

# Example Module Outline Template

## Form for Partners

**2023/24**

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Document type: Form  
Approval by: Head of Partnerships  
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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.	<b>Title</b>	<b>Person-centred Theory</b>
2.	<b>Level *</b>	<b>4</b>
3.	<b>Credits</b>	<b>20</b>
4.	<b>Indicative Student Study Hours</b>	<b>Class contact hours: 36</b> <b>Self-Directed Study Hours: 164</b> <b>Total study hours: 200</b>
5.	<b>Compulsory (must be taken) OR Optional</b>	Compulsory
6.	<b>Core (must be passed and cannot be compensated) or Non-core</b>	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)****Module Description:**

This module introduces students to the theoretical underpinnings of the person-centred approach with a focus on the work and research of Carl Rogers, while critically examining its cultural context and potential limitations.

This module is designed to provide students with an active understanding of the person-centred approach, both in terms of developmental theory and therapeutic process.

Students are offered opportunities to discuss and analyse the underpinning theory for person-centred counselling practice, including developments and their applications across diverse client groups. It will form the basis of the students' exploration of their own experiences, encouraging critical self-reflection on personal biases and assumptions.

Consideration of cultural variations in concepts of self and personal growth will be explored.

Students will work formatively with personal 'timeline' and designated case study material to support their application of theory.

It is expected that significant background reading is required for this module.

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

*(Add more lines if required)*

1.	Relate the aims of person-centred counselling to a person-centred theory of personality functioning.
2.	Explain the relationship between Carl Rogers' therapeutic conditions and person-centred counselling practice.

3.	Analyse own issues over the 'life course' using a person-centred theory of personality development, recognising the impact of sociocultural factors on individual growth.
4.	Use subject-specific vocabulary with accuracy, including terminology related to diversity and inclusion in person-centred counselling context.

9. Assessment						
Pass on aggregate or Pass all components					Must pass	
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.	Reflective Essay	100%	No	2500	1/2/3/4	A reflective essay which forms an account of person-centred developmental theory and theory of therapy in the context of your own personal experiences.
Further Details of Assessment Proposals						
Give brief explanation of each assessment activity listed						
Students will write a reflective essay which forms an account of person-centred developmental theory and theory of therapy in the context of students' own personal experiences. Students will make inclusion of the impact of sociocultural factors on individual growth.						
Summary of Formative Assessment Plan						
<b>Weekly Journal entries:</b> Students write short reflective pieces on their understanding of person-centred concepts, relating them to personal experiences. Reflection on personal biases, cultural assumptions, and how these might impact counselling practice will be encouraged for inclusion.						
<b>Personal Timeline Project:</b> Ongoing throughout module delivery. Students will create personal development timeline using person-centred theories. Reflection upon cultural and social factors that have influenced personal growth.						

**Group Presentations:** Small groups present on Carl Rogers 19 Propositions. Flipped learning activity in week four.

**Reflective Essay workshop:** This will be offered halfway through the module and revisited towards the end of the module. Students will have opportunity to create a draft of their reflective essay and receive peer and tutor feedback.

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

Nil

## 11. For use on following programmes

Dip.HE Person-Centred Counselling

BA Counselling and Psychotherapy

## Module Specification

Part 2- to be reviewed annually

1.	Module Leader	Frances Whiteman
2.	Indicative Content	
<div>1. Classical, Rogerian person-centred approach, including its cultural context and potential limitations</div> <div>2. Phenomenology, existentialism, pragmatism, human needs and motivation.</div> <div>3. Rogers' 19 Propositions and the person-centred view of the person.</div> <div>4. Rogers' Necessary and Sufficient Conditions of Therapeutic Personality Change.</div> <div>5. Rogers' Process Conception of Psychotherapy.</div> <div>6. Developments in the Person-Centred Approach, including adaptations for diverse populations.</div> <div>7. Configurations of Self (Mearns/Thorne), considering intersectionality and cultural influences on self-concept.</div> <div>8. Existentialism and existentially informed person-centred therapy.</div> <div>9. Gestalt and Person-Centred Experiential therapy.</div>		

10. Pre-therapy (Prouty), discussing its application with diverse client groups, including those with communication difficulties.
11. Focusing (Gendlin), exploring cultural variations in body awareness and felt sense.
12. Person-Centred work 'at the difficult edge'; fragile/difficult process work (Warner).
13. Relational Depth (Mearns/Cooper), examining how cultural differences may impact the therapeutic relationship.

### 3. Transferable Skills

Active listening: The emphasis on empathy and understanding clients' perspectives will enhance students' ability to listen attentively and comprehend complex information.

Critical thinking: Analysing and critiquing Rogers' theory and contemporary perspectives will develop students' analytical and evaluative skills.

Self-reflection: The focus on personal exploration and understanding one's own experiences will improve self-awareness and reflective practice.

Cultural competence: Considering diverse client scenarios and cultural variations in person-centred concepts will enhance students' ability to work effectively in multicultural environments.

Ethical reasoning: Exploring ethical considerations in person-centred therapy will develop students' capacity for ethical decision-making in various contexts.

Communication skills:

Empathy: Developing the core condition of empathic understanding will enhance students' ability to relate to and understand others in various settings.

Non-judgmental attitude: Practicing unconditional positive regard will help students develop a more open-minded and accepting approach to diverse perspectives.

Adaptability: Learning to apply person-centred principles across different client groups will improve students' flexibility in approaching various situations.

Research skills: The expectation of significant background reading will enhance students' ability to find, evaluate, and synthesise information from various sources.

Problem-solving: Analysing case studies will improve students' ability to approach complex problems systematically.

Teamwork: Group presentations and peer discussions will enhance collaboration and interpersonal skills.

Self-directed learning: The emphasis on personal exploration and development will improve students' ability to manage their own learning and growth.

### 4. Delivery Method (please tick appropriate box)

Classroom Based	Blended Learning	Flipped Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
Yes		Yes		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		1,2,3,4
2.	Workshop	1		Including assignment preparation Referencing Study skills
3.	Self-directed Learning	164	Includes 2x2 20 min. tutorials per student	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				

## 5. Learning Resources

To include contextualised Reading List.

### Core Reading:

Kirschenbaum, H. and Henderson, V.L. (eds.) (1990) *The Carl Rogers Reader*, London: Constable.

Lago, C. and Charura, D. (2016) *The Person-Centred Counselling and Psychotherapy Handbook: origins, developments and current applications*, Maidenhead: OUP.

Cooper, M. (2024) *The Tribes of the Person-Centred Nation: an introduction to world of person-centred therapies*, 3<sup>rd</sup> Edition, Monmouth: PCCS Books.

### Additional Reading:

Cooper, M. (2020) *The Existential Primer: a concise guide*, Monmouth: PCCS Books.

Rogers, C.R. (1951) *Client-Centred Therapy*, London: Constable.

Sanders, P. (2013) *Person-Centred Therapy: theory and practice in the 21st Century*, Monmouth: PCCS Books.

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

Person-Centred and Experiential Therapies

### Websites:

Association for the Development of the Person-Centred Approach (ADPCA) (2025) *ADPCA website* [Online]. Available from: <https://www.adpca.org/> [Accessed 3 January 2025].

Center for Studies of the Person (2025) Center for Studies of the Person website [Online]. Available from: <https://www.centerforthepeople.org/carl-rogers-memorial-library/> [Accessed 3 January 2025].

Chiru, M. (2017) 'Cross-cultural limitations of the person-centred approach', *Chiru Counselling and Psychotherapy*, 3 April [Online]. Available from: <https://www.chirucounselling.ca/blog/cross-cultural-limitations-of-the-person-centred-approach> [Accessed 3 January 2025].

Cornelius-White, J.H.D. (2016) 'Multiculturalism'. In: Cornelius-White, J.H.D. *Person-Centered Approaches for Counsellors*, London: Sage.

International Focusing Institute (2025) *The International Focusing Institute website* [Online]. Available from: <https://focusing.org/> [Accessed 3 January 2025].

Person-Centred Association (2025) *TPCA website* [Online]. Available from: <https://www.the-pca.org.uk/> [Accessed 3 January 2025].

World Association for Person centred & Experiential Psychotherapy & Counselling (WAPCEPC) (2025) WAPCEPC website [Online]. Available from: <https://www.pce-world.org/index.php> [Accessed 3 January 2025].