

* Reimagining Mainstream Practice, Relationships and the Curriculum

Embedding Self and Lived Context, EDI, and More

Mamood Ahmad



* Learning outcomes

Aim

- To understand and begin applying ‘the Wholeness Solution’ or ‘Whole-Person Practice’ that embeds context, culture, identity, diversity, and universal EDI into mainstream practice by design rather than as an add-on.

Learning outcomes

- Understand and be able to explain the rationale and core aims of the Wholeness Solution
- Understand and apply the 4-Step Wholeness Solution in daily practice [main part]
- Develop an initial understanding of how the Wholeness Solution applies across all pillars of practice
- Identify and access further resources for ongoing daily application.

* How to Reference This Lecture

If you use this lecture as a source of information for an assignment or other writing, please ensure you include it in the references. Using the Harvard style of referencing, this would appear as follows:

Ahmad, M. (2025). *Difference and Diversity* [lecture]. Counsellor CPD. Counselling Tutor. [Date viewed].

However, there are different styles of referencing and your learning institution or publisher might require you to do it a different way. Please check the relevant handbook/style guide.

* **Competence requirements [SCoPED, 2025]**

1. “focus on equality, diversity and inclusion as a theme embedded and integrated throughout [competencies]”
1. “Equality, diversity and inclusion competences are woven throughout to emphasise the importance of embedding these competences in every aspect of therapeutic work.”
1. Various competency references to understanding own / client context, intersectionality, power, harm in systems, culture, anti oppressive practice, identity-based rupture and repair, beliefs, culture, language, influence of sociocultural and political influences on self.

* Competence requirements [SCoPED, 2025]

4. Ethics (BACP, 2018) : Values (e.g. fair provision, human rights, safety, personal and cultural context), Principles (e.g. Justice, non-maleficence), Qualities (e.g. Fairness, Humility, Courage).
4. Ethics (ACA, 2014): Infusing Multicultural Issues/Diversity into all topics and workshops

* Reference competencies aligned (SCoPEd Jan 2025)

Criteria Reference	Section	Topic or theme (paraphrased area of concern)
1.10. A	Professional Framework	Ability to incorporate equality awareness and consideration of diversity of client's or patient's identity, culture, language, values and worldview into ethical decision-making
2.5. A	Assessment	Cultural norms of psychological distress
3.3. A	Relationship	Explore the impact of "context" on the client and therapy relationship
3.4. A	Relationship	Third party assistance e.g. carer, interpreter, signer
3.6. A	Relationship	Intersectionality
3.7. A	Relationship	Understand and value client's context
3.10A	Relationship	Power in the relationship

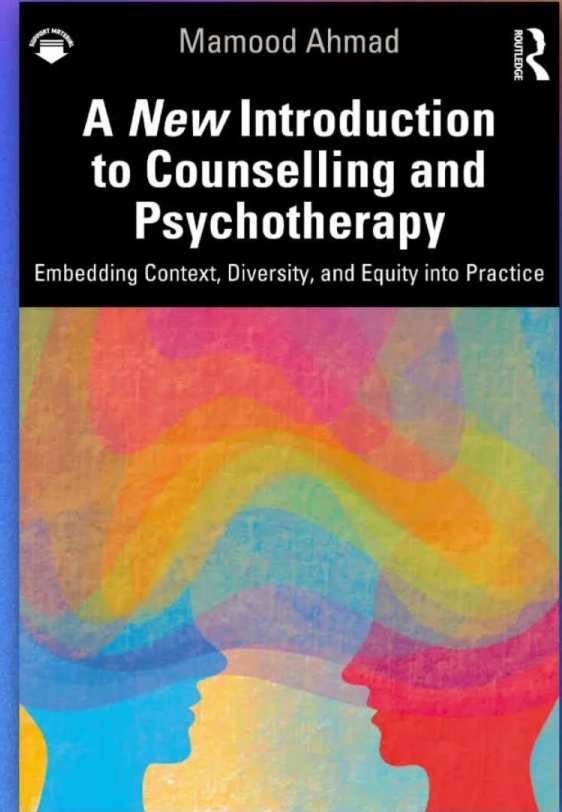
3.10C	Relationship	Power and harm in systems
3.23A (point 5)	Relationship	Identity based rupture and repair
4.2. A	Knowledge & Skills	Gender and culturally influenced human development
4.2. A	Knowledge & Skills	A model of person and mind
4.2.C	Knowledge & Skills	Relevance of socio-cultural and political on psychological concepts
4.11. A	Knowledge & Skills	Communicate in anti-discriminatory / anti-oppressive manner
4.12. A	Knowledge & Skills	Impact of diversity (context) on mental health (prejudice, discrimination, oppression)
5.3.A	Self-awareness and reflection	Understand own 'context' and work on own preconceptions and bias
5.4. A	Self-awareness and reflection	Understand own context in working with clients

