

# Example Module Outline Template

## Form for Partners

**2023/24**

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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>Professional Practice 1</b>
2.	<b>Level *</b>	<b>5</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)**

This module will support and develop students' entry into professional practice with diverse clients, together with their counselling placement. Students will have the opportunity to consolidate confidence in their person-centred practice as developed in Year 1, in formative skill practice triads for a proportion of the module 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 provide opportunities for students to further develop the person-centred 'core' conditions of congruence, empathy, and unconditional positive regard. 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 will have the opportunity to develop skills in video/telephone counselling as per BACP OPT framework – competences subject areas 1 – 11. A formative competence test will be completed by tutors, prior to students working with clients remotely. Opportunities will be in place for in-person and remote counselling practice with peers.

\*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).

**8. 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 working with risk and the use of supervision.
4.	Collaborate with peers and tutor in feedback activities including demonstrating an understanding of how to manage and respond to ethical, and practical, demands of online and telephone therapy and communication.

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.	30-minute recorded excerpt from a 50-minute session with a counselling client	Pass/Fail	No		1	Student must designate 5 minutes from opening, 20 consecutive minutes from middle and 5 minutes prior to close of session.
2.	Viva Voce	100%	No	30 minutes (3,000-word equiv,)	2,3	Based on assessment 1 student will attend viva including discussion in collaboration with tutor.  * For exit award <i>DipHE Person-Centred Counselling Theory</i> : students record practice with a peer (roleplaying a client)
3.	OPT Assessment	Pass/Fail	No	0	4	Students must undertake an OPT assessment as a core element of their training to practice in this way. This will be included in their final

						transcript. <i>*For students with reasonable adjustments/extenuating circumstances regarding OPT, they will be asked to complete a 500-word statement to meet learning outcome 4.</i>
<b>Further Details of Assessment Proposals</b> Give brief explanation of each assessment activity listed						
<ol style="list-style-type: none"> <li>1. Students habitually record their professional practice with clients for learning purposes; they may choose any session which they feel best evidence their competent practice. Students are asked to select a total of 30 minutes from a client session of 50 minutes, which must include the beginning and end of the session (inclusive of 10 minutes) and 20 minutes of their choosing.</li> <li>2. Students will be invited to a Viva Voce to discuss their professional practice in relation to the recording of client session and to receive feedback from a tutor. This will be grounded in person-centred theory and approach to counselling and reflecting on the PCEPS to further evaluate counselling practice. Students will be required to upload basic presentation notes including references prior to the viva.</li> <li>3. OPT Assessment will be conducted within this module to demonstrate a readiness to work both online and telephone.  <b>OR</b>  <i>Students who due to extenuating circumstances or reasonable adjustments are unable to complete the OPT assessment and therefore do not intend to work either online or telephone will complete a statement. Students will be asked to write a 500-word critical reflection on the ethical and practical demands of technologically mediated therapy. In this reflection, they are required to demonstrate their understanding of the challenges that arise in this context and how professionals can manage and respond to these demands effectively.</i> </li> </ol>						
<b>Summary of Formative Assessment Plan</b>						
<p><b>Mock VIVA:</b> With guidance, students will conduct a mock viva with a peer based on a 30-minute recorded session with a peer. Note: practice viva must not be based on actual client recording in compliance with GDPR.</p> <p><b>Online/Telephone Counselling Practice:</b> Students will have the opportunity to practice and develop their counselling skills in an online and telephone setting (with the camera off for online practice).</p>						
<b>10. Summary of Pre and / or Co Requisite Requirements</b>						
Pass at level 4/Year 1						

