

Module specification

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Module Code	COU622
Module Title	Working with Neurodiversity
Level	6
Credit value	40
Faculty	FSLS
HECoS Code	100495
Cost Code	GACG
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
Counselling Top-up	Optional/Standalone

Breakdown of module hours

Learning and teaching hours	48 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	48 hrs
Placement hours	0 hrs
Guided independent study hours	352 hrs
Module duration (Total hours)	400 hrs

Module aims

This module aims to develop students' theoretical understanding, ethical awareness, and practical skills for working with neurodivergent clients in counselling contexts. It emphasises neurodiversity-affirming practice, critical reflection on dominant paradigms, and the adaptation of counselling approaches to promote inclusion, accessibility, and therapeutic effectiveness.

Students are encouraged to work reflexively, ethically, and critically, recognising the impact of power, difference and social context in therapeutic work with neurodivergent people.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Critically evaluate contemporary research and lived-experience perspectives relevant to neurodivergence in counselling contexts, looking at legal, ethical and professional considerations.
2	Demonstrate understanding of common neurodivergent presentations such as ASD, ADHD, AuDHD and their potential impact on counselling processes.
3	Critically reflect on how counsellor assumptions, bias, and dominant norms may affect work with neurodivergent clients, demonstrating ethical anti oppressive awareness.
4	Apply skills and theory to a neurodivergent presentation, and critically evaluate their efficacy in context

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Written Counselling Case Study

Students are required to write a reflective counselling case study based on their work with one adult neurodivergent client. The purpose of the case study is to demonstrate students' ability to:

- Work ethically and professionally within the NCPS Ethical Framework
- Apply counselling theory and formulation to practice
- Adapt counselling practice in response to neurodivergence
- Reflect critically on power, difference, accessibility, and use of self

Assessment 2: Viva (Oral Assessment)

The viva assessment is based on the written case study.

Students will be required to:

- Present a concise overview of their case study
- Discuss key clinical, relational, and ethical decisions
- Respond to questions relating to counselling theory, formulation, neurodivergence, adaptations, ethics (NCPS), supervision, and use of self

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,2,3	Case Study	3000	60	Presentation
2	4	Viva on Case Study	10 mins	40	N/A

Derogations

N/A

Learning and Teaching Strategies

By supporting a culture of active and engaged students, participants will be provided with varied opportunities for independent and student led learning within the programmes of study. Incorporating the principles of ALF (Active Learning Framework), it is hoped the course will be primarily on campus to include:

- Lectures
- Engagement practice, both individually and in groups.
- Discussion, feedback and inquiry

It will draw upon relevant literature and research in the field as well as a comprehensive.

To support and aid learning, participants will be provided with a background of contemporary research and literature.

Welsh Elements

Students can present assessed and non-assessed work in Welsh, and can access all forms, resources, and email correspondence in Welsh where preferred. Students are also able to undertake personal tutorials and, where applicable, work placements through the medium of Welsh. All module information aligns with the Welsh language expectations set out in the programme specification, and appropriate support is available to ensure students can fully engage with the module in their chosen language.

Indicative Syllabus Outline

- Race, Culture and Neurodivergence
- Gender, Sexuality and Neurodivergence (Queer and Trans Clients)
- Women, Late Identification and Masking

- ADHD and AuDHD-Specific Perspectives
- Working with Autism

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Marschall, A. (2024). *Neurodiversity-Affirming Therapy: What Every Mental Health Provider Needs to Know*. London: Jessica Kingsley Publishers.

Other indicative reading:

Jones, S. (2023). *The Autistic Survival Guide to Therapy*. London: Jessica Kingsley Publishers.

Price, D. (2022). *Unmasking Autism: Discovering the New Faces of Neurodiversity*. London: Orion.

Neff, M. A. (2024). *Self-Care for Autistic People*. London: Jessica Kingsley Publishers.

Brown, L.X.Z., Ashkenazy, E. and Onaiwu, M.G. (eds.) (2017) *All the Weight of Our Dreams: On Living Racialized Autism*. London: Jessica Kingsley Publishers.

Walker, N. (2021). *Neuroqueer Heresies*. San Francisco: Autonomous Press.

Hendrickx, S. (2015). *Women and Girls with Autism Spectrum Disorder*. London: Jessica Kingsley Publishers.

Nerenberg, J. (2020). *Divergent Mind: Thriving in a World That Wasn't Designed for You*. London: HarperCollins.

Hallowell, E. & Ratey, J. (2021). *ADHD 2.0*. London: Pan Macmillan.

Marschall, A. (2024) *Neurodiversity-Affirming Therapy: What Every Mental Health Provider Needs to Know*. New York: W. W. Norton & Company.

Administrative Information

For office use only	
Initial approval date	April 2026
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