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~ Jeanine Connor, psychodynamic psychotherapist, supervisor, editor and author

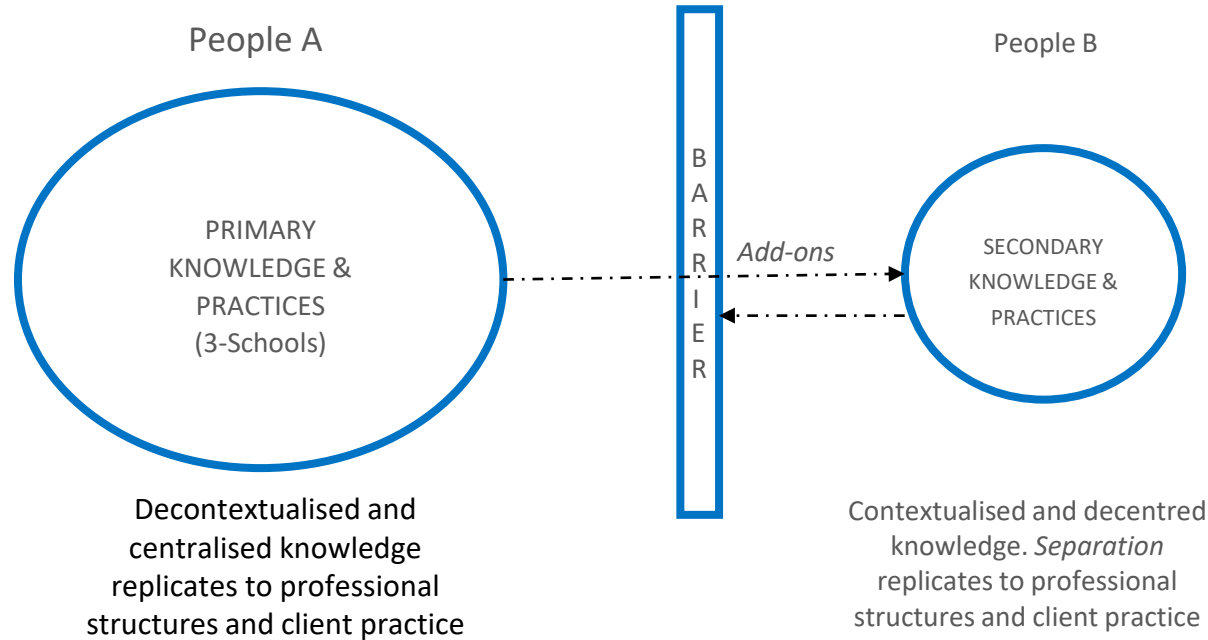


* Rationale and aims

* The Wholeness Solution - In 5 Easy Steps



* Current Landscape (As-is)



1. Cultural (MCC) / MSJCC
2. Social and personal context
3. Social Class, Identity, Communities (intersectional)
4. Difference and diversity
5. Neurodiversity
6. Worldviews including R/S
7. Knowledge and by experience
8. Embodiment Stress, Trauma and Harm
9. Communication & linguistics
10. EDI (Organisational & Service)

* 4-Step Wholeness Solution

* Step 1/4: Change view of self

* Self Experience v1.0 (As-is)

1. Gaps in fuller understanding of experience
1. Exclusion by invisibility which replicates into professional culture
1. Constricts whole population representation, knowledge, voice, lived experiences, empathy, barriers, and needs.



Fragments understanding of self, context, and group meanings to adaptations / later adds..

* Self Experience v2.0 (To-be)

Use WICKET for remembering intersecting contexts

1. *Strengthens gaps in understanding experience (represents secondary approaches)*
1. *Whole inclusion and fairness by visibility*
1. *Welcomes whole population experiences, representation, empathy, knowledge, needs, empathy and possibilities*



