

# Example Module Outline Template

## Form for Partners

**2023/24**

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Document type: Form  
Approval by: Head of Partnerships  
Version number: 3.0  
Due for review: 2024/25  
Related documents:

### Version log

Date	Version no.	Summary of changes	Updated by	Approved by
25/2/22	V2	Amendment of delivery methods	RG	
July 2023	V3	Added section for transferable skills and instructions on optionality in assessment types.	AS	Academic Partnerships

**Module Outline****Part 1- as validated**

1.	Title	Comparative Perspectives on Counselling and Mental Health
2.	Level *	5
3.	Credits	20
4.	Indicative Student Study Hours	Class contact hours: 36 Self-Directed Study Hours: 164 Total study hours: 200
5.	Compulsory (must be taken) OR Optional	Compulsory
6.	Core (must be passed and cannot be compensated) or Non-core	Core

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

**PG (Masters) = 7**

**7. Brief Description of Module (purpose, principal aims and objectives)**

This module consolidates students' understanding of the person-centred counselling approach while introducing additional key counselling and psychotherapy modalities for critical consideration and comparison, including psychodynamic and cognitive-behavioural approaches.

The module provides students with a comprehensive introduction of mental health models, examining causes, diagnostic frameworks, treatment options, and therapeutic outcomes. Students will critically engage with evidence-based practices, exploring strengths and limitations of various approaches when applied to client experiences.

Students will apply the person-centred approach, alongside other counselling modalities and mental health models to case study material, comparing these frameworks. An emphasis will be placed on anti-oppressive and anti-discriminatory practice, encouraging students to consider potential inequalities within mental health systems, diagnostic processes, and interventions. Students will also examine the inclusivity of different counselling approaches and explore ways to provide person-centred practice that addresses social, cultural and systemic factors.

**8. Learning Outcomes - On successful completion of this module a student will be able to:**

(Add more lines if required)	
1.	Appraise person-centred concepts in relation to counselling and psychotherapy.
2.	Compare and contrast a range of the developmental theories underpinning counselling approaches and how these inform therapeutic work with clients.
3.	Evaluate the implications for practice of competing mental health perspectives relating to client experiences.
4.	Reflect on how counselling modalities and mental health models address anti-discriminatory and anti-oppressive practices, including social, cultural, and systemic factors.

9. Assessment						
Pass on aggregate or pass all components					Pass all components	
Summary of Summative Assessment Plan						
If there is an option to select between different types of assessments (for example, presentation or essay), please ensure this is clearly outlined in the table below and further details of assessment section.						
	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Case Study	100%	No	3000	1,2,3,4	For Theory only route, with reference to own or theoretical issue only
Further Details of Assessment Proposals						
Give brief explanation of each assessment activity listed						
<p>This assignment involves an evaluation of counselling approaches and models of mental health in relation to specific client issues. Students will demonstrate their ability to apply various counselling theories and mental health frameworks to a case study.</p> <p>The task requires an appraisal of developmental theories across a range of counselling modalities, highlighting how they inform therapeutic work with clients. Students will draw upon their understanding of mental health models to broaden their perspective on providing a holistic approach with clients. Additionally, they will examine the potential challenges of implementing these frameworks in alignment with anti-discriminatory and anti-oppressive practices.</p> <p>*any reference to clients in academic work must be fully and carefully anonymised.</p>						
Summary of Formative Assessment Plan						

**Group presentations:** Consideration of client issue and exploring this from differing mental health and counselling perspectives.

**Assignment workshop:** This will be offered approximately halfway through the module. Opportunity to discuss comparative elements of approaches with peers in the context of client experience. A draft section of work relating to learning outcomes could be reviewed in this session.

**Case studies:** A review of case studies and exploring client experiences from the different counselling approaches and models of mental health. +

