

Programme Specification

1.	Programme title	MSc Integrative Psychotherapy: a Humanistic Approach		
2.	Awarding institution	Middlesex University		
3a	Teaching institution	Metanoia Institute		
3b	Language of study	English		
4a	Valid intake dates and mode of study September			
4b Mode of Study		Cohort	Delivery Location	Duration
Part time		Sept	Metanoia Institute/Online	3 years
4c	Delivery method		On-campus/Online	
5. Professional/Statutory/Regulatory body (if applicable)				
UK Council for Psychotherapy (UKCP)				
6.	Apprenticeship Standard (if applicable)		n/a	
7. Final qualification(s) available				
MSc in Integrative Psychotherapy: a Humanistic Approach Exit Awards: PG Diploma in Integrative Counselling: a Humanistic Approach PG Certificate in Humanistic Counselling: a Humanistic Approach				

8. Academic year effective from	2026/2027
--	-----------

9. Criteria for admission to the programme
<ul style="list-style-type: none"> • Successful completion of the Integrative Humanistic Psychotherapy Studies (UKCP Preparatory Year) or an equivalent qualification. • Students can apply via RPL if they have adequate relevant training and experience to satisfy criteria. • In addition, students who have English as an additional language and do not have a prior higher education award which was taught in English are required to have an IELTS score of 7.0 (with a minimum 6.5 in each component). • Our approved Admissions and Recognition of Prior Learning (RPL) Policy and Procedures can be located here: https://www.metanoia.ac.uk/about/policies-and-procedures/

10. Aims of the programme
<p>The aim of the programme is to develop the professional capacity, ethical orientation and reflexive clinical judgement required for integrative psychotherapy practice from a humanistic perspective. The programme supports the formation of critically informed, culturally responsive and relationally attuned psychotherapists, able to integrate theory into practice and to engage confidently and ethically with complex and diverse clients within contemporary professional contexts.</p> <p>The programme will:</p> <ul style="list-style-type: none"> • Develop integrative clinical thinking and reflexive judgement, enabling students to draw on multiple theoretical perspectives to inform responsive and ethically grounded therapeutic practice • Cultivate relational attunement and humanistic presence, supporting authentic, empathic and dialogical engagement within the therapeutic relationship • Support the integration of theory, research and practice, enabling students to apply humanistic and integrative principles flexibly in work with complex and diverse presentations • Foster cultural responsiveness and social awareness, enabling students to engage critically with difference, power and context as integral to therapeutic work • Strengthen ethical and professional formation, including responsibility, accountability and reflexive use of self, in line with humanistic values and professional standards • Support the development of an integrated humanistic psychotherapist identity, grounded in reflective practice, supervision and ongoing personal and professional development

11. Programme learning outcomes
--

Knowledge

On completion of this programme the successful student will have knowledge and understanding of:

1. The theoretical underpinnings, ongoing landscape, and potential controversies in practice within the student's modality, including a critical reflective perspective.
2. A range of psychotherapeutic models and approaches, and their relationship to and influence on Humanistic practice, including the flexible and reflexive application of this knowledge when working with a diversity of clients.
3. The ethical and clinical responsibilities of a psychotherapist, informed by professional standards and contemporary practice.
4. The role of social and environmental forces, including power, privilege, oppression and marginalisation, in shaping psychotherapy experiences, and approaches to addressing these within integrative practice.
5. The ethical use of digital tools and generative artificial intelligence in academic and clinical work, including the benefits and limitations of online and telephone therapy.
6. Career pathways in psychotherapy, including approaches to evaluating and pursuing professional roles aligned with ethical values and professional goals.
7. Professional identity and career pathways in UKCP-registered psychotherapy, including the professional, ethical and equality, diversity and inclusion competencies of the PCPB SCoPEd framework, UKCP standards, membership routes, and the responsibilities of contemporary practice.