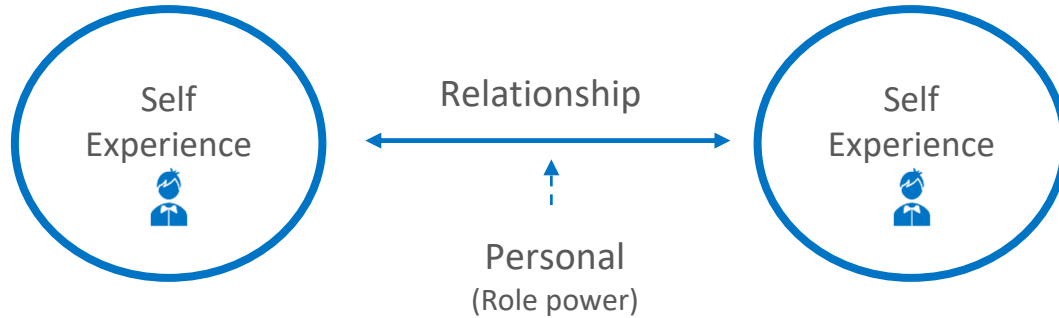
Note: 2nd Level detail available

Makes whole rather than fragmented

Mandatory for structural inclusion transition

* Step 2/4: Change view of relationships

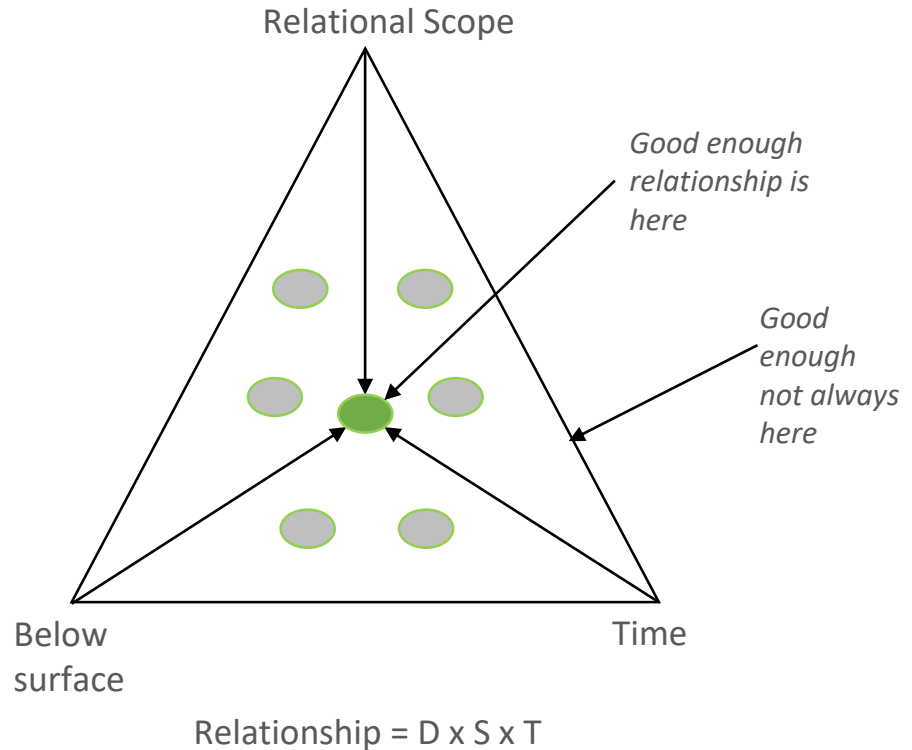
* Relationship 1.0 (As-is)



1. Doesn't explicitly consider self and lived-in context in relationships
1. Limited relational scope = exclusionary of relational contexts (e.g. class, belief systems)
1. Individualised empathy may be inadequate, shallow and harmful without explicit embedding of contexts (contextual empathy) (Ahmad, 2025)

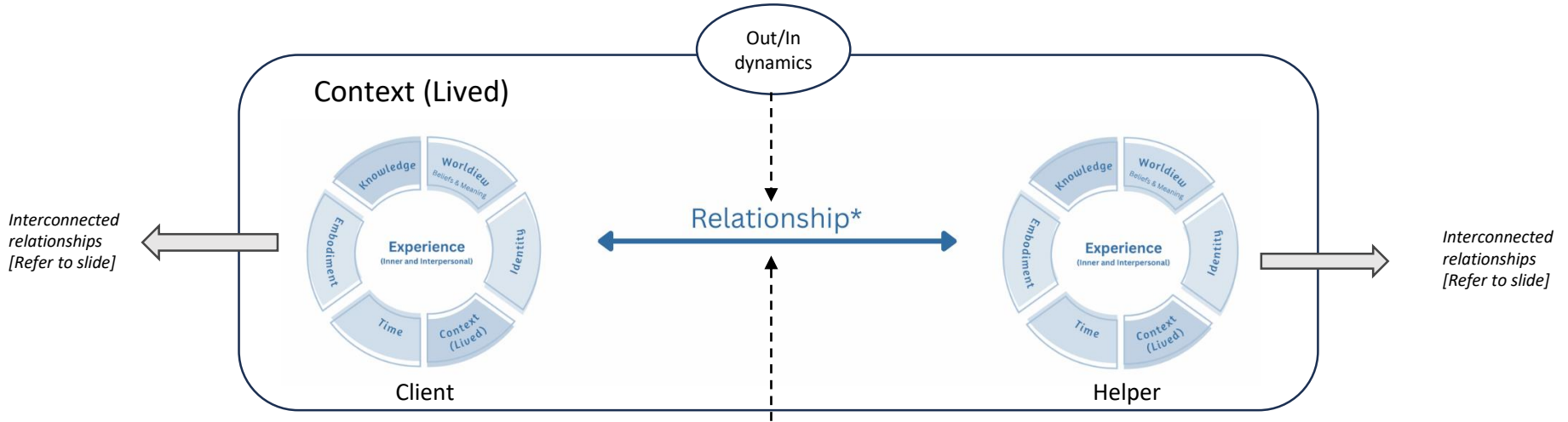
* Relationship revisited

1. Separation of “the relationship” from secondary approaches
1. The relationship is considered in broad terms
1. Knowledge about contexts leads to pre-emptive (contextual consciousness) to be relational
1. Relationships arise from understanding experience in context, from which attunement emerges- improving the quality of empathic responses, interventions, protocols, and conceptualisation.
1. Therefore, need to increase **relational (empathic) scope** (Ahmad, 2025, pg. 176)



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* Relationship 2.0 (To-be)



* WICKET
Embedded

1. Personal and contextual
2. Power (*and affinity*)
3. Similarity and difference
4. Communication, process and meaning

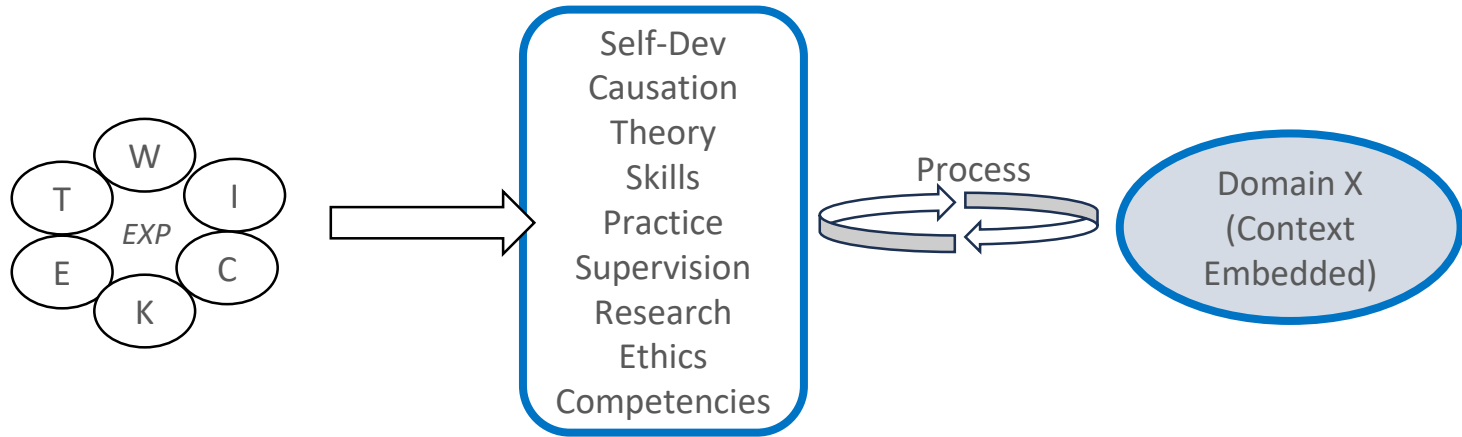
Whole Relationship © 2025 by Mamood Ahmad is licensed under CC BY-ND 4.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nd/4.0/>
A New Introduction to Counselling and Psychotherapy [Routledge books]

* Relationship 2.0 (To-be)

1. Relationship is key to the wholeness solution
1. Mandatory for stronger, structurally inclusive and fairness through the visibility of relational scope
1. Welcomes whole population and 'part' experiences and their possibilities into the relationship for exploration and attuned responding
1. Relationship shift retains modality theory with minimal disruption or cost to curricula or practice

* Step 3/4: Continually Embed Context (WICKET)

Apply context (WICKET) to assess, enrich and embed mainstream knowledge and practices



A simply process question how does WICKET impact Domain X?

