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| Module Outline | Part 1- as validated |
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| 1. | Title | Professional Practice 2 |
| 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

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| 7. Brief Description of Module (purpose, principal aims, and objectives) |
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This module offers an in-depth exploration of person-centred counselling, revisiting core theories and integrating contemporary perspectives to enhance understanding of therapeutic relationships and the counselling process. Students will explore common and emerging client issues, such as loss and grief, developing their application of the person-centred approach. A key component is the submission of a recorded counselling session demonstrating person-centred principles. Students will also engage in reflective analysis of their attitudes and the dynamics of the counselling process. They will evaluate their professional and ethical development in line with the British Association Counselling and Psychotherapy (BACP) Ethical Framework. Emphasis is placed on awareness of anti-discriminatory practice and culturally informed responses to client material. By the end of the module, students will articulate a clear rationale underpinning their person-centred therapeutic approach.

| 8. Learning Outcomes - On successful completion of this module a student will be able to: (Add more lines if required) | |
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| 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 person-centred theory |
| 3. | Evaluate own professional and ethical development in accordance with BACP requirements, including the use of supervision and appropriate responses to client's explicit and/or implicit material in an anti-discriminatory manner. |
| 4. | Reflect on own rationale and philosophy underpinning therapeutic, culturally informed, person-centred practice. |

| 9. Assessment | | | | | | |
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| 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. | 50-minute recorded session with a counselling client. | 50% | No | =1500 words | 1 | * For theory only route the recording can be from a skills practice session with a peer if the student has no client hours. |
| 2. | Case Study | 50% | No | 2000 | 2,3,4 | * For the theory only route case study will be centred around the skills practice session with a peer that was submitted for assessment 1. |
| Further Details of Assessment Proposals | | | | | | |
| Give brief explanation of each assessment activity listed | | | | | | |

Students habitually record their professional practice with clients within their chosen placement; they may choose a session which best evidences their competent practice for this summative assessment.

Students will select illustrative excerpts from their submitted recording (included as appendices) to create a detailed case study of their person-centred counselling work with a chosen client. This case study will offer a comprehensive analysis of their practice, integrating the principles of the person-centred approach alongside considerations of professional and ethical standards.

**This task is adapted for the exit award DipHE in Person-Centred Counselling Theory by recording a session with a peer if no client work has been undertaken.*

Summary of Formative Assessment Plan

Case presentation: students will present their work with clients (anonymously) to peers within class time, where peers can offer feedback to inform their summative assessment.

Presentations on specific client issues and working in a person-centred, culturally informed way to ensure competent, anti-discriminatory, anti-oppressive counselling practice.

10. Summary of Pre and / or Co Requisite Requirements

Pass at level 4/Year 1

11. For use on following programmes

DipHE Person-Centred Counselling

BA (Hons) Counselling and Psychotherapy