

# Humanistic Relational Model

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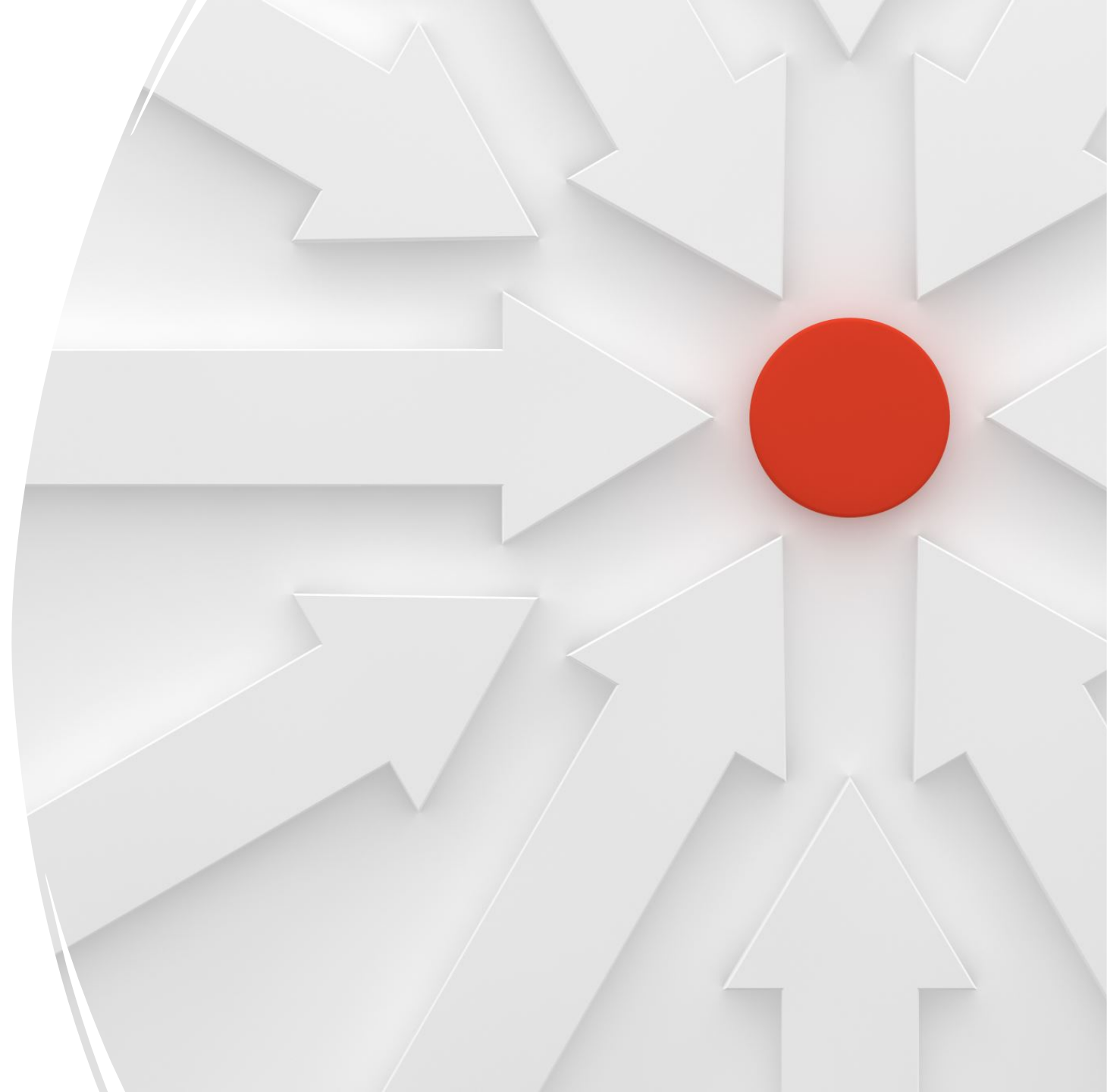
- Tonjia Armstrong
- Jeremy Gillentine
- Albertine Pierre
- Breanna Strickland



# Presentation Overview

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- Learning Objectives
- Model Developers
- Goals of Model
- Tenets & Focus of Model
- Research & Outcome
- Model in Action
- Practical Application



# Learning Objectives

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## Identify

Learners will identify the foundation, goals, and characteristics of the Humanistic Relational Model

## Evaluate

Learners will evaluate outcomes of research on Humanistic Relational Education in supervision and consider the best tools to give and receive feedback to supervisees

## Analyze

Learners will analyze a case study to model the application of Humanistic Relational Model in supervision

# Contributors & Developers



“Central to humanistic–relationship approaches is increasing experiential awareness and using the therapeutic relationship to promote change” (Bernard & Goodyear, 2019, pg. 23).”