Skills

On completion of the programme the successful student will be able to:

1. Critically analyse and utilise skills of therapeutic awareness of self in engagement with clients and others.
2. Reflexively analyse, and work within the co-created nature of the therapeutic relationship, to understand and shape relational and therapeutic dynamics.
3. Critically appraise own skills in working with conflict and rupture safely, fostering repair and therapeutic growth.
4. Critically evaluate the use of developmental concepts to address relational challenges in clinical practice.
5. Be able to facilitate and/or contain the intense emotions that may emerge within a highly charged therapeutic encounter.
6. Develop and apply reflective capacity in action and on action, using personal therapy and supervision effectively to support personal wellbeing and sustain ethical, competent professional practice.
7. Construct therapeutic formulations that integrate theory, research, and clinical insight to guide and evaluate practice
8. Critically select, synthesise and evaluate evidence from diverse sources to formulate coherent, sustained arguments, applying advanced research skills appropriate to an early career psychotherapist.

9. Critically examine how personal values and assumptions shape ethical professional practice, and appraise Humanistic psychotherapy within its historical, philosophical and theoretical contexts to inform integrated theory informed practice.
10. Critically reflect on personal values, biases and positionality, and analyse how systemic dynamics of power, privilege and marginalisation shape client and therapist experiences and the therapeutic relationship.

12. Teaching/learning methods

Teaching and Learning Methods

Teaching and learning strategies are designed using principles of constructive alignment to ensure students achieve the programme learning outcomes. The approach combines research-informed teaching, active learning, and experiential methods consistent with the humanistic ethos of the programme.

Blended Delivery

Learning will be delivered through a combination of face-to-face sessions and online activities (approximately 30% online) to enhance flexibility and digital literacy. Online components will include synchronous and asynchronous resources, and interactive tasks via the Virtual Learning Environment (VLE), supporting collaborative and reflective engagement.

Interactive and Experiential Learning

Face-to-face teaching will integrate theoretical input with experiential exploration, including group process, listening circles, skills practice, and authentic relational tasks. These activities are designed to develop reflexivity, relational competence, and ethical awareness.

Group Process in psychotherapy training refers to the structured use of the group itself as a learning medium, where students reflect on real-time interactions, relationships, and emotional dynamics within the group in order to develop self-awareness, relational competence, and professional practice skills essential for therapeutic work.

Independent Study and Scaffolding

Students will be guided toward autonomy through structured reading lists, formative tasks, and reflective prompts. Independent learning will include critical reading, research, peer collaboration, reflective journaling, and practice-based activities, supporting higher-order skills of analysis, synthesis, and evaluation.

Research-Informed Practice

In MSc Year 2, students will undertake a small-scale research project, supported by lectures, scoping reviews, and research supervision tutorials. These activities develop research literacy and reflexivity, ensuring graduates can integrate evidence-based approaches into clinical practice.

Research Methodology and Clinical Integration

This programme employs a practitioner-researcher model, where research methodology is inextricably linked to the humanistic philosophy of the Integrative approach. Students are trained to approach clinical inquiry through methodologies that are congruent with humanistic values.

- **Core Methodological Approach:** The curriculum prioritises qualitative case study methodology and heuristic inquiry, acknowledging the therapist's authentic presence and subjectivity as an essential tool for scholarly investigation.
- **Integrating Theory and Practice:** Students develop research-informed practice where the critical appraisal of evidence directly informs their therapeutic development.
- **Reflexive Inquiry:** A central pillar is the use of systematic reflexivity, where students interrogate their own therapeutic processes to ensure that humanistic interventions remain ethically and theoretically grounded.
- **Contribution to the Field:** The research project (60 credits) requires an original inquiry that contributes to the advancement of knowledge within Humanistic Integrative psychotherapy.

Progressive Development Across Years

- *MSc 1:* Establishes a strong theoretical foundation and early-stage practitioner skills through seminars, skills practice, risk assessment exercises, and case study critique.
- *MSc 2:* Builds research-informed practice and critical appraisal skills through supervised research and collaborative inquiry.
- *MSc 3:* Offers optional modules aligned with professional goals and culminates in an integration module where students articulate their personal model of practice via written, oral, or video presentation.

Inclusivity and Accessibility

Teaching and assessment are informed by Universal Design for Learning (UDL) principles to accommodate diverse learning needs.

Feedback and Support

Formative feedback will be embedded through tutorials, peer discussions, and professional conversations, enabling students to reflect and improve continuously. Summative assessments will include essays, presentations, collaborative projects, and case study critiques, emphasising applied learning and critical engagement.

