

Module Outline**Part 1- as validated**

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