

Module specification

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Module Code	COU702
Module Title	Counselling Theory 1
Level	7
Credit value	20
Faculty	FSLS
HECoS Code	100495
Cost Code	GASC
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional
MSc Counselling	Core

Breakdown of module hours

Learning and teaching hours	64 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	64 hrs
Placement / work based learning	0 hrs
Guided independent study	136 hrs
Module duration (total hours)	200 hrs

Module aims

This module aims to introduce students to counselling as a professional and ethical activity which is underpinned by theory. Students will be introduced to key aspects at an introductory level such as:

- What is Person-Centred Counselling?
- How is Counselling regulated and what are 'professional and ethical issues'?
- What is personal development and how does this relate to training as a counsellor?

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

1	Critically evaluate key concepts around the theory of person-centred counselling.
2	Develop an understanding of how person-centred theory is applied in practice.
3	Critically evaluate the importance of personal development in Counselling training
4	Propose an argument of the need for continuous personal and professional development in Counselling.

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.

Assignment 1: Written Assignment:

Theory and reflection essay to include PD report one assignment including 2 parts 100% weighting of the overall mark.

Part 1: (1500 words) Describe and discuss the 6 necessary and sufficient conditions within Person-Centred Counselling and critically evaluate their use in practice.

Part 2: (1000 words) Critically reflect on your understanding of personal development in Person-Centred Counselling

Part 1: This assessment can be submitted in a number of formats. Students can submit as a written word document, as a PowerPoint presentation, either in person, recorded video or audio. Other formats will be considered also, however you will be required to confirm with the module lead your choice of submission prior to the hand in date.

Assignment 2: 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. Attendance must be passed at 80% or above.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1-4	Written Assignment	2500	100%	N/A
2		Attendance		Pass/Refer	N/A

Derogations

N/A



Learning and Teaching Strategies

- Experiential learning through group work. Practical counselling and listening skills being developed through live practice with peers applying theory 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

Welsh Elements

Assignments can be submitted through the medium of Welsh.

Indicative Syllabus Outline

- Group Contract. (Introductions, personal, training team and the course, policies & Procedures for professional courses - handbooks).
- What is Counselling?
- How do clients access Counselling?
- An introduction to Person-Centred theory.
- Carl Rogers and The Person-Centred Approach. Necessary and sufficient conditions and evidence of them.
- Ethics, law and social constraints
- Introduction to Rogers' theory of personality (the 19 propositions).
- Personal Development and Growth: what it is and why it matters.
- Power, difference, and oppression; Roles in counselling & wider society.
- Beginnings, middles, and endings in counselling.

Indicative Bibliography:

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

Essential Reads

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

Other Indicative Reading

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

Bozarth, J.D. (2011), *Rogersian Empathy in an Organismic Theory: A Way of Being*. In J. Decety, & W. Ickes (Eds.), *The Social Neuroscience of Empathy* (pp. 101 – 112) Massachusetts Institute of Technology

Cozolino, L (2010), *The Neuroscience of Psychotherapy: Healing the Social Brain*. London: Norton.

Davy, J. (2006), *How to write a client case study*. In B. & Watts, *The Trainee Handbook: A Guide for Counselling & Psychotherapy Trainees* (pp. 110 - 134). London: Sage.

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

Sanders, P. (2003), *The Tribes of the Person-centred Nation: A Guide to the Schools of Therapy Associated with the Person-centred Approach*. London: SAGE.

Sanders, P & Hill, A (2014), *Counselling for Depression: A person-centred & Experiential Approach to Practice*. London, Sage.

Thorne, B. (2003), *Carl Rogers*. 2nd ed. London: Sage Publications Ltd.

Thorne, B. (2013), *Carl Rogers*. 3rd ed. London: Sage.

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

Administrative Information

For office use only	
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