“No other theorist is more identified within this theoretical school than Carl Rogers” (Bernard & Goodyear, 2019, pg. 24).



Bernard, J. M., & Goodyear, R. K. (2019)

# Tenets of Humanistic Relational Model

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Student-centered learning in an authentic and transparent environment



Person-centered emphasis on experiential and affective listening



Collaborative learning through sharing



Reflection on personal and professional growth and identity



Dollarhide, C. T., & Granello, D. H. (2013)



Bernard, J. M., & Goodyear, R. K. (2019)

# Humanistic Relational Model: Goals

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Goals of the humanist approach are:

- To create an environment that allows supervisees to focus on learning and opportunities to attain personal and professional empowerment as leaders
- To create an environment that allows the supervisor to be fully present, transparent, genuine, and accepting with their supervisees

Bernard, J. M., & Goodyear, R. K. (2019)

Dollarhide, C. T., & Granello, D. H. (2013)



# Humanistic Relational Approach: Focus

Supervisors focus on inner growth in supervisees in the following areas:

Receiving a  
value

Responding to  
the learning

Valuing

Organization

Characterization



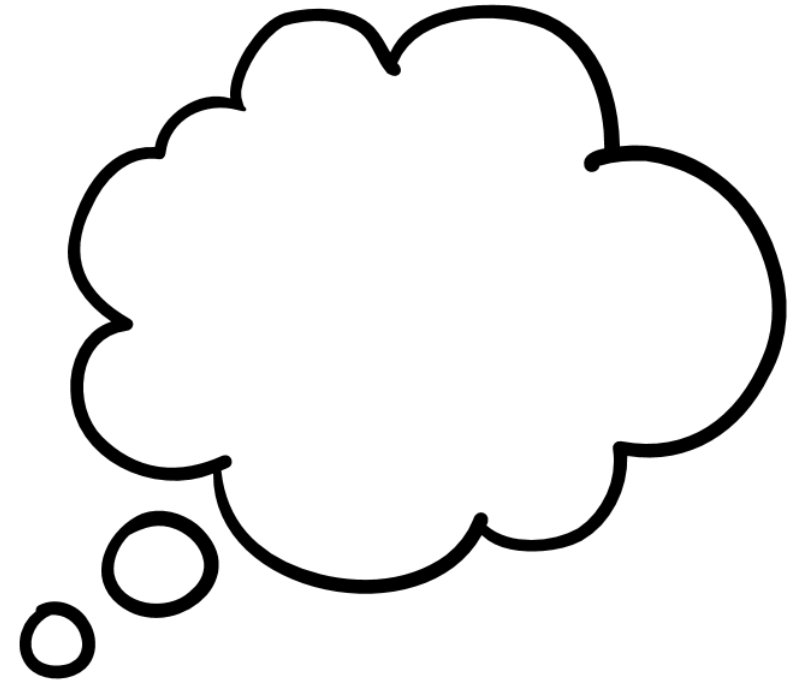
Dollarhide, C. T., & Granello, D. H.  
(2013)

# Research Outcomes and Main Ideas

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- "Humanism encompasses the richness of the human existential experience that emphasizes the crucial role of the here and now, of authenticity in our relationships with others, and the actual experience of "experiencing" ourselves and of our world."

Scholl et al., 2013





# What Works Best?

- Set the tone
- Ongoing relationship
- Empathy
- Connection
- Safety

Bernard, J. M., & Goodyear, R. K. (2019).

Scholl et al., 2013

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# Putting It All Together

- Self-understanding
- 6 humanistic principles
- Collaborate Humanistic principles with supervision models
- Culturally sensitive supervision

Holstun, V. P., & Bohecker, L. (2024).

Scholl et al., 2013



# Put It To The Test



# Practical Application: Humanizing Supervision

• **Maya** is a 29-year-old Black female counseling intern working in a predominantly White private practice setting. She is passionate, intelligent, and trauma-informed.

• Recently, Maya has noticed that her voice tightens during supervision, especially when giving updates about difficult sessions. She reports feeling “evaluated” more than “mentored.” In her last supervision meeting, she brought up feeling anxious before a session with a client who minimized their own trauma, but her supervisor redirected the conversation toward policies and compliance.

