Module specification

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Module code	COU418
Module title	Person-centred counselling skills (2)
Level	4
Credit value	20
Faculty	Social & Life Sciences
Module Leader	Jackie Raven
HECoS Code	100495
Cost Code	GASC

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Diploma of Higher Education in Counselling	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	38 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	**38** hrs
Placement / work based learning	0 hrs
Guided independent study	162 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	30th March 2021
With effect from date	1st September 2021
Date and details of revision	
Version number	1

Module aims

To build on the learning and understanding developed in module COU416 Person-Centred Counselling Skills (1)

To enable students to develop their practical counselling skills to demonstrate an understanding of the need (and ability) to provide a relationship offering the conditions of psychological contact, empathy, Unconditional Positive Regard and Congruence in person-centred counselling.

To develop their reflective practice ability.

To develop the awareness and understanding of ethical professional, legal and ethical issues within a person-centred counselling relationship.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Demonstrate the ability to apply key person centred skills in practice in observed and recorded practice sessions.
2	Evaluate a recorded segment of 10 minutes skills practice from a minimum 30 minute session with a peer as 'client' in the light of relevant theoretical concepts to demonstrate understanding of personal strengths and areas for development.
3	Gain a developed understanding of the importance of personal development and reflective practice in counselling
4	Improve the ability to write an academic assessment using standard punctuation, grammar and Harvard style referencing.

Assessment

Indicative Assessment Tasks:

Evaluate / appraise a 10 minute extract from a 30 minute audio recording of a 'helping' session with a colleague 'client' from the training group.
This evaluation should consider both the helpful and less helpful aspects of your practice related to the theory of therapy (the necessary add sufficient conditions). It should also pay attention to the process of therapy (such as Rogers, Barrett-Lennard or Mearns and Thorne's consideration of process stages).

Attendance: attendance and participation are requirements of the course because they evidence the number of training hours received for potential future individual accreditation with professional bodies such as BACP.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2, 3 & 4	Coursework	100%
2		Attendance	Pass / Fail

Derogations

Credits shall be awarded by an Assessment Board for those modules in which all elements have been passed and a pass grade of 40% has been achieved

Not eligible for RP(E)L

Learning and Teaching Strategies

Experiential learning through group work. Practical counselling and listening skills being developed through live practice with peers applying theory (from module COU402 which runs concurrently) in practice.

Community meeting / Home Group

Listening practice groups including triads, peer and tutor observations and feedback

Audio recordings

Transcript and analysis

Independent reading and reflection

Optional personal journal

Personal therapy/support activities

Tutorials

Use of ICT:

A Module Handbook and Virtual Learning environment (VLE)

The module will draw on published books, journals and web resources in the field.

Indicative Syllabus Outline

Practice sessions with peer and tutor observation and feedback

Skills theory as appropriate:

Preparing for placement – applying, interviews etc.

Visit/s from placement providers (According to availability).

Therapeutic process; e.g Mearns and Thorne – beginnings, middles and endings; Rogers 7 stages of process / Barrett-Lennard 5 stages

PCEPS: Adherence to competence framework measure.

Experiential / creative methods

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update. Please refer to the Module handbook for relevant academic year for the latest reading list.

Essential Reads

Sanders, P. (2011), First Steps in Counselling. 4th edition. Ross-on-Wye: PCCS Books

Sanders, P. (2003), Step in to Study Counselling. 3rd edition. Ross-on-Wye: PCCS Books

Sanders, P., Frankland, A. and Wilkins, P. (2009) Next Steps in Counselling Practice. 2nd edition. Ross-on-Wye: PCCS Books.

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

Electronic resources are made available via the VLE for each module. These include links to video clips, presentations and lecture / seminar handout as well as digitised texts where appropriate.

Other indicative reading

BACP Ethical Framework available to download: www.bacp.co.uk/ethical_framework/

Bor, R. & Watts, M. (2011), *The Trainee Handbook: A Guide for Counselling & Psychotherapy Trainees* 3rd edn. London. Sage

Barrett-Lennard, G. (1998) *Carl Rogers Helping System: Journey and Substance.* London. Sage

Keys, S. and Walshaw, T. (eds.) *The Person-Centered Counselling Primer.* Ross-on-Wye: PCCS Books.

Purton, C. (2007) *The Focusing-Oriented Counselling Primer: A Concise, Accessible, Comprehensive Introduction.* Ross-on-Wye: PCCS Books.

The module handbook will offer further suggested reading

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Engaged
Enterprising
Creative
Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets
Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication