1.	Title	**Professional Practice 2: Client Issues and Mental Health (PP2)**
2.	**Level ***	**5**
3.	**Credits**	**20**
4.	**Indicative Student Study Hours**	**200**
5.	**Core (must take and pass), Compulsory (must take) or Optional**	**Core**

* Foundation Level=3   Degree Year 1 = 4   Degree Year 2 = 5   Degree Year 3 = 6

PG (Masters) = 7

5. Brief Description of Module (purpose, principal aims and objectives)
This module will develop themes from Professional Practice 1 and continue to offer students the opportunity to develop their person-centred counselling practice in support of their professional work with clients. The module will also investigate common presenting and emerging client issues (including loss & grief), together with current themes and discourse in the field of mental health. Students will be supported to engage critically with a number of perspectives in the field of mental health, diagnosis, treatment, outcomes and evidence based practice. Students will grow in appreciation and understanding of the diverse range of models and treatments within current health care, social care and counselling practice and the way in which these may impact on clients. The module will encourage students to adopt an anti-oppressive, anti-discriminatory approach to the area of mental health and ill-health.

6. Learning Outcomes - On successful completion of this module a student will be able to:	
(*Add more lines if required*)	
1.	Demonstrate competent, ethical, therapeutic person-centred counselling practice using a recorded 50 minute session with a counselling client.
2.	Analyse own attitudes and responses to the client with reference to moment-by-moment features of the counselling process, counselling theory and mental health concepts.
3.	Reflect on the implications for practice of competing mental health perspectives.
4.	Evaluate own professional and ethical development in accordance with BACP requirements, including the use of supervision and appropriate responses to client's explicit and/or implicit material in an anti-discriminatory manner
Generic Learning Outcome(s)	
5.	Interpret developing trends in society.

7. Assessment

Pass on aggregate or Pass all components	
(modules can only be pass all components if this is a PSRB requirement)	**Pass all components**

Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	50-minute recorded session with a counselling client	50	No	=1500	1,4	*For theory only route the recording can be from a role-play if the student has zero client hours
2.	Case Study	50	No	1500	2,3,4	*For the theory only route can be based on the role play.

Students habitually record their professional practice with clients; they may choose a session which they feel best evidences their competent practice for this summative assessment.

* This task may be adapted for the exit award *DipHE in Person-Centred Counselling Theory* by recording a session with a peer.

Students will use illustrative excerpts from their submitted recording to produce a case study of their person-centred counselling work with a selected client which analyses and evaluates their practice, allowing them to compare and contrast perspectives of mental health and to evidence their anti-discriminatory approach.

* Candidates for the exit award *DipHE in Person-Centred Counselling Theory* will undertake a full transcription analysis and evaluation of their 50-minute recorded session with a peer, which allows them to compare and contrast perspectives of mental health and to evidence their anti-discriminatory approach.

8. Summary of Pre and / or Co Requisite Requirements

Pass at level 4/Year 1

9. For use on following programmes

DipHE Person-Centred Counselling

BA Counselling and Psychotherapy

Module Specification   **Part 2- to be reviewed annually**

1.	Module Leader	Lindsay Horsley

2.	Indicative Content
	1. Paradigms, philosophy and models of mental health 2. Working in professional mental health settings 3. DSM-V and alternative frameworks for explanation of client issues 4. Diverse client issues (including loss and grief) and perspectives on these 5. Developing a common language for communication of client issues/case consultation 6. Relationship building/communication 7. Assessment and formulation 8. Medication and its impact on therapeutic work 9. Monitoring/evaluation and referral 10. In-depth consideration of person-centred and other appropriate counselling theory including the 'common factors' perspective 11. BACP *Ethical Framework* 12. GPiA resources

3. Delivery Method (*please tick appropriate box*)

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
✔					

If the Delivery Method is **Classroom Based** please complete the following table:

	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Seminars	35		2,3,4,5
2	Workshop	1	Assignment/referencing/ study skills	1,2,3,4,5
3	Tutorial	5		1,2,3,4,5
4	Directed/self-directed learning	159	Includes professional practice hours with clients	1,2,3,4,5
	Total Hours	**200**		

If delivery method is *not* classroom based state lecturer hours to support delivery	

Professional Practice 2: Client Issues and Mental Health (PP2)

Reading List

Essential:

Joseph, S., (ed.) (2017) *The Handbook of Person-Centred Therapy and Mental Health: Theory, Research and Practice*. Monmouth: PCCS Books

Pearce, P., & Somerbeck, L., (2014) *Person-Centred Practice at the Difficult Edge*. Ross-on-Wye: PCCS Books

Tolan, J., & Wilkins, P., (Eds.) (2012) *Client Issues in Counselling and Psychotherapy*, 3rd edn. London: SAGE Publications Ltd

Recommended:

Freeth, R., (ed.) (2007) *Humanising Psychiatry and Mental Health Care: The Challenge of the Person-centred Approach*. Boca Raton, FL: CRC Press

Read, J., & Sanders, P., (2010) *A Straight Talking Introduction to the Causes of Mental Health Problems*. Ross-on-Wye: PCCS Books

Journals and Websites:

ICD-11: International Classification of Diseases 11th Revision [online] Available from: https://icd.who.int/en

Johnstone, L. & Boyle, M., et al (2018). *The Power Threat Meaning Framework: Towards the identification of patterns in emotional distress, unusual experiences and troubled or troubling behaviour, as an alternative to functional psychiatric diagnosis*. Leicester: British Psychological Society.[online] Available from: https://www.bps.org.uk/sites/bps.org.uk/files/Policy/Policy%20-%20Files/PTM%20Framework%20%28January%202018%29_0.pdf

Regier, D., Kuhl, E., and Kupfer, D. (2013) 'The DSM-5: Classification and criteria changes' *World Psychiatry*, 2013 July, 12:2, 92–98 [online] Available from: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3683251/

Royal College of Psychiatrists https://www.rcpsych.ac.uk/

BACP, BPC, UKCP (2019) 'SCoPEd framework: A draft framework for the education and practice of counselling and psychotherapy' [online] Available from: https://www.bacp.co.uk/about-us/advancing-the-profession/scoped/scoped-framework/