• Maya is now reluctant to discuss anything “vulnerable” in supervision. She also notices a growing sense of emotional fatigue and even questioned whether she’s cut out for the profession. She wonders if she’s being “too sensitive.” She longs for a supervisory relationship that feels safe, relational, and collaborative.

**What unmet humanistic needs do you see, and how might you begin to re-open safety?**



# Phase 1: Contract & Agenda

## **Supervisor Opening:**

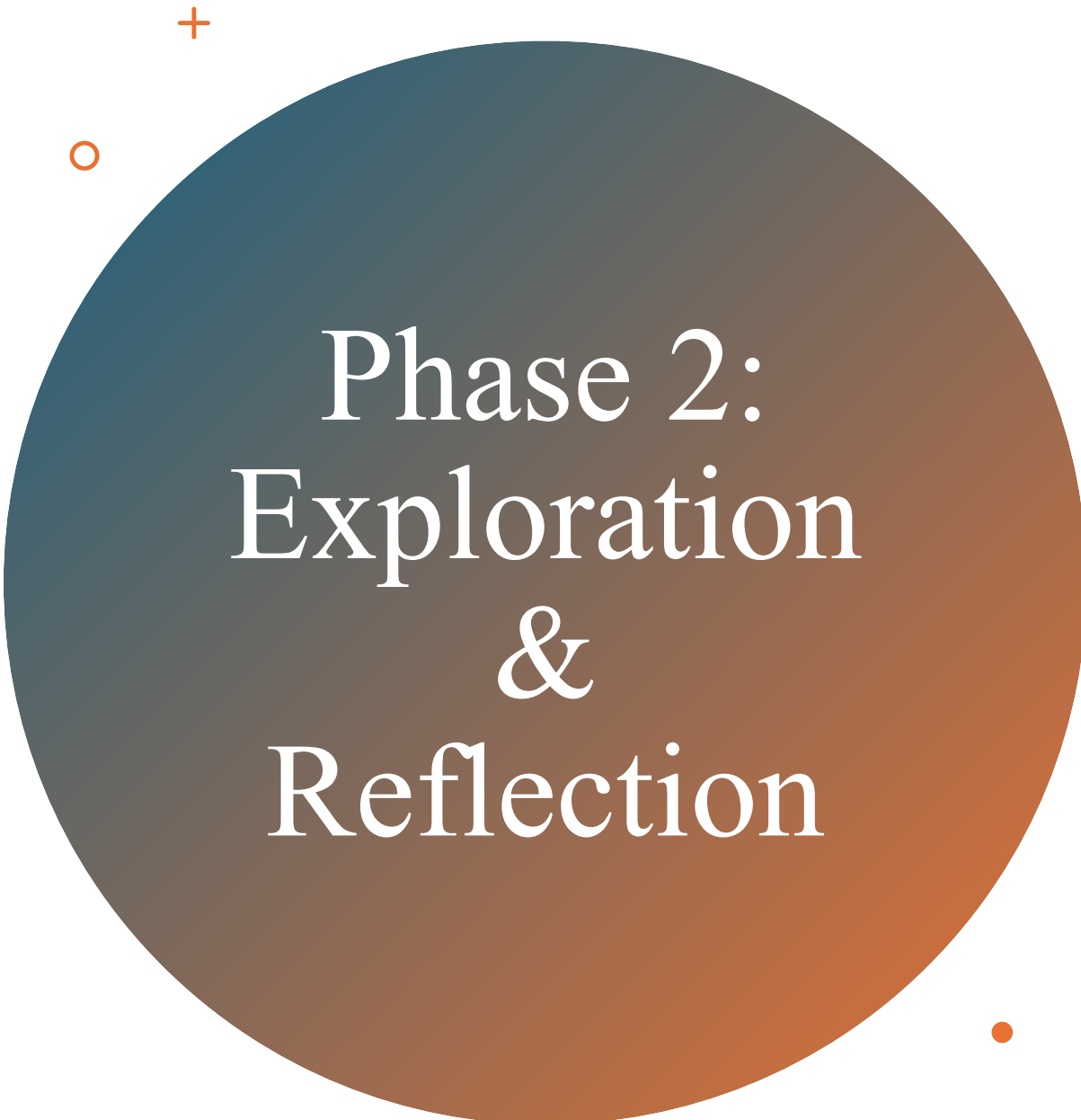
“Maya, before we discuss cases, let’s co-create today’s plan. What would you like to focus on?”

