2004) <i>Carol Rogers Counsels a Black Client: Race and Culture in Person Centred Counselling</i>. Ross-on-Wye: PCCS.</p> <p>National Institute for Health and Clinical Excellence (2009) <i>The Treatment and management of depression in adults. Guideline 90</i>.  <a href="http://www.nice.org.uk/nicemedia/pdf/CG90NICEEGuideline.pdf">http://www.nice.org.uk/nicemedia/pdf/CG90NICEEGuideline.pdf</a></p> <p>McMillan, M. (2004) <i>The Person Centred Approach to Therapeutic Change</i>. London: Sage.</p> <p>Mearns, D. &amp; Thorne, B. (2000) <i>Person Centred Therapy Today</i>. London: Sage.</p> <p>Merry, T. (1999) <i>Learning and Being in Person Centred Counselling</i>. Ross on Wye: PCCS Books.</p> <p>Proctor, G., Cooper, M., Sanders, P. &amp; Malcolm, B. (eds) (2006) <i>Politicising the Person-Centred Approach: An Agenda for Personal Change</i>. Ross-on Wye: PCCS.</p> <p>Prouty, G. (ed) (2008) <i>Emerging Developments in Pre-therapy: A Pre-therapy Reader</i>. Ross-on-Wye: PCCS.</p> <p>Rennie, D., L. (1998) <i>Person-Centred Counselling: An Experiential Approach</i>. London: Sage.</p> <p>Rogers, C., R. (1951) <i>Client-centred Therapy</i>. Boston: Houghton Mifflin.</p> <p>Scott, T. (2004) <i>Integrative Psychotherapy in Healthcare: A Humanistic Approach</i>. Basingstoke: Palgrave Macmillan</p> <p>Spinelli, E. (2005) <i>The Interpreted World: Introduction to Phenomenological Psychology</i>. London: Sage</p> <p>Spinelli, E. (2001) <i>The Mirror and the Hammer: Challenging</i></p>

	<p>Orthodoxies in Therapeutic Thought. London: Continuum</p> <p>Tolan, J. (1998) Skills in Person-centred Counseling and Psychotherapy. London: Sage.</p> <p>Tudor, K. &amp; Worrall, M. (2006) Person-Centred Therapy: A Clinical Philosophy. London: Routledge</p> <p>Tudor, L., E. (2004) The Person-Centred Approach: A Contemporary Introduction. Basingstoke: Palgrave MacMillan</p> <p>Van Deurzen, E. (2002) Existential Counselling and Psychotherapy in Practice. London: Sage</p> <p>Wilkins, P. (2007) Person-Centred Therapy in Focus. Sage: London</p> <p>Woolfe, W. Dryden, S. Strawbridge (eds) Handbook of Counselling Psychology (Second Edition). London: Sage</p>
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## Administration

<b>JACS Code</b>	<i>C800</i>
<b>Date of Approval</b>	<i>10 May 2013</i>
<b>Date of Most Recent Consideration</b>	
<b>Unit External Examiner</b>	
<b>Unit Assessment Board</b>	