	MSc1 (PT – 60 credits)	MSc2 (PT – 60 credits)	MSc3 (PT – 60 credits)
¹ Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours	4	4	4
Approx. number of hours of independent study per week (at each level of study, as appropriate)	9	4	4*
Approx. number of hours on placement (including Clinical Practice, Clinical Supervision and Personal Therapy) - <i>further details under 14c below.</i>	111	309	315

*NB. These figures will vary depending on the student's rate of accruing clinical practice hours which contribute towards their 600 study hours per year. Different students will have different periods of higher frequency client work which account for the variation of the figures year on year. The numbers in the bottom row reflect the steeper hours thresholds required for students to complete that stage.

13. Employability

13a Development of graduate competencies

The programme cultivates critical thinking, reflexivity, ethical maturity and integration of theory, research, and clinical practice. Experiential learning, reflective writing, supervision, and process analysis foster self-awareness, enabling trainees to examine personal values, biases, and relational patterns and apply this insight ethically in therapeutic work.

Academically, trainees synthesise complex theoretical, philosophical, and empirical material, critically appraise sources in context, and present well-evidenced arguments through written and oral assessments. Research literacy supports ethical, evidence-informed clinical decisions,

¹ This information will be used as part of our submission to Discover Uni (previously Unistats).

with explicit attention to cultural competence, intersectionality, power, and systemic influences, aligned with UKCP standards.

Collaborative learning, responsible use of technology and AI, and commitment to supervision and continuing professional development prepare autonomous, reflective practitioners for safe, ethical, and socially responsible practice.

13b Employability development

In the final year of the training, students will undertake two Options modules in which they may choose to learn about setting up in private practice or enhance their skills and market competitiveness with the added skills of couples counselling or group work.

Students will articulate their understanding of the professional ethical framework which underpins their practice.

13c Placement and work experience opportunities (if applicable)

Students are required to accrue 450 clinical hours prior to qualification. Metanoia's placement service, MCPS, offers placements to trainees and they can support students to find suitable external placements in different geographical locations and online.

13d Future careers / progression

Graduates can continue their studies via a Doctorate in Psychotherapy either with Metanoia, or elsewhere.

Students can elect to take the Private Practice Option Module in MSc 3. Additional career support is provided by Metanoia's Careers Officer.

14. Assessment methods

The assessment strategy is designed to be flexible, inclusive, and varied. In MSc1 and MSc2, at least one component offers multiple formats for submission, such as written, oral, annotated, or recorded content, allowing students to select an approach suited to them. This variety supports them in developing a range of ways to express understanding and competence, enhancing post-qualification adaptability.

Additionally, MSc1 and MSc2 contain summative written tasks, scaffolded by formative assessment, academic skills support, and guidance on using AI in assessments. These short written tasks help build key skills in preparation for professional qualification.

Across MSc1, MSc2, and MSc3, compulsory oral and professional conversation assessments are included, scaffolded by formative support. These ensure students gain confidence in presenting ideas and engaging in professional dialogue—skills essential not only for psychotherapy but for adjacent roles.

The Inclusive Humanistic Clinical Competencies and Contribution to Society modules will include portfolios as assessment. These portfolios will include several components such as

reflective writing and exercises, clinical and supervision logs, and supervision and placement reports, designed to develop students' clinical competencies and professional identity.

In the Researching Humanistic Practice in Context: Reflexivity, Ethics, and Inclusion module, students can choose to submit their research as a poster, presentation, or journal-style article—each supporting conference or publication skills. Posters and presentations will be showcased in a conference-style setting.

Our feedback strategy is dialogic so feedback takes place as a dialogic conversation between marker and student. This enables a relational approach to assessment criteria, giving students regular opportunities to unpick the language and expectations of criteria with markers. Feedback will usually be given by module tutor or by your class tutor. This enables tutors to scaffold learning and assessment processes very effectively through the close relationship between learning experiences with the tutor and the dialogic assessment feedback experience.

