1.	Title	**Introduction to Counselling Practice**
2.	Level *	**4**
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)

The module will equip students with initial understanding and experience of a classical, Rogerian person-centred approach to therapeutic counselling and the potential to develop person-centred attitudes, qualities, and communication skills. There will be emphasis on person-centred counselling and how the approach can be adaptable and sensitive to clients from various backgrounds, to promote inclusive practice.

The module is primarily experiential, providing opportunities for students to increase their awareness of self and others through regular, small group 'practise' interaction and feedback processes. Students will also be introduced to the psychological and philosophical concepts underpinning the classical person-centred approach. With guidance and support from tutors and from peers, students will have opportunities to evaluate their own and others' practical development.

This module provides a pathway to the Developing Counselling Practice module in Semester 2, where students are supported towards meeting requirements to progress to professional practice with clients in Semesters 3 and 4.

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

(*Add more lines if required*)

1.	Define the principle ethical, environmental, and contractual features of counselling.

2.	Explain the basic concepts of the person-centred approach to counselling.
3.	Demonstrate developing 'Person-Centred' attitudes and skills in formal skills practice sessions, when working with diverse clients.
4.	Outline 'growing edge' of own development as an ethical, person-centred counsellor through use of peer and tutor feedback and self-reflection.

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.	Presentation	100%	No	15 minutes plus 10 mins feedback from peers and tutor =2500	1,2,4	Students will present their presentation to peers and tutor entitled 'My development as a person-centred counsellor'.
2.	Record of Practice Sessions	Pass/Fail	No	N/A	3	Students will keep records of weekly 20 - minute practice sessions with peers in triads/tetrads, a minimum of three of which must be observed and signed by tutor.

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

1. Through Presentation, students can examine and evaluate practise feedback to highlight how their person-centred skills are progressing in relation to the communication of Rogers conditions of empathy, UPR and congruence. In addition, identifying strengths and challenges in their developing practice. Students will reflect on their developing self-awareness by discussing how their self-awareness has evolved and explore how they've become more conscious of their own values, biases, and emotional responses.

2. Students will keep a record of weekly triad/tetrad sessions with peers of a minimum of 10 weekly practice sessions, of which 3 must be observed and signed by a tutor.

Summary of Formative Assessment Plan
Weekly feedback sheets are designed to support the growth and development of person-centred skills, scaffolding how new skills can be integrated over the module semester. Skills in contracting and ethical requirements for setting boundaries, alongside the deployment of person-centred attitudes and qualities are structured within the feedback process. Tutors will guide students in offering feedback that is constructive and reflects client phenomenology.

10. Summary of Pre and / or Co Requisite Requirements

11. For use on following programmes
BA Counselling and Psychotherapy HE Diploma Person-centred Counselling

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

1.	**Module Leader**	**Kelly Rothery**

2.	**Indicative Content**
	1.Definition of counselling (relative to other forms of help and support) 2.Aims and focus of counselling

3. Attitudes and qualities of the person-centred counsellor in relation to diverse client experience

4. Introduction to theory of person-centred practice

5. Communicating qualities and attitudes via specific active listening/communication skills

6. Demonstrations

7. The counselling process; session management; contracting

8. Beginnings, middles and endings of counselling sessions

9. BACP Ethical Framework for the Counselling Professions

10. Basic awareness of law in counselling and psychotherapy

11. Giving and receiving formative and summative feedback (using designated forms)

12. Weekly experiential triad/tetrad skill practice with peer and tutor feedback and group discussion.

3.	Transferable Skills

Effective Communication Skills: Students will learn to listen deeply and empathetically, an essential skill for building trust and understanding in any professional or personal interaction. Practicing how to convey attitudes like openness and non-judgment helps students communicate with clarity and compassion.

Cultural Awareness and Sensitivity: By exploring diverse client experiences within the person-centre approach, students can develop awareness and respect for diversity.

Ethical and Professional Awareness: Familiarity with the BACP Ethical Framework and relevant legal knowledge promotes ethical decision-making and accountability, skills essential in any profession that involves safeguarding and client confidentiality. Managing sessions and contracts effectively teaches students to set clear boundaries and adhere to structures and prepare then for placement in year two of counselling training.

Interpersonal Skills: Person-centred counselling emphasises the importance of a genuine, non-directive relationship. This helps students develop strong interpersonal skills. The practice of giving and receiving formative and summative feedback encourages an openness to learning and improves emotional intelligence, helping students become resilient and adaptable in diverse professional settings.

4. Delivery Method (_please tick appropriate box_**)**

Classroom Based	Blended Learning	Flipped 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, practical, self-directed study)	Activity Duration - Hrs	Comments	Learning Outcomes
1.	Seminar (including observed practicum)	33		1,2,3,4
2.	Workshop	3		1,2,3,4
3.	Self-directed learning	164	Includes 2x20 mins. Tutorial per student	1,2,3,4
	Total Hours	**200**		

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

5. Learning Resources

To include contextualised Reading List.

Core Reading:

Di Malta, G., Cooper, M., O'Hara, M., Gololob, Y. and Stephen, S.(eds) (2024) *The Handbook of Person-Centred Psychotherapy and Counselling*, 3rd edition, London: Bloomsbury.

Levitt, B. (2005) *Embracing Non-Directivity: reassessing person-centered theory and practice in the 21st century*, Monmouth: PCCS Books.

Merry, T. (2020) *Learning and Being in Person-Centred Therapy,* 3rd edition, Monmouth: PCCS Books.

Sanders, P (2006) *The Person-Centred Counselling Primer: a concise, accessible introduction*, Ross-on Wye: PCCS Books.

Additional Reading:

Casemore, R. (2011) *Person-Centred Counselling in a Nutshell*, 2nd edition, London: Sage.

Mearns, D. and Thorne, B. (2013) *Person-Centred Counselling in Action*, 4th edition, London: Sage.

Key Journals/Articles and Websites/Webpages:

British Association for Counselling & Psychotherapy (2018) *Ethical Framework for the Counselling Professions* [Online]. Available from: https://www.bacp.co.uk/media/3103/bacpethical-framework-for-the-counselling-professions-2018.pdf [Accessed 3 January 2025].

Rogers, C.R. (1957) 'The necessary and sufficient conditions of therapeutic personality change', *Journal of Consulting Psychology* 21(2), 95-103.

The Person-Centred Association (TPCA) (2023) *Carl Rogers* [Online]. Available from: https://www.the-pca.org.uk/about/carl-rogers.html [Accessed 3 January 2025].