

Module Title:	Person-centred Theory
Module Code:	DHPC03C/BAPC03C
Level:	4
Credits:	30
Pre-requisites:	None

Module Description:

The module is designed to provide students with an active understanding of the person-centred approach, both in terms of developmental theory and therapeutic process. It furnishes the student with opportunities to discuss and evaluate, with guidance, some of the assumptions made by person-centred counsellors. It will form the basis of the students' exploration of clients' and their own experiences. Comparisons with other humanistic forms of therapeutic practice are undertaken.

Indicative Content:

- Orientation to the Module; Module Guide; Review of learning outcomes
 - The basic philosophical features of the Approach; The notion of phenomenology
 - The person-centred view of the person, growth and adjustment
 - The Necessary and sufficient conditions of person-centred counselling
 - The process of change and therapeutic shift
 - A critical exploration of person-centred approaches to counselling - seminars
 - Film and discussion – Rogers with “Gloria”
 - Human needs – Maslow and Rogers (self-exploratory exercise)
 - The self-actualising tendency
 - Processes of differentiation and the nature and formation of the phenomenal field
 - The differentiation of Self within the phenomenal field
 - Conditions of worth and their impact on development
 - The self-concept and the organism
 - The origins of psychological defences
 - An examination of the psychological underpinnings of gestalt therapy
 - A Comparison - The existential Approach – Frankl and Logotherapy
 - Review and evaluation of the module
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Learning and Teaching Methods:

Lectures; Discussion; Workshops; Video; Seminars; collaborative learning groups; case-study; Individual and group exercises; experiential work (triads)

Specific Learning Resources:

TV/Video

Bibliography

Highly Recommended

Bozarth, J and Wilkins, P (eds) (2001). *Unconditional Positive Regard*. Ross on Wye: PCCS Books

Cooper, M. O'Hara, M. Schmid, P and Bohart, A (2013). *The Handbook of Person-centred Psychotherapy and Counselling*. 2nd Ed. Basingstoke: Palgrave Macmillan.

Haugh, S and Merry, T (eds) (2001). *Empathy*. Ross on Wye: PCCS Books

Wyatt, G (ed.) (2001). *Congruence*. Ross on Wye: PCCS Books

Wyatt, G and Sanders, P (eds) (2002). *Contact and Perception*. Ross on Wye: PCCS Books

Recommended

Barrett-Lennard, G T (1998). *Carl Rogers' Helping System*. London: SAGE Publications Ltd

Joyce, P (2015). *Skills in Gestalt Counselling and Psychotherapy*. 3rd Ed. London: SAGE Publications Ltd

Kirschenbaum, H and Henderson, V (Eds) (1990). *The Carl Rogers Reader* London: Constable (Classic Text)

O'Leary, C J (1999). *Counselling Couples and Families: A Person-Centred Approach* London: SAGE Publications Ltd

Rogers, C R (1951). *Client-Centred Therapy: Its Current Practice, Implications and Theory*. London: Constable & Robinson. (Classic Text)

Rogers, C R (1967). *On Becoming a Person*. 9th Ed. London: Constable (Classic Text)

Thorne, B and Sanders, P (2013). *Carl Rogers*. 3rd Ed. London: SAGE Publications Ltd

West, J (1996). *Child-Centred Play Therapy*. 2nd Ed. London: Edward Arnold

Background Reading

Axline, V (1971). *Dibs - In Search of Self*. London: Penguin

Cain, D J (2002). *Classics in the Person-centred Approach*. Ross on Wye: PCCS Books

Clarkson, P (2013). *Gestalt Counselling in Action*. 4th Ed. London: SAGE Publications Ltd

Cohn, H. W (1997). *Existential Thought and Therapeutic Practice*. London: SAGE Publications Ltd

McMahon, L (2009). *The Handbook of Play Therapy*. 2nd Ed. London: Routledge

McIlveen, R and Gross, R (1999). *Adolescence, Adulthood and Old Age*. London: Hodder and Stoughton

O'Leary, C.J. (2012) *The Practice of Person-centred Couple and Family Therapy*.

Module Specifications: School of Health & Social Sciences

Basingstoke: Palgrave Macmillan

Module Learning Outcomes

Subject Specific Learning Outcomes

On successful completion of this module you will be able to:

LO1	Have a conceptual knowledge of humanistic approaches in general and person-centred philosophies in particular
LO2	Relate the goals of person-centred counselling to the conception of personality functioning on which it is based
LO3	Clarify the interrelationship between the core conditions of counselling, the counselling relationship, and the use of therapeutic skills, strategies and techniques
LO4	Compare, with guidance, the person-centred approach with at least <u>one</u> other humanistic-existential approach
LO5	Identify and apply, with guidance and support, person-centred perspectives to the analysis of clients' issues and difficulties at various stages in the life course
LO6	Demonstrate an understanding of person-centred perspectives in relation to transitional processes (development, growth, change, and adjustment)
LO7	Apply, with guidance, a phenomenological perspective to their own experiences

Assessment Title or element	Weighting (%)
A written assignment of 3,000 words. The assignment will take the form of a reflective account of person-centred theory and practice	50%
A phenomenological study of an adult based on his/her recollections of childhood. (3,000 words.) <i>The assignment is based on material developed from an ethnographic interview with an adult.</i>	50%

Information correct at point of publication.