Non-compensatable modules

Being, belonging and diversity in your modality (20 credits)

Developing Practice in Diverse and Ethical Contexts: Humanistic (20 credits)

Inclusive Humanistic Clinical Competencies and Contribution to Society 1 (20 credits)

Researching Humanistic Practice in Context: Reflexivity, Ethics, and Inclusion (60 credits)

Inclusive Humanistic Clinical Competencies and Contribution to Society 2 (0 credits)

Inclusive Humanistic Clinical Competencies and Contribution to Society 3 (30 credits)

15. Programme Structure (level of study, modules, credits and progression requirements)

Programme Overview:

Year One:

Module 1.1 Being, belonging and diversity in Integrative Humanistic Psychotherapy- 20 credits

Module 1.2 Developing Practice in Diverse and Ethical Contexts: Humanistic
- 20 credits

Inclusive Humanistic Clinical Competencies and Contribution to Society 1 – 20 credits

Year Two:

Researching Humanistic Practice in Context: Reflexivity, Ethics, and Inclusion – 60 credits

Inclusive Humanistic Clinical Competencies and Contribution to Society 2 – 0 credits

Year Three:

Options Module – 15 credits

Options Module – 15 credits

Inclusive Humanistic Clinical Competencies and Contribution to Society 3 – 30 credits

Structure is indicative for Part-time routes.

Students must take all of the compulsory modules and choose following programme requirements from the optional modules.

Non-compensatable modules are noted below.

Indicative Part time structure – September intake

Year 1
Level 7

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part time	Semester
1.1	Compulsory	Being, belonging and diversity in your modality	20 at Level 7	Part time	1
1.2	Compulsory	Developing Practice in Diverse and Ethical Contexts: Humanistic	20 at Level 7	Part time	1
1.3	Compulsory	Inclusive Humanistic Clinical Competencies and Contribution to Society 1	20 at Level 7	Part time	1 & 2

Year 2
Level 7

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part time	Semester
2.1	Compulsory	Researching Humanistic Practice in Context: Reflexivity, Ethics, and Inclusion	60 at Level 7	Part time	1 & 2
2.2	Compulsory	Inclusive Humanistic Clinical Competencies	0 credits	Part time	1 & 2

		and Contribution to Society 2			
--	--	-------------------------------	--	--	--

Year 3
Level 7

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part time	Semester
3.1 and 3.2	Compulsory	<p>Choose two from the following:</p> <p>Advanced Literature Review in Psychotherapy (15 credits)</p> <p>Advanced Working with Groups: Theory, Process and Reflexivity (15 credits)</p> <p>Belonging and Identity: Using Story, Myth and Metaphor to enhance practice (15 credits)</p> <p>Creative Writing for Therapeutic Purposes (15 credits)</p> <p>Expressive and Creative Therapies in Practice (15 credits)</p>	2 x 15 at Level 7	Part time	1 and 2

		<p>Introduction to Creative Therapies (15 credits)</p> <p>Preparing a Doctoral Proposal (15 credits)</p> <p>Preparing for Private Practice (15 credits)</p> <p>Self-directed Project (15 credits)</p> <p>Story and Metaphor in Therapeutic Process (15 credits)</p> <p>Working Effectively with Couples as a Counsellor or Psychotherapist (15 credits)</p> <p>Working Therapeutically with Systems (Families, Groups and Relationships) (15 credits)</p>			
3.3	Compulsory	Inclusive Humanistic Clinical Competencies and Contribution to Society 3	30 at Level 7	Part time	1 and 2

16. Programme-specific support for learning

Teaching, learning, and assessment are designed to be inclusive and responsive, enabling a wide range of learners to engage effectively and progress successfully through the programme. Metanoia is committed to inclusive practice and to the continual development of teaching and learning approaches that support accessibility, depth of learning, and professional formation.

Students are supported through a combination of regular small-group teaching and structured tutorial provision. One-to-one and group tutorials take place at key points throughout each year, with designated tutors offering academic guidance, developmental support, and early signposting to additional resources where needed. This tutorial structure supports students in maintaining a secure learning trajectory across academic, professional, and personal dimensions of training.

The programme is further supported by a dedicated academic coordinator and a specialist Clinical Placement Team, who provide guidance and oversight for both in-house placements at the Metanoia Counselling and Psychotherapy Service (MCPS) and external placement activity. This ensures students are appropriately supported in integrating academic learning with clinical practice.

