

Module specification

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Module Code	COU704
Module Title	Counselling Theory 2
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

To provide opportunities to further develop and explore an understanding of the theory and practice of counselling and psychotherapy, by considering contemporary developments to theory and comparison to another counselling tradition/s.

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

1	Create a critical analysis of recent developments in counselling which can include pluralism, integrative and eclectic approaches to counselling.
2	Evaluate the key features of inclusivity and diversity within counselling practice and develop an understanding of how these can be applied to clients.
3	Explain your awareness of professional and ethical issues, including personal boundaries, and their impact on working with clients
4	Evaluate the role of personal and professional development in the role of professional counsellor.

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 includes two parts 100% weighting of the overall mark.

1. Theory and reflection essay (1500 words): Critically compare and contrast Person-Centred Counselling theory, with one other Counselling/Psychotherapy model of your choice.

2. PD Report (1000 words): Evaluate your development since the start of the course and the impact learning about counselling theory and engaging in practice has had upon you.

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.

Assessment 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 words	100%	N/A
2		Attendance		Pass/Refer	

Derogations

N/A

Learning and Teaching Strategies

- Community meeting / 'check-in'
- 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

Welsh Elements

Assignments can be submitted through the medium of Welsh.

Indicative Syllabus Outline

- Configurations of self in theory and practice Introducing 'moments of movement'
- Considering other approaches & Pluralism
- Difficult process: Attachment theory meets Gendlin meets Margaret Warner
- Sexuality and diversity: how many genders are there?
- Social responsibility, diversity and inclusion
- Supervision 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

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

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

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

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

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. (A digitised copy of this chapter is available on the VLE / Moodle).

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

Administrative Information

For office use only	
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