## 10. Summary of Pre and / or Co Requisite Requirements

Pass level 4/Year 1

## 11. For use on following programmes

Dip HE Person-centred Counselling

BA (Hons) Counselling and Psychotherapy

## Module Specification

Part 2- to be reviewed annually

1.	Module Leader	Chloe McIntyre
2.	Indicative Content	
<ol style="list-style-type: none"><li>1. Review of classical person-centred theory and therapy for critical comparison with the following:</li><li>2. Psychodynamic Approach, including Psychoanalysis (Sigmund Freud) and Analytical Psychology (Carl Jung)</li><li>3. Cognitive-Behavioural Approaches (CBT)</li><li>4. Integrative and Pluralistic Approaches</li><li>5. Contemporary developments within counselling and psychotherapy including Person-centred experiential Counselling for Depression, Interpersonal Therapy, Dynamic Interpersonal Therapy and Third Wave CBT Approaches (MBCT, ACT, MCT, DBT).</li><li>6. Paradigms, philosophy, and models of mental health</li><li>7. Assessment (including assessment tools), diagnosis (ICD/DSM-5.1), treatment (medication) within a mental health setting.</li><li>8. Evidence-based practice, research-informed approaches, including neuroscience.</li><li>9. BACP Ethical Framework and reflections of ethical counselling practice.</li></ol>		

10. Anti-discriminatory and anti-oppressive practice. Recognising power, privilege and systemic inequalities in mental health and counselling practice.

3.	Transferable Skills
<p><b>Critical thinking:</b> Appraising concepts and theories which will enhance their ability to evaluate information critically and make informed decisions.</p> <p><b>Comparative analysis:</b> The ability to compare different theories and approaches which provides a skill which can be applied across various disciplines.</p> <p><b>Effective communication:</b> Articulate ideas clearly and effectively to support working professionally in a range of therapeutic and mental health settings.</p> <p><b>Cultural Competence:</b> Understanding social and cultural factors equips students to work effectively with diverse groups and promotes inclusivity.</p> <p><b>Ethical Awareness:</b> Evaluating the implications of different mental health perspectives helps students to develop a strong ethical practice.</p>	

4. Delivery Method (please tick appropriate box)						
Classroom Based	Blended Learning	Flipped Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
Yes						
If the Delivery Method is <b>Classroom-based</b> please complete the following table:						
	Activity (lecture, seminar, tutorial, workshop, practical, self-directed study)	Activity Duration - Hrs	Comments	Learning Outcomes		
1.	Lecture	35		1-4		
2.	Workshop	1	Assignment/ referencing/ study skills	1-4		
3.	Self-directed learning	164	Inc. 2x20min. tutorials per student	1-4		
	Total Hours	200				

If delivery method is <i>not</i> classroom-based state lecturer hours to support delivery	
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## 5. Learning Resources

*To include contextualised Reading List.*

### Core Reading:

Joseph, S. (ed.) (2017) *The Handbook of Person-Centred Therapy and Mental Health: theory, research and practice*, Ross-on-Wye: PCCS Books.

Dryden, W. and Reeves, A. (eds) (2014) *The Handbook of Individual Therapy*, 6th edition, London: Sage.

Winter, L.A. and Charura, D. (2023) *The Handbook of Social Justice in Psychological Therapies*, London: Sage.

### Additional Reading:

Casemore, R. & Tudway, J. (2012) *Person-centred Therapy and CBT: siblings not rivals*, London: Sage.

Feltham, C. (2010) *Critical Thinking in Counselling and Psychotherapy*, London: Sage.

Freeth, R. (ed.) (2020) *Psychiatry and Mental Health: a guide for counsellors and psychotherapists*, Ross-on-Wye: PCCS Books.

Jacobs, M (2024) *Psychodynamic Counselling in Action*, 6<sup>th</sup> edition, London: Sage.

Read, J. and Sanders, P. (2022) *A Straight Talking Introduction to the Causes of Mental Health Problems*, 2<sup>nd</sup> edition, Ross-on-Wye: PCCS Books

Stein, M. (1998) *Jung's Map of the Soul*, Chicago: Open Court Publisher.

Tudor, K. (2018) *Psychotherapy: a critical examination*, Monmouth: PCCS Books.

### Key Journals/Articles and Websites/Webpages:

Guy, A., Davies J., Rizq, R. (Eds.) (2019). *Guidance for Psychological Therapists: enabling conversations with clients taking or withdrawing from prescribed psychiatric drugs* [Online] Available from: <https://www.bacp.co.uk/events-and-resources/ethics-and-standards/prescribed-drug-dependence-guidance-and-resources/> [Accessed 29 October 2024].

Johnstone, L. & Boyle, M. (2018) *The Power Threat Meaning Framework* [Online]. Available from: <https://www.bps.org.uk/guideline/power-threat-meaning-framework-full-version>. [Accessed 29 October 2024].

World Health Organisation (2024) *International Classification for Diseases*, 11<sup>th</sup> Edition [Online]. Available from: <https://icd.who.int/en> [Accessed 29 October 2024].