Students also have full access to Metanoia's Student Support Services, including the Learning Support and Wellbeing Team (for disability and wellbeing-related needs), academic skills and academic communication support, careers guidance, and library services. These teams work closely with programme staff to embed support within the learning experience. Academic writing support is available through dedicated resources and workshops.

Learning is supported by a specialist on-site reference library and access to a wide range of online journals and learning platforms. A dedicated virtual learning environment is provided via Moodle, with programme- and year-specific pages offering access to teaching materials, learning resources, and communication spaces.

17. HECos code(s)	100254 (Psychotherapy)
--------------------------	------------------------

18. Relevant QAA subject benchmark(s)	QAA Counselling and Psychotherapy 1, 2, 3 and 4
--	---

19. University Regulations
This programme will run in line with general University Regulations: Policies Middlesex University

20. Reference points
<ul style="list-style-type: none">• QAA Subject Benchmark Statement: Counselling and Psychotherapy• QAA Framework for Higher Education Qualifications (FHEQ)• QAA Quality Code• UKCP Standards of Education and Training (2019) - The Minimum Core Criteria - Psychotherapeutic Counselling with Adults

- HIPC-Specific Standards of Education and Training - January 2023
- SCoPEd Framework: A shared framework for the scope of practice and education for counselling and psychotherapy with adults - January 2022
- Metanoia Institute Education Strategy 2025

21. Methods for evaluating and improving the quality and standards of learning

The quality and standards of learning are monitored and enhanced through a range of internal and external processes operating within institutional, professional, and academic frameworks. All programmes operate within the Institute's quality assurance and enhancement structures, including regular monitoring of programme and module delivery, annual monitoring and enhancement review processes, and oversight through Boards of Studies with student representation.

Student feedback is actively sought and utilised through multiple channels, including regular informal feedback during teaching, structured feedback forms, Programme Voice Groups, and institutional surveys conducted during the programme lifecycle. Feedback is reviewed systematically by programme teams and informs ongoing curriculum development, teaching approaches, and resource allocation.

Programme teams engage in regular teaching team meetings to review completed teaching units, plan forthcoming delivery, and share learning, resources, and good practice across programmes. Staff contribute to cross-institute module design teams during programme review, revalidation, and curriculum development processes, supporting consistency, coherence, and innovation across pathways.

Academic staff performance and development are supported through annual appraisal and review processes, peer observation of teaching, and structured observation by the Head of Programme, with written and verbal feedback provided. Staff are encouraged to engage in continuing professional development, including participation in external staff development activities and the opportunity to complete the PGCert HE in Counselling and Psychotherapy Learning and Development.

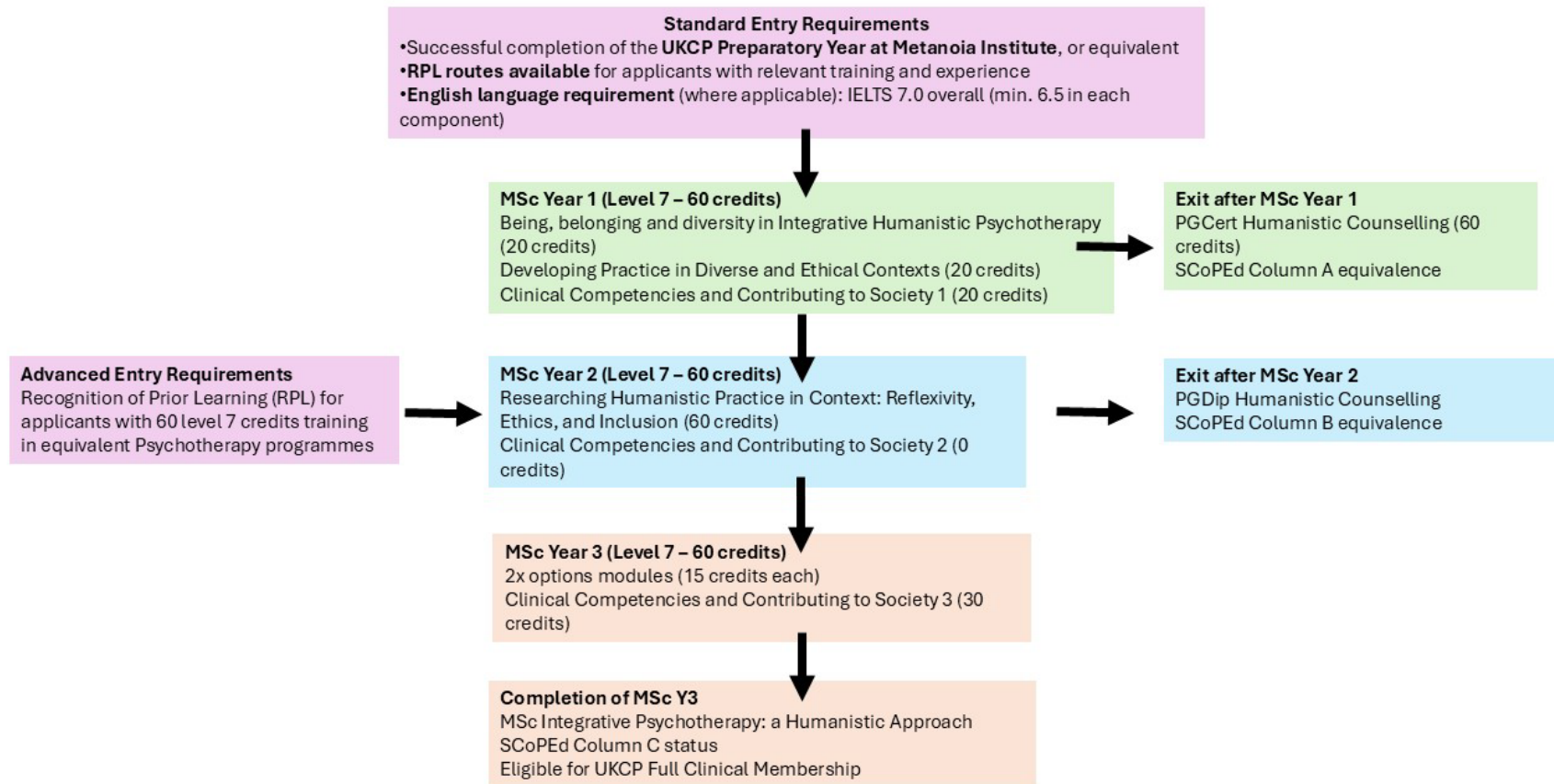
Academic standards are safeguarded through external examining processes, including moderation of summative assessments, consideration of External Examiner reports, and formal responses to recommendations. Programmes are also subject to periodic external review and reaccreditation by relevant professional bodies (e.g. UKCP quinquennial reaccreditation), with requirements embedded into curriculum design and assessment practices. Where applicable, additional pathway-specific external scrutiny (such as dissertation review and viva observation) further ensures rigour, consistency, and alignment with professional standards.

22. Other information (if applicable)

Students will self-fund personal therapy, supervision, and we recommend Information Commissioner's Office (ICO) membership
--

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Programme Structure Diagram



23. Curriculum map for MSc in Integrative Psychotherapy: a Humanistic Approach

23a Programme learning outcomes

NB. T = Taught, D = Developed, A = Assessed

Programme Learning Outcome	Graduate Attributes Linked	Y1 Mod 1	Y1 Mod 2	Y1 Mod 3 (CC)	Y2 Mod	Y2 Mod 2 (CC)	Y3 Mod 1 (CC)
K1 The theoretical underpinnings, ongoing landscape, and potential controversies in practice within the student's modality, including a critical reflective perspective.	Synthesises Information Communicates Clearly Relational Skills and Awareness	T	T/D	D/A	D/A	D/A	D/A
K2 A range of psychotherapeutic models and approaches, and their relationship to and influence on Humanistic practice, including the flexible and reflexive application of this knowledge when working with a diversity of clients.	Synthesises Information Communicates Clearly Self-Awareness and Reflexivity	T/A	T/D/A	D/A	D	D/A	D/A
K3 The ethical and clinical responsibilities of a psychotherapist, informed by professional standards and contemporary practice.	Socially Responsible Synthesises Information	T/A	T/D	D/A	D	D/A	D/A
K4 The role of social and environmental forces, including power, privilege, oppression and marginalisation, in shaping psychotherapy experiences, and approaches to addressing these within integrative practice.	Demonstrates Social and Systemic Awareness		T/D	T/D	D	D/A	D/A

