

1.	Title	Professional Practice 3: Contemporary Approaches
2.	Level *	6
3.	Credits	20
4.	Indicative Student Study Hours	Class contact hours: 36 Self-directed study: 164 Total study hours: 200
5.	Compulsory (must be taken) OR Optional	Compulsory
6.	Core (must be passed and cannot be compensated) or Non-core	Non - Core

*** Foundation Level=3 Degree Year 1 = 4 Degree Year 2 = 5 Degree Year 3 = 6**

PG (Masters) = 7

7. Brief Description of Module (purpose, principal aims and objectives)

This module critically engages with contemporary developments in the person-centred approach to therapy, providing students with the opportunity to explore and evaluate these developments in relation to their own practice. It encourages deep reflection on core person-centred principles, their adaptation in modern therapeutic contexts, and how these inform and shape professional practice. Through both theoretical exploration and practical application, students will develop their understanding of the person-centred approach, culminating in the creation of a detailed case study. This case study will showcase how person-centred strategies can be applied to real-world client work in accordance with BACP accreditation standards. Students will have the opportunity to present casework and gain feedback from peers. The module also supports self-reflection and professional growth by enabling students to examine their personal values, biases, and assumptions and consider their influence on therapeutic practice and development.

8. Learning Outcomes - On successful completion of this module a student will be able to: (Add more lines if required)	
1.	Critically evaluate contemporary developments in the person-centred approach and how these inform your practice now or in the future
2.	Demonstrate a nuanced understanding of core person-centred principles and adaptation in contemporary practice
3.	Develop and present a detailed case study based on BACP accreditation standards, showcasing the application of person-centred strategies in client work.
4.	Engage in self-reflective practices to assess personal values, biases, and assumptions, exploring their impact on therapeutic practice and professional development.

9. Assessment						
Pass on aggregate or pass all components					Pass all components	
Summary of Summative Assessment Plan						
If there is an option to select between different types of assessments (for example, presentation or essay), please ensure this is clearly outlined in the table below and further details of assessment section.						
	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Reflective Case Study:	100	No	3500	1,2,3,4	<p>Reflective case study including a theoretical framework for practice. BACP accreditation guidelines will provide focus for this assessment.</p> <p>Theory only students: Case study will be based on a theoretical case study presented or theoretical essay to meet learning outcomes.</p>

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

1. Introduce case study by describing your current way of working from a person-centred perspective and how it has evolved over time.

Include person-centred theory and contemporary approaches that you draw on in your work, (or in future practice) and how you bring them together.

From a theoretical perspective, the different types of interventions and/or responses you use and why.

The role of your reflective self-awareness in your way of working:

The impact of issues of difference and equality on your therapeutic relationships and how you work with these:

How you adapt your approach and why when considering the following:

For example, settings (in house or external placement), face-to-face or online)

Areas for further development or training that align with your practice philosophy.

2. Please write a case study to show how the theory/theories, and approach described in inform your practice.

Drawing on client notes, recordings, and reflective journals, show how you work using the approach you have described in the first section. This can be based on a single or two clients.

Your case study will include the following: -

- Examples of responses you used and therapeutic intent
- The impact on the client; process and therapeutic relationship.

Your awareness of issues of difference and equality present and impact on the therapeutic relationship.

How you used self-reflection and “genuineness” in the therapeutic relationship with your client.

Were there ethical considerations? Consider specific elements of the Ethical Framework that informed your ethical decision-making process.

How you used supervision for the benefit of this client work. Identify how you used supervision in the process of defining your framework whether integrating aspects of the “third wave” of the PCA or a classical person-centred approach.

Summary of Formative Assessment Plan

Weekly Journal entries: Students write short journal entries based on process notes and evaluation of practice, relating them to personal experiences/bias/cultural environment.

