Module specification

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Module code	COU419
Module title	Person-centred Counselling Theory and self-development
Level	4
Credit value	20
Faculty	Social & Life Sciences
Module Leader	Edward Hewitt-Symonds
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 demonstrate increased learning and understanding developed in module COU417 Introducing Person-Centred Counselling Theory

To develop deeper theoretical understanding of the person-centred approach through engagement with the theory of personality within this 'school' of therapy.

Develop understanding of how this relates to the development of self-concept and how this may contribute to the development of problems that clients may bring to therapy.

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

1	Critically discuss and evaluate Rogers' Person-Centred Theory of Personality Development.
2	Reflect on and critically evaluate the student's own personal experience and development of their own self-concept against Rogers' Person-Centred Theory of Personality Development.
3	Demonstrate an awareness of how the student's own personality development and personal values and assumptions may impact on their ability to offer Rogers' 6 Necessary and Sufficient Conditions to clients.
4	Demonstrate an awareness of professional and ethical standards and issues and personal boundaries.

Assessment

Indicative Assessment Tasks:

Utilise literature sources, personal experience, and personal insight to produce a structured and readable personal biography (essay) of 3000 words. This biography should evidence your understanding of the person-centred theory of personality development and how this matches (or otherwise) your view of your own personality development. The assignment should also consider how your own personality may impact on your ability to offer therapeutic conditions to clients.

Indicative Title: Consider the development of your self-concept in the light of person-centred personality theory. How might your own development impact on your ability to help clients in a person-centred relationship?

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

Community meeting / Home Group

Small group, pairs and whole group discussion and feedback during lectures, seminars, experiential and interactive workshops to relate theory to personal experiences and practice.

Theory and reflection essay

Formative assessment on written assignments.

Video recordings (historical and demonstration)

Independent reading, research, 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

Introduction to the modules

Rogers theory of personality development

The need for positive regard

Conditions of worth

The development of the self-concept

Developments to theory – Mearns & Thorne 8 Propositions (configurations of self)

Introduction to focusing theory (Gendlin resonating and the edge of awareness) and how

Gendlin's theory sprang from Rogers group research).

Community Meeting

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

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

Rogers, C. (1957) The necessary and sufficient conditions of therapeutic personality change. Journal of Consulting Psychology Vol.21, No. 2

Rogers, C. (1959) A Theory of Therapy, Personality, and Interpersonal Relationships as developed in the Client-Centred Framework. In S. Koch (ed), Psychology, a Study of Science (Vol. 3 Formulations of the person and the social context, pp. 184-256). New York. McGraw Hill Book Company.

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