Programme Learning Outcome	Graduate Attributes Linked	Y1 Mod 1	Y1 Mod 2	Y1 Mod 3 (CC)	Y2 Mod	Y2 Mod 2 (CC)	Y3 Mod 1 (CC)
K5 The ethical use of digital tools and generative artificial intelligence in academic and clinical work, including the benefits and limitations of online and telephone therapy.	Demonstrates Ethical and Critical Use of Technology and AI Synthesises Information	T	T/D	D/A		D/A	D/A
K6 Career pathways in psychotherapy, including approaches to evaluating and pursuing professional roles aligned with ethical values and professional goals.	Is a Lifelong Professional Learner			D/A	D	D/A	D/A
K7 Professional identity in UKCP-registered psychotherapy, including the professional, ethical and equality, diversity and inclusion competencies of the PCPB SCoPEd framework, UKCP standards, membership routes, and the responsibilities of contemporary practice.	Works Collaboratively Relational Skills and Awareness Socially Responsible Is a Lifelong Professional Learner	T/A	T/D/A	T/D/A	D	D/A	D/A
S1 Critically analyse and utilise skills of therapeutic awareness of self in engagement with clients and others.	Self-Awareness and Reflexivity	T/A	T/D	D/A	D	D/A	D/A
S2 Reflexively analyse, and work within the co-created nature of the therapeutic relationship, to understand and shape relational and therapeutic dynamics.	Relational Skills and Awareness; Works Collaboratively	T	T/D	D/A	D	D/A	D/A
S3 Critically appraise own skills in working with conflict and rupture safely, fostering repair and therapeutic growth.	Self-Awareness and Reflexivity	T	T/D	D/A	D	D/A	D/A

Programme Learning Outcome	Graduate Attributes Linked	Y1 Mod 1	Y1 Mod 2	Y1 Mod 3 (CC)	Y2 Mod	Y2 Mod 2 (CC)	Y3 Mod 1 (CC)
	Relational Skills and Awareness						
S4 Critically evaluate the use of developmental concepts to address relational challenges in clinical practice.	Synthesises Information	T	T/A	D/A	D		
S5 Be able to facilitate and/or contain the intense emotions that may emerge within a highly charged therapeutic encounter.	Relational Skills and Awareness	T/D	T/D	D/A	D	D/A	D/A
S6 Develop and apply reflective capacity in action and on action, using personal therapy and supervision effectively to support personal wellbeing and sustain ethical, competent professional practice.	Self-Awareness and Reflexivity	T/A	T/D	T/D/A	D	D/A	D/A
S7 Construct therapeutic formulations that integrate theory, research, and clinical insight to guide and evaluate practice.	Is Research Literate Synthesises Information Appraises Sources and Contexts				T/D/A		
S8 Critically select, synthesise and evaluate evidence from diverse sources to formulate coherent, sustained arguments, applying advanced research skills appropriate to an early career psychotherapist.	Is Research Literate Communicates Clearly Appraises Sources and Contexts				T/A		
S9 Critically examine how personal values and assumptions shape ethical professional practice, and appraise Humanistic psychotherapy within its historical, philosophical and theoretical contexts to inform integrated theory informed practice.	Self-Awareness and Reflexivity Socially Responsible	T/A	T/D/A	D	D/A	D/A	D/A
S10 Critically reflect on personal values, biases and positionality, and analyse how systemic dynamics of	Self-Awareness and Reflexivity	T/A	T/D/A	T/D/A	D/A	D/A	D/A

Programme Learning Outcome	Graduate Attributes Linked	Y1 Mod 1	Y1 Mod 2	Y1 Mod 3 (CC)	Y2 Mod	Y2 Mod 2 (CC)	Y3 Mod 1 (CC)
power, privilege and marginalisation shape client and therapist experiences and the therapeutic relationship.	<p>Demonstrates Cultural Humility</p> <p>Demonstrates Social and Systemic Awareness</p> <p>Socially Responsible</p> <p>Relational Skills and Awareness</p> <p>Cultural Humility</p>						