



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Welcome

Communication and Counselling

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Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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What will cover today

- Person Centred Part 2
- Some Counselling Skills
- Some writing support

Conditions of worth and self concept

- Student activity
- Discuss and define the following conditions
- ...

1. EMPATHY

2. CONGRUENCE

3. UNCONDITIONAL POSITIVE REGARD

Empathy in nursing/health care

- Technical competence is necessary, but must be combined with interpersonal skills such as **empathy, warmth** and **respect**; before the patient feels health professional care (*Carver & Hughes 1990*).
- Studies have cited empathy as being the **primary** ingredient within any helping relationship (*Mackay et al 1990*).

Positive Regard and Self Worth

Carl



Rogers (1951) viewed the child as having two basic needs: positive regard from other people and self-worth.

How we think about ourselves, our feelings of self-worth are of fundamental importance both to psychological health and to the likelihood that we can achieve goals and ambitions in life and achieve self-actualization.

Conditions of worth

- Conditions of worth: are conditions we believe we have to meet to gain acceptance, love or positive regard from others
- As children we learn quickly what behaviours please our parents, teachers, care-givers, friendship groups and society in general

Discuss

- These expectations may eventually clash with our individual world view, which may lead to unhappiness, depression or anxiety.

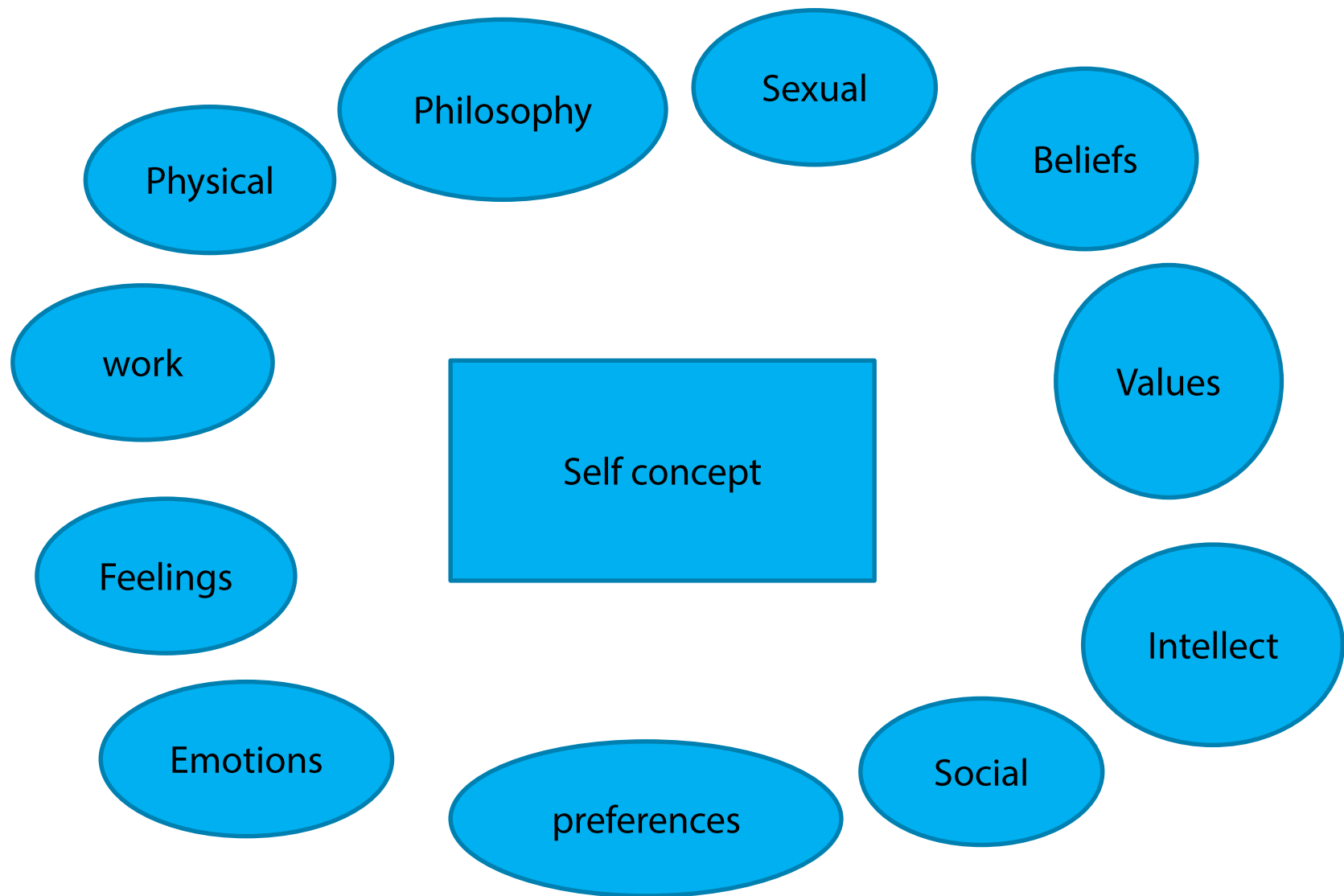
Self Concept

“The organised consistent set of perceptions and beliefs about oneself”

- Perception of self
- How we compare ourselves to the world we live in
- How we identify with others
- How we judge ourselves – self esteem
- Based on Ideals, values, beliefs and perspectives of self which includes past, present and future selves
- **‘What I am’ and ‘What I can do’**

Self-concept

- Largely influenced by our interactions with others
- Starts when we are infants when we realise we are a different object to those around us.
- Continues with interactions with parents, teachers, peers, and role models
- Self-concept can influence an individual's current behaviour, and predict an individual's future behaviour
- Self-concept changes with age.
- Life changing events can have an impact on our self-concept;
- Loss, bereavement, trauma, major illnesses, abuse.

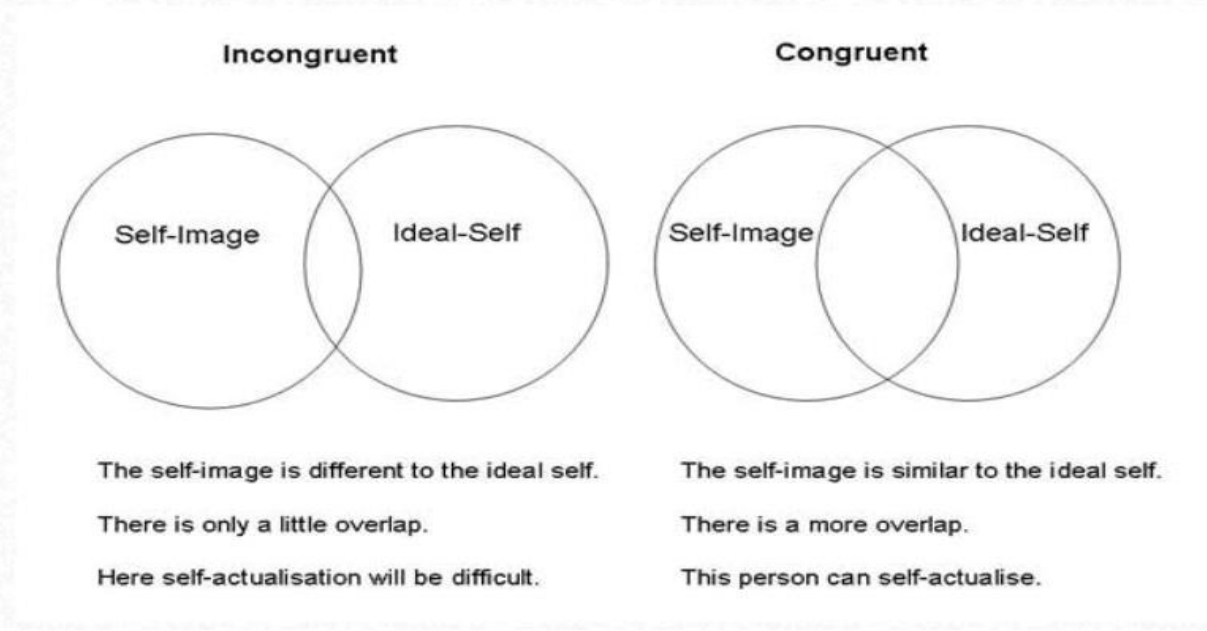


Fully Functioning

- Rogers believed that every person could achieve their goal.
- **The person needs to be in touch with the here and now, with his or her subjective experiences and feelings.**
- 1. Open to experience both negative and positive experiences should be accepted not **denied** or **distorted**
- 2. **Be able to live in the present moment** (*not, past or present or in fantasy*)
- 3. Trust feelings, instincts, and gut reactions.
- Trust ourselves to make the right decision.

A person's ideal self may not be consistent with what actually happens in life :

Hence, a difference may exist between a person's ideal self and actual experience. This is called incongruence.



Summary of Person-Centred

- “We are the best experts on ourselves” (Gross 1992)
- Remarkable Capacity for self-healing
- Personal **growth** leads to Self-actualisation (Moving forward)
- Here and Now
- Patient/Client led
- Non-Directive
- Self -Empowering

- 3 Core conditions (Empathy, UPR, Congruence)
- Form the therapeutic relationship
- Free will
- choices

to develop the skills required for health care practices in their future employment, which better meet the needs of a range of service users. This will enable students to develop innovative and creative ideas to ensure sustainable person centred care are strategically delivered to enable them to meet the preferred health care choices of service users.

READING LIST

Module Code	BMHP4001		
Module Title	Counselling Skills and Communication		
Classification	Reading List entry	Electr	
Essential	Midwinter, R and Dickson, J (2015) <u>Embedding counselling and communication skills : a relational skills model</u> London : Routledge		☐
Essential	Thompson, N (2011) <u>Effective Communication: A Guide for the People Professions.</u> Basingstoke: Palgrave Macmillan.		☐
Essential	Hough, M. (2014) <u>Counselling Skills and Theory</u> (4 th Edition) London: Hodder Education		☐
Essential	Bond, T and Mitchels, B (2015) <u>Confidentiality & record keeping in counselling and psychotherapy</u> London : SAGE		☒
Essential	Pilgrim, D., Tomasini, F. & Vassilev, I. (2011) <u>Examining Trust in Healthcare: A Multidisciplinary Perspective.</u> Basingstoke; Palgrave Macmillan.		☒
Further	McLeod, J. and McLeod. (2011) <u>Counselling Skills: A practical Guide for Counsellors and helping professionals</u> (2 nd edition) Maidenhead; Open University Press		☐
Further	Tolan, J. (2012) <u>Skills in Person centred Counselling and Psychotherapy</u> (2 nd Edition), London: Sage		☐
Further	BMJ online		☒
Further	British Journal of Psychotherapy and Counselling		☒
Further	Journal of Educational Psychology.		☒
Further	Mental Health Nursing		☒
Further	Nursing Ethics		☒
Further	www.bacp.org		☒
Further	www.dh.gov.uk		☒
Further	www.healthpsychology.org.uk		☒
Further	www.skillsforhealth.org.uk		☒
Further	www.who.org.uk		☒
Further	www.wales.gov.uk		☒



**KEEP
CALM**

BECAUSE

**WE'RE ALL
IN THIS TOGETHER**



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