**11. For use on following programmes**

DipHE Person-Centred Counselling  
BA Counselling and Psychotherapy

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

<b>1.</b>	<b>Module Leader</b>	<b>Chloe McIntyre</b>
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<b>2.</b>	<b>Indicative Content</b>
<ol style="list-style-type: none"> <li>1. In-depth consideration of person-centred in relation to counselling practice.</li> <li>2. Management of therapeutic practice including relationship building; communication; assessment (including assessment tools).</li> <li>3. Monitoring/risk management (including exploration of suicide and self-harm)</li> <li>4. Evidence-based practice/evaluation of counselling practice, including consideration and use of outcome measures aligning with the person-centred approach (Strathclyde Inventory/PCEPS).</li> <li>5. Weekly skill practice sessions (for a proportion of the module) which will include formative peer feedback.</li> <li>6. Moment-by-moment analysis of recorded material with peers.</li> <li>7. Third-party presence within therapeutic relationship for example, translator, interpreter, signer, carer.</li> <li>8. Evaluation of counselling practice with clients in relation to the BACP Ethical Framework and use of supervision (GPiA).</li> <li>9. Other appropriate counselling theory relevant to skills practice/client work.</li> <li>10. Online Phone Therapy (OPT), following BACP Curriculum.</li> <li>11. Competence frameworks and guidelines for working with diverse client groups and cross-cultural communication for both in-person and online/telephone counselling practice.</li> </ol>	

<b>3.</b>	<b>Transferable Skills</b>
<p><b>Active listening:</b> Listening to others to understand different perspectives.</p> <p><b>Ethical decision making:</b> Applying ethical principles to practice, which can be transferred to other professional roles.</p> <p><b>Communication skills:</b> Effective verbal and non-verbal communication which can be adapted and applied to other professional settings.</p> <p><b>Self-reflection:</b> Ability to reflect on personal attitudes and skills key for personal and professional growth and development.</p> <p><b>Accountability:</b> Holding oneself accountable for ethical and professional development which can be applied to many other roles requiring responsibility and integrity.</p> <p><b>Digital Literacy:</b> Managing online platforms and handling technical aspects of virtual communication which can be applied to a wide range of roles in an ever-increasing digital workplace.</p>	

**Confidentiality and data protection:** Managing client data confidentiality in online settings can transfer to any role that involves handling sensitive data.

**Risk management:** Managing risk both in-person and online, supported by ethical decision making and problem-solving.

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

Classroom Based	Blended Learning	Flipped Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
Yes				Yes		

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	35	Including 12 hours of E-learning	1,2,3,4
3.	Workshop	1	Assignment/ referencing/ study skills	1,2,3
4.	Self-directed study	164	Includes professional practice hours with clients, and assignment prep Includes 2x20min. tutorials per student	1,2,3,4
<b>Total Hours</b>		<b>200</b>		

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

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#### 5. Learning Resources

**To include contextualised Reading List.****Core Reading:**

Anthony, K. and Mertz Nagel, D. (2009) *Therapy Online: a practical guide*, London: Sage.

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

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.

**Additional Reading:**

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

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

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

British Association of Counselling and Psychotherapy (BACP) (2019) *Good Practice in Action GPiA 047 Fact Sheet: Working Online in the Counselling Professions* [Online]. Available from:

<https://www.bacp.co.uk/search?q=%22working+online%22&SortOrder=0&RecordTypes=GoodPractice>

[Accessed 29 October 2024].

Freire, E., Westwell, G. & Elliott, R., (2013) *Person Centred and Experiential Psychotherapy Scale (PCEPS): development and reliability of an adherence/competence measure for person-centred and experiential psychotherapies resources* [Online]. Available from:

[https://strathprints.strath.ac.uk/47890/5/Freire\\_etal\\_CPR\\_2014\\_Person\\_centred\\_and\\_experiential\\_psychotherapy\\_scale.pdf](https://strathprints.strath.ac.uk/47890/5/Freire_etal_CPR_2014_Person_centred_and_experiential_psychotherapy_scale.pdf) [Accessed 29 October 2024].

Stephen, S. and Elliott, R. (2021) 'The Strathclyde Inventory: development of a brief instrument for assessing outcome in counseling according to Rogers' concept of the fully functioning person', *Measurement and Evaluation in Counseling and Development* 55(3), 187–206. doi: 10.1080/07481756.2021.1955213.