

## Module specification

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Module code	COU514
Module title	Understanding client issues in counselling practice
Level	5
Credit value	40
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	77 hrs
Placement tutor support	10 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>87 hrs</b>
Placement / work based learning	50 hrs
Guided independent study	263 hrs
<b>Module duration (total hours)</b>	<b>400 hrs</b>

<b>For office use only</b>	
Initial approval date	30 <sup>th</sup> March 2021
With effect from date	1 <sup>st</sup> September 2021

<b>For office use only</b>	
Date and details of revision	
Version number	1

## Module aims

Students will review, clarify, and deepen their understanding of the 'tribes' person-centred counselling, of "professional issues", and consider criticisms of the person centred approach in light of both evolving experience and research into another modality.

Students will engage with and critically research aspects of at least one other counselling tradition and utilise this in considering criticisms of the person-centred approach.

Students will deepen their understanding of the variety of reasons that clients come for counselling and reflect on their own competence to deal with at least one specific presenting issue.

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

1	Demonstrate a critical understanding of at least one other therapeutic approach and how this compares to person-centred practice in its applicability for working with a specific presenting issue.
2	Demonstrate critical understanding of how theory and practice are linked
3	Demonstrate a critical understanding of what brings clients to therapy in terms of their past and current issues and how these impact on the work in practice

## Assessment

Indicative Assessment Tasks:

Utilise literature sources, personal experience, and personal insight to produce a structured and readable essay OR a presentation and associated leaflet of approximately 20 minutes or 3000 words. The work should demonstrate a critical understanding of person-centred therapy and its relationship to another approach in helping clients with a named presenting issue.

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	Negotiated Learning	100%
2		Attendance	Pass / Fail

## **Derogations**

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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**

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Community meeting / Home groups

Independent reading and reflection

Optional Personal journal

Personal therapy/support activities as appropriate

Tutorials Participation in personal development group

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**

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Contracting / ethics etc. revisited.

Professional issues: notes

Professional Issues: Assessment & Outcome measures

Using art (creativity) and Play.

Client Issues: Loss and Grief.

Client issues: Depression

Client Issues: Trauma & Abuse

Client issues: The social construction of childhood

Criticisms of the person-centred approach.

Attachment: Protective factors and resilience and adult attachment.

Human growth and development models (Lifespan development)

Revisiting other models and their relationship / differences to the person-centred approach.

Presentations by students

## Indicative Bibliography:

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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

Bond, T. (2010), *Standards and Ethics for Counselling in Action* 3rd edn London: Sage

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

Mearns, D. & Cooper, M. (2005), *Working at Relational Depth in Counselling and Psychotherapy*. London. Sage.

Tolan, J. & Wilkins, P. (2012), *Client Issues in Counselling & Psychotherapy*. London: Sage

Tudor, K (2008), *Brief Person-Centred Therapies*. London: SAGE

This book is available as an e-book. Please note that you will need to be logged in to Athens to access it. It should also be available in print in the library in Edward Llwyd Building, main campus:

*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/](http://www.bacp.co.uk/ethical_framework/)

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

The module handbook will offer further suggested reading

## Employability skills – the Glyndŵr Graduate

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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