## **Phase 1 Summary:**

- Establishes co-ownership and emotional safety
- Empowers supervisee voice from the start
- Based on research supporting shared agenda-setting

## **Task:**

- **As Maya, state your top goal**
- **What tenet was enacted?**



# Phase 2: Exploration & Reflection

## **Supervisor Prompt:**

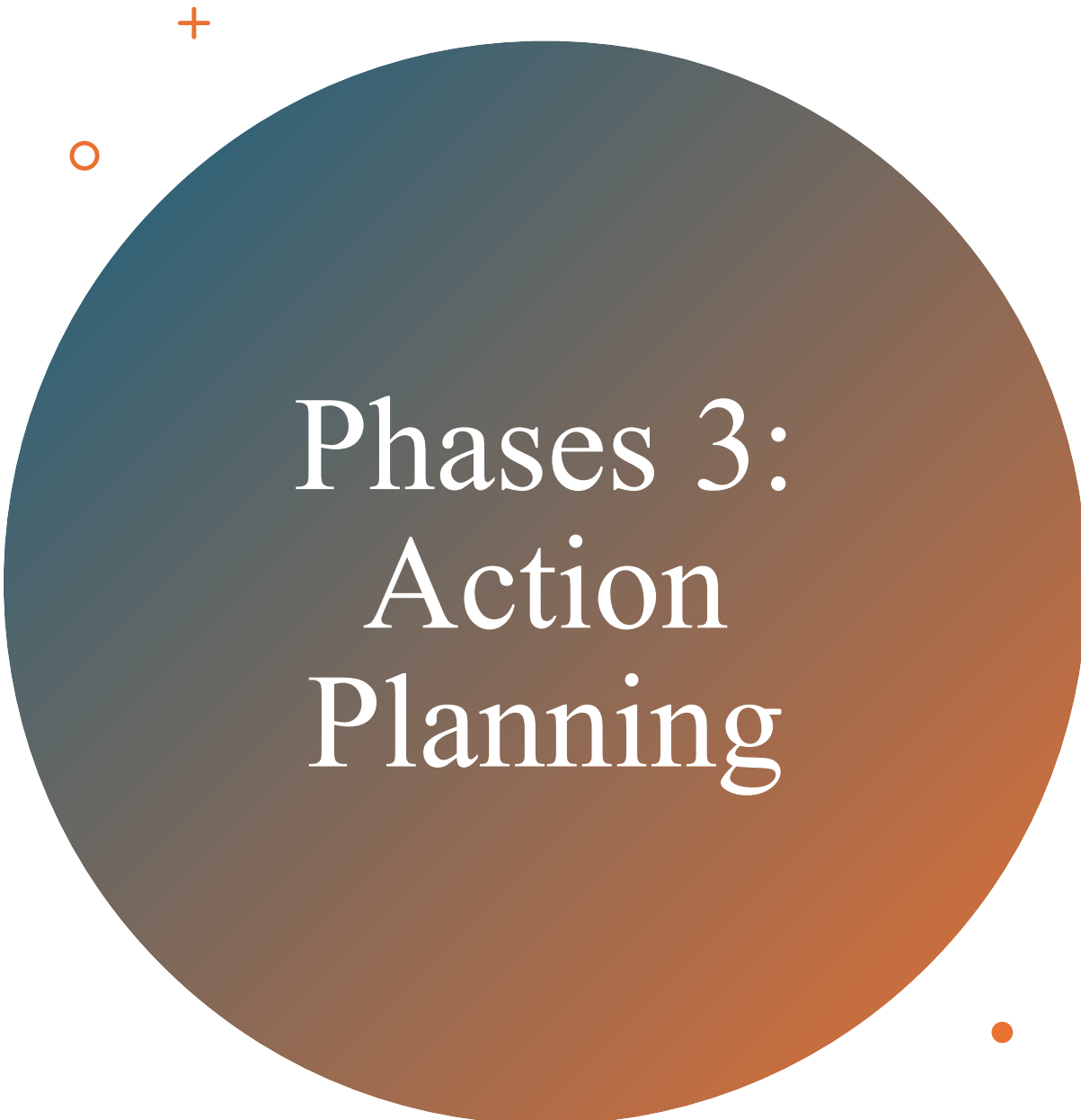
“Tell me more about how you felt when your last session took an unexpected turn, Maya.”

