

## Module specification

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Module Code	COU706
Module Title	Advanced Counselling Practice
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	54 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>64 hrs</b>
Placement / work based learning	100 hrs
Guided independent study	36 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

### Module aims

Students will begin clinical practice placements during this module. This will include working in placement and accruing client contact hours towards the required total of 100 clinical placement hours, once readiness and fitness for practice have been demonstrated. Students who did not complete readiness for practice assessment within module Counselling Skills 1 (COU703) will be able to complete this at the beginning of this module.

Students will participate in clinical supervision external to the University as well as Clinical Practice Improvement (CPI) groups and develop their ability to critically reflect upon clinical practice and to utilise session recordings and transcripts to aid reflection on the efficacy of their developing ability to put theory into practice.

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

1	Critically evaluate part of a clinical recording from a client session on placement.
2	Integrate theory, practice, and personal development with competent ethical practice.
3	Develop an ability to handle challenging issues arising within the therapeutic relationship and manage these autonomously; such as chronic illness and enduring mental health conditions.
4	Improve own areas for development and critically assess ways in which to support their development.
5	Create a professional portfolio to keep and manage appropriate professional records, to provide supporting evidence of successful completion of counselling placement of 100 hours.

**Assessment**

Indicative Assessment Tasks:

**Assessment 1:** Portfolio of evidence. Practical clinical skills assessment, 10 hours personal therapy log, 50 hour and 100-hour supervisor reports, log of placement hours signed by supervisor, log of supervision sessions signed by supervisor (minimum 1.5 hours per month contracted to happen at least fortnightly. Sessions will be negotiated, contracted for and paid for by the student directly to the supervisor), individual and group sessions can be counted, so long as no more than 4 supervisees are part of a group – in which case a 2 hour supervisions session can be counted as ½ hour by each supervisee present, satisfactory report from PD facilitator demonstrating purposeful and appropriate engagement, placement pack evidence signed by placement provider, supervisor, student and University signatory (programme leader, placement manager, module leader, tutor).

**Formative Assessment** - As part of the portfolio students must complete their “Readiness for Professionalism tape”. This is a 20-minute extract from a 50-minute client session from placement. This must meet a consistent level 5 and above on the PCEP’s scale to pass. Students will be provided with confirmation once they have completed this, which must be included in their portfolio.

**Assessment 2:** Written Assignment - Case Study. Utilise literature sources, clinical notes and recordings, personal experience, and personal insight to produce a case-study of approximately 1500 words or equivalent, critically appraising the effectiveness of the trainee’s own work with a specific client (with appropriate evidence of informed client consent). This assessment can be delivered in the students own choice of delivery, be it through a presentation which can be using a video or audio recording; in person; written case study. All modes will require Harvard referencing. Other forms of presentation will be considered in consultation with the module lead.

**Assessment 3:** 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, 2 & 5	Portfolio		Pass/Fail	n/a
2	3, 4	Written Assignment	1,500 words or equivalent	100%	n/a
3		Attendance		Pass/Refer	n/a

### Derogations

N/A

### Learning and Teaching Strategies

- Community meeting / Home groups
- Clinical supervision and practice development group
- Audio recordings
- Transcript and discussion
- Independent reading and reflection
- Optional Personal journal
- Personal therapy/support activities as appropriate
- Readiness to practice exercise (if not completed last term)
- Clinical placement
- Personal clinical supervision
- Tutorials
- Participation in personal development group

### Welsh Elements

Assignments can be submitted in Welsh.

This module will also be available to students through Moodle in the medium of Welsh. Students are able to undertake their placements at Welsh speaking placement providers.

### Indicative Syllabus Outline

- Ethics Groups
- Practice Groups
- Casework discussion groups

### 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), *Rogierian 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.

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

### Administrative Information

<b>For office use only</b>	
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