Weekly case presentation. Time will be designated each week for students to have the opportunity to present an aspect of their work to the group. A group contract will be in place in recognition of the ethical nature of discussing client work. All material will remain anonymous. Presenting way and rationale for working to small groups

Assignment workshop: This will be offered halfway through the module and revisited towards the end of the module.

Journal entries can be discussed in tutorials – 500-word extract can be submitted as part of the tutorial process.

10. Summary of Pre and / or Co Requisite Requirements

Pass Level 5 – year 2 of counselling training

11. For use on following programmes

BA (Hons) Counselling and Psychotherapy

Module Specification

Part 2- to be reviewed annually

1.	Module Leader	Lindsay Horsley/Frances Whiteman
2.	Indicative Content	
	1. Introduction to the module structure learning outcomes and assessment including overview of BACP accreditation process and rationale for assessment.	

2. Core principles PCA: revisiting Rogers' 6 Necessary and Sufficient Conditions for Personality Change. Necessary and sufficient? Experience and research.
3. Overview of Rogers' 19 Propositions: review of a relational module of psychotherapy. Considering working with trauma within a person-centred framework.
4. Development of the PCA Introduction to the "Third Wave": Emotion-Focused Therapy (EFT) Introduction to Robert Elliott's EFT and its relationship with the classical PCA. Process directive and content directive therapy.
5. Introduction to Emotion-Focused Therapy (EFT) practice: Practical activity:
6. Exploring EFT techniques in pairs (e.g., chair work).
7. Exploring relational depth: Cooper and Dave Mearns' contributions. Blocks to.
Activity: Reflective journaling on experiences of relational depth in client work.
8. An introduction to Counselling for Depression (CfD): Overview of NHS NICE guidelines and current NHS policy: To include debates around efficacy and research-informed practice.
9. Pluralism: Introduction to pluralism (Mick Cooper and John McLeod). Critical discussion: What does it mean to be person-centred in a pluralistic context: Activity: Group debate on the challenges and opportunities of pluralistic practice.
10. Assignment workshop
11. Creative Techniques Integration of mindfulness and body awareness within person-centred counselling. Exploring creative techniques (e.g., visual arts, sand trays) inspired by Ani de-la-Prida and Liesl Silverstone.
12. Practicum Workshop: Experiencing creative techniques in small groups. Module review.

This structure ensures a balanced progression of theory, practical application, and self-reflection, supporting students' development as person-centred practitioners.

3. Transferable Skills

1. Critical Analysis and Evaluation

Ability to communicate therapeutic approach with colleagues and multi-disciplinary teams and integrate organisational policies with client work.

Awareness of competence in relation to adapting various person-centred methods to individual client needs. Evaluating the effectiveness of different approaches

2. Reflective Practice and Self-Awareness

Managing boundaries in the workplace and self-awareness to manage boundaries and interpersonal dynamics, such as balancing clients' needs with institutional requirements.

In Private Practice: Reflective practice is crucial for self-monitoring; especially as private practitioners typically work independently. Maintaining self-awareness helps private counsellors address potential biases, countertransference, and ethical concerns without a formal supervisory structure.

3. Ethical Decision-Making

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4. Delivery Method (please tick appropriate box)						
Classroom Based	Blended Learning	Flipped Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
x		x				
If the Delivery Method is Classroom-based please complete the following table:						
	Activity (lecture, seminar, tutorial, workshop, practical, self-directed study)	Activity Duration - Hrs	Comments	Learning Outcomes		
1.	Lecture/Seminar/Case presentation	33		1,2,3,4		
2.	Workshop	3	Inc. assignment workshop	1,2,3,4		
3.	Self-directed learning	164				
	Total Hours	200				
If delivery method is <i>not</i> classroom-based state lecturer hours to support delivery						

5. Learning Resources
<i>To include contextualised Reading List.</i>
<p>Core Reading:</p> <p>Di Malta, G., Cooper, M., O'Hara, M., Gololob. Y. and Stephen, S. (2024) <i>The Handbook of Person