## **Phase 2 Summary:**

- Core of the session in humanistic models
- Prioritizes affective listening and insight
- Supported by reflective supervision research

## **Task:**

- **Maya shares one emotion**
- **As the supervisor, offer one empathic reflection**



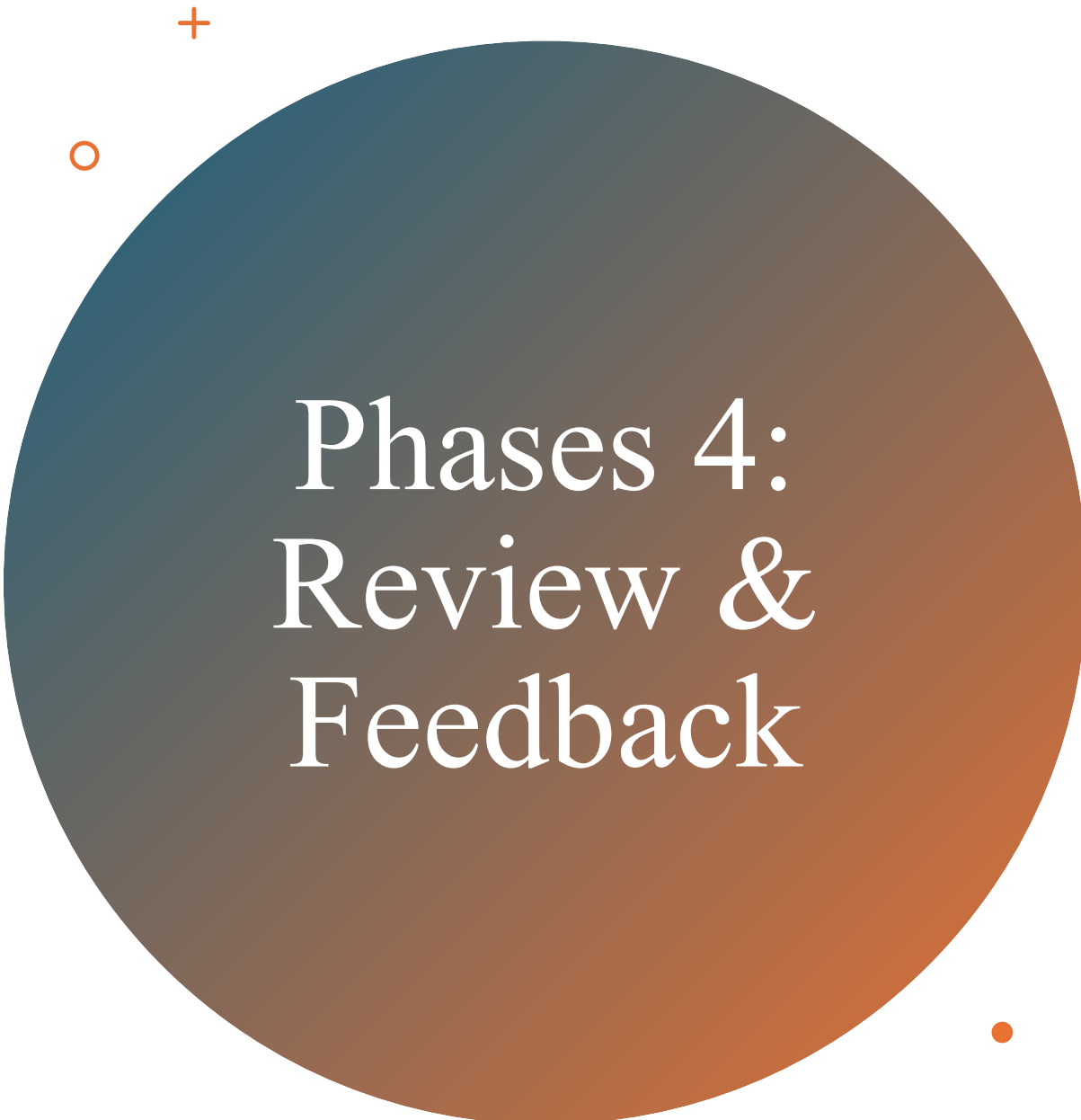
# Phases 3: Action Planning

## **Phase 3 Summary:**

- Collaboratively develop next steps
- Support supervisee autonomy and growth

## **Task:**

- **As the supervisor, suggest one growth-focused, autonomy-supportive question**



# Phases 4: Review & Feedback

## **Supervisor Prompt:**

“What stood out to you most today – and how did it feel to talk through that?”

## **Phase 4 Summary:**

- Reflect on learning and process
- Celebrate strengths and invite feedback

## **Task:**

- **As the supervisor, share one strength-based sentence you would offer Maya.**

# Questions?



# References

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