* Example: Experience of using WICKET model

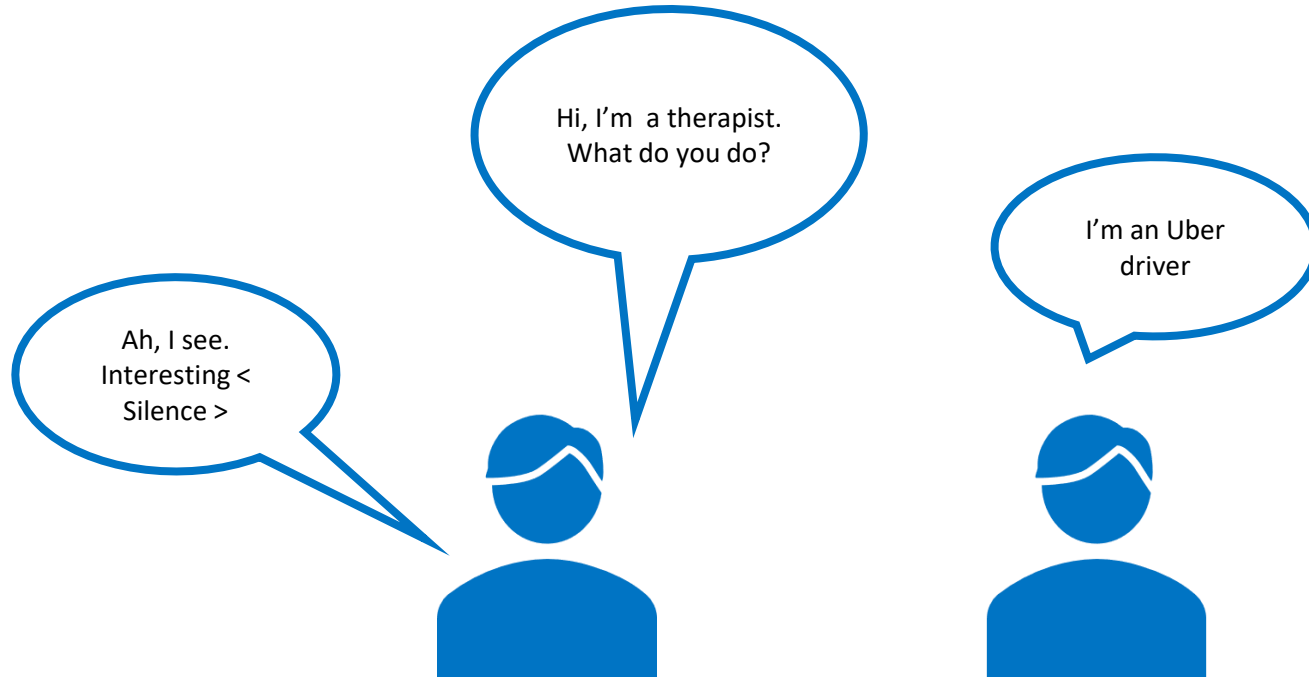


* Example: Grief

- **Worldview:** Influences meaning of loss, life and death, beliefs about justice, fairness and forgiveness, coping, and resilience
- **Identity:** Caregiver identity, family expectations, norms in ethnic and national groups, gender roles and neurodivergence experience
- **Context (Lived):** Norms of expression (stoic, emotional) including gender influences, community or family framework, rituals, who are more deserving of grief (disability, same-sex, stepparents, refugees, animals)
- **Embodiment:** Relational patterns, relational experience, relational depth, style of grieving (seek support or avoid)
- **Knowledge:** basis of what we believe (R/S, personal, science), theories (including personal), personal experiences, meaning and growth
- **Time (Accumulation):** Impact of grief over life stages (child, teenage, adult), intergenerational and collective

* (Class) Embodied Relationship:

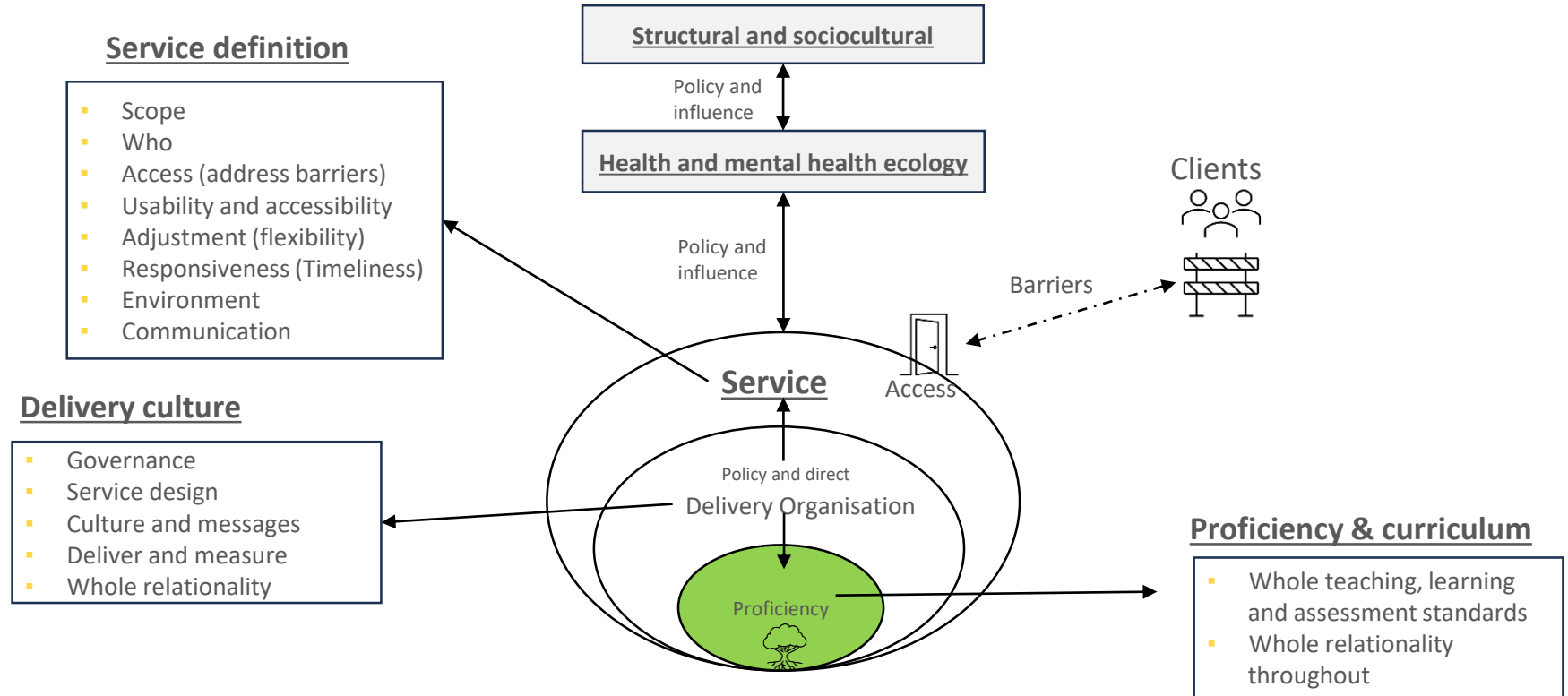
Embodied prejudice and embodied acceptance (Ahmad, 2025)



* Step 4/4 – Build Structural Consciousness

- All things equal, can we individually and collectively serve the whole population? Who might be more advantaged or disadvantaged by gaps in proficiency, culture, enabling structures, service scope, and societal barriers?
- Understand the disadvantages and address them in self, practice, profession, and society.

* Structural Consciousness



* 4-Steps to Wholeness

1. Whole Self

2. Whole relationships

3. Continually Embed

4. Build Structural Consciousness

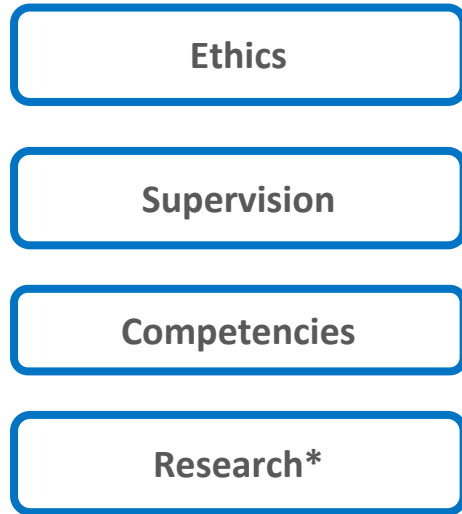
* Applying the Wholeness Solution

- The wholeness solution embedded into foundational pillars: causation, theory, relationship, skills, practice.

