

1.	<b>Title</b>	<b>Professional Practice 1 (PP1)</b>
2.	<b>Level *</b>	<b>5</b>
3.	<b>Credits</b>	<b>20</b>
4.	<b>Indicative Student Study Hours</b>	<b>200</b>
5.	<b>Core (must take and pass), Compulsory (must take) or Optional</b>	<b>Core</b>

**\* 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 support and develop students' entry into professional practice with diverse clients, together with their understanding and use of supervision and placement line management.

Students will have the opportunity to consolidate confidence in their person-centred practice as developed in Year 1, and will gain a deeper understanding of practice through the constructive use of tutor and peer feedback. Feedback will be guided by industry standard adherence measures (e.g. PCEPS).

The module will orientate students to the use of professional supervision to support their placement work with clients, and offer guidance for best use of the supervision provided, including small group and individual.

The module will provide opportunities for students to further develop the person-centred 'core' conditions of congruence, empathy and unconditional positive regard, as well as new insight into the therapeutic process, using such techniques as Interpersonal Process Recall (IPR). The module will revisit and investigate in depth application of person-centred and other relevant counselling theory to client work and developing practice, including assessment\* and formulation.

\*Students are not required to assess clients at this stage in their training – this is undertaken by the CICS co-ordinator and/or other approved practice placements. However, students are required to develop an understanding of the purpose and importance of assessment, together with the legal implications of gathering this information, and to be capable of formulating presenting client issues in accordance with their theoretical framework (i.e. person-centred).

**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 and to counselling theory
3.	Evaluate own professional and ethical development in accordance with BACP requirements, including the use of supervision
<b>Generic Learning Outcome(s)</b>	
4.	Collaborate with peers and tutor in feedback activities

**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.	30-minute recorded excerpt from a 50-minute session with a counselling client	50	No	=1500	1	Excerpt must include 5 minutes from opening, 15 consecutive minutes from middle and 5 minutes prior to close of session  *For exit award <i>DipHE Person-Centred Counselling Theory</i> . students record practice with a peer (roleplaying a client)
2.	Viva voce	30	No	30 minutes	2	30 minutes duration and equivalent of 1000 words preparation.
3.	Reflective evaluation	20	Yes	500	3,4	

1. Students habitually record their professional practice with clients for learning purposes; they may choose any session which they feel best evidences their competent practice. Rather than submitting a whole session and a transcript, students are invited to make excerpts as above, submitting a total of 30 minutes work from a client session of 50 minutes, which must include the beginning and end of the session.
2. Students will be invited to a viva to discuss their professional practice and to receive feedback from a tutor.
3. Students will make a written, critical evaluation of their progress and development in professional practice, defining their 'growing edge'. This should include the consideration of any peer or tutor feedback processes.

#### **8. Summary of Pre and / or Co Requisite Requirements**

Pass at level 4/Year 1 due to BACP requirements

#### **9. For use on following programmes**

DipHE Person-Centred Counselling

BA Counselling and Psychotherapy

<b>1. Module Leader</b>	Lindsay Horsley
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<b>2. Indicative Content</b>	<ol style="list-style-type: none"> <li>1. Relationship building/communication</li> <li>2. Assessment/formulation</li> <li>3. Monitoring/evaluation</li> <li>4. Weekly skill practice sessions using PCEPS, formative peer and tutor feedback session</li> <li>5. Moment-by-moment analysis of recorded material with peers</li> <li>6. In-depth consideration of person-centred theory</li> <li>7. Other appropriate counselling theory including the 'common factors' perspective</li> <li>8. Rupture and repair in the therapeutic relationship</li> <li>9. BACP <i>Ethical Framework</i> and GPiA resources – relevance to client work</li> <li>10. Models of supervision, orientation to and use of supervision in the therapeutic relationship</li> <li>11. Making use of CICS line management</li> <li>12. Competence frameworks and guidelines for working with diverse client groups in relation to the protected characteristics of the Equality Act 2010</li> </ol>
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<b>3. Delivery Method</b> (please tick appropriate box)					
Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
✓					
If the Delivery Method is <b>Classroom Based</b> please complete the following table:					
	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes	
1	Seminars	11		2,3	
2	Observation/feedback	24		1,2,3,4	
3	Workshop	1	Assignment/referencing/ study skills	1,2,3,4	
4	Tutorial	5		1,2,3,4	
5	Self-directed learning	159	Includes professional practice hours with clients, and assignment prep	1,2,3,4	
	<b>Total Hours</b>	<b>200</b>			
If delivery method is <i>not</i> classroom based state lecturer hours to support delivery					

## 4. Learning Resources

*To include contextualised Reading List.*

### Professional Practice 1 (PP1)

#### Reading List

##### Essential:

Reeves, A., (2015) *Working with Risk in Counselling and Psychotherapy*. London: Sage

Somerbeck, L., (2015) *Therapist Limits in Person-Centred Practice*. Ross-on-Wye: PCCS Books

Tudor, K., & Worrall, M., (2003) *Freedom to Practise: Person-centred Approaches to Supervision*. Ross-on-Wye: PCCS Books

##### Recommended:

Hawkins, P., and Shohet, R., (2012). *Supervision in the Helping Professions*. 4th edn. Milton Keynes: Open University.

Knox, R., & Cooper, M., (2015) *The Therapeutic Relationship in Counselling and Psychotherapy*. London: Sage

##### Journals and Websites:

Freire, E., Westwell, G. & Elliott, R., (2011/12) *The Person Centred and Experiential Psychotherapy Scale (PCEPS) - Resources* [online] Available at:

<https://sites.google.com/site/pcepsresources/home/pceps-versions>