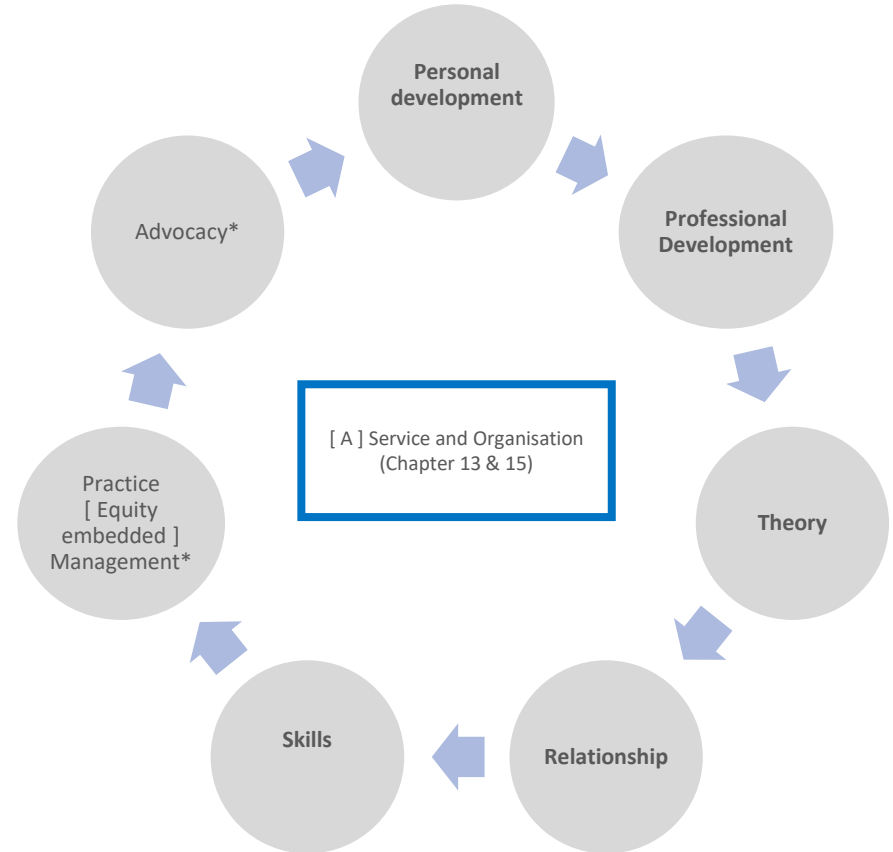
* Overarching need

By intentionally embedding essential yet often overlooked and fragmented concepts—such as identity, similarity, difference, diversity, culture, social context, power dynamics, intersectionality, neurodiversity, antidiscrimination, and stress-, trauma-, and harm-informed models—into our understanding of both ourselves and our clients' experiences and relationships, we can foster “by design” fairer, more inclusive, and stronger practices. (Ahmad, 2025)

* Embedding Whole Person in Context throughout [Scope]



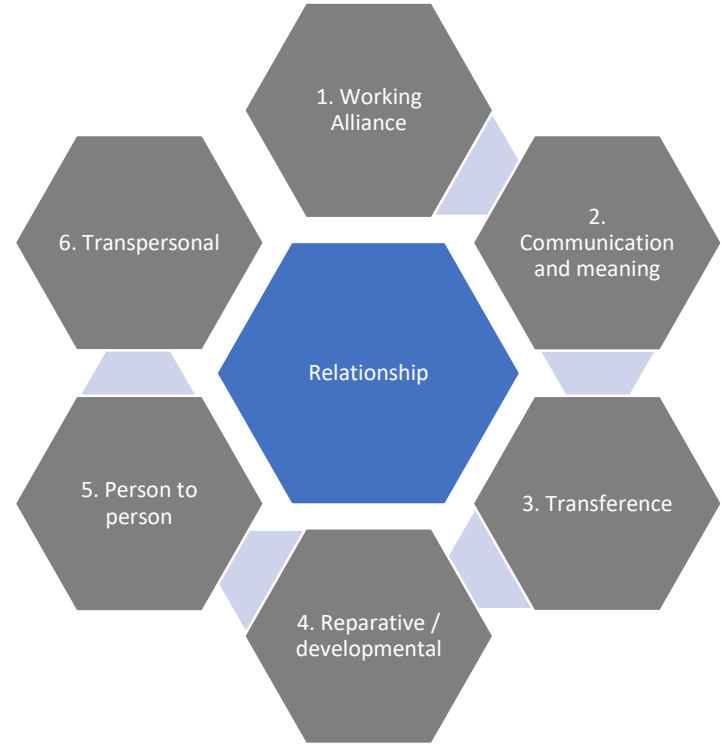
* Not mandatory in UK teaching curriculum





The Therapeutic relationship (Clarkson, 2003)

- Embedding context in the 5+1
Modes of the therapeutic relationship
(Ahmad, 2026)



* Communication and meaning (Ahmad, 2026)

- *The ‘communication and meaning’ relationship refers to the ongoing process of empathic linguistic attunement, which involves accurately understanding, respecting, adapting to and comprehending the meaning of communication, as well as the client’s unique language, dialect, processing, interpretation, or interaction style.*

- *Examples:*
 1. *Linguistic and communication masking, adaption and prejudice*
 2. *Client centred and inclusive/antidiscriminatory language*
 3. *Narratives in language of original experience*
 4. *Meaning - verbal, non-verbal, what is said and what is meant – distortion and bias free*
 5. *Cultural meaning of language - personal, personal immersion and neurodiversity*
 6. *Interpreter clarity*

* Transference/countertransference

Applied to WICKET e.g. Societal transference, worldview and identity based.

1. Case example: A mixed-race client "fawns" with their monoracial therapist as they always had to fit into their family where their parents and extended family were monoracial (negative identity transference).

2. Case example: Repeating assumptions about disability

- **Client:** I have been struggling a lot recently. I feel really let down by my workplace. Dealing with them, I don't feel they care enough to provide basic accommodations for my disability.
- **Therapist:** It's been tough. And it's tough with a disability. I hear you.
- **Client:** < Pause > It can be tough but seeking basic changes to environment is tougher.
- **Therapist:** I get it. I have worked with clients with disabilities before, so I'll do my best to help you work through your challenges.

* Skills (1): Relational

Active listening including silence and active remembering	Communication and meaning attunement
Empathy, contextual empathy and empathic responding	Questions
Rapport	Humility
Disclosure	Allyship and lived experience
Broaching the relationship	Rupture, pre-rupture and repair

* Skills (2): Relational Contextual Skills

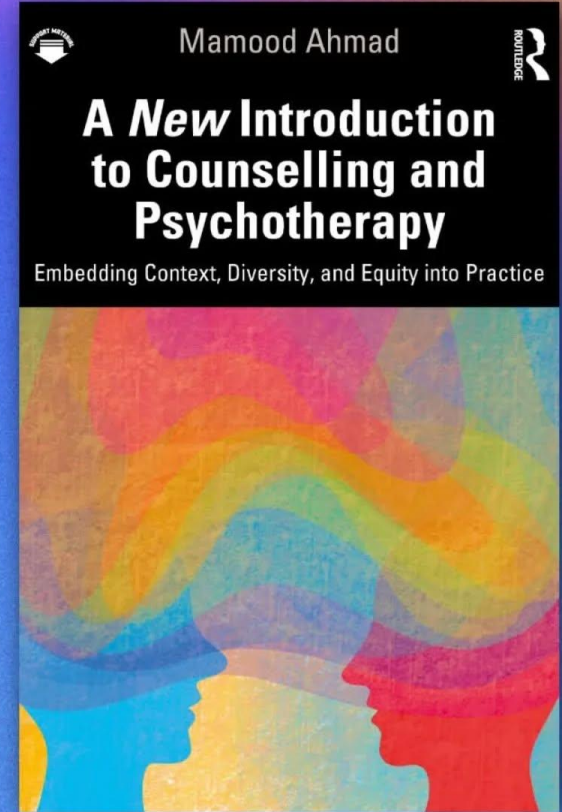
Experience through a contextual lens	Historical and intergenerational transmission
Attuning to clients' lived-in contexts	Safety, self-advocacy and counter messages
Adaptation, transition and acculturation	Personal change, social change, and justice
Development of self-context, including identity	Psychosocial-structural education
Othering, power over, discrimination and oppression	Trauma informed skills
Professional skills	

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ONLINEEVENTS [OFFICIAL LAUNCH]
SAT 11th October 2025 10AM / FRI 7th NOV 1PM

TADF - SAT 4TH October 2025 10AM

ACC (Association of Christian Counsellors) -
Thursday October 30th 7.30pm

NCPS [Training Providers] - Thursday 30th Oct / Friday 7th Nov

Vita Health Group - 16th Oct 25

Metanoia Institute - 23rd Oct 25

NAOS Institute - Dec 11th 25

BACP - 9th December / x2 in 2026

* Resources

- Ahmad, M., 2025. *A New Introduction to Counselling and Psychotherapy: Embedding Context, Diversity, and Equity into Practice*. Taylor & Francis.
- Images: <https://tadf.co.uk/the-wholeness-solution-images/>
- Email for advice, community membership, or curriculum/organisational change support admin@tadf.co.uk / tadf.co.uk

* Resources

- American Counseling Association (2014) *ACA Code of Ethics*. Alexandria, VA: American Counseling Association.
- Ahmad, M., 2025. *A New Introduction to Counselling and Psychotherapy: Embedding Context, Diversity, and Equity into Practice*. Taylor & Francis.
- British Association for Counselling and Psychotherapy (2018) *Ethical framework for the counselling professions*. Lutterworth: BACP.
- Clarkson, P. (2003) *The Therapeutic Relationship*. 2nd edn. London: John Wiley & Sons.
- Partnership of Counselling and Psychotherapy Bodies (PCPB), **2025**. *SCoPEd Framework: January 2022 (amended 2025)*. [online] Available at: <https://www.pcpb.org.uk/wp-content/uploads/2025/04/SCoPEd-Framework-January-2022-amended-2025.pdf> [Accessed **17 Nov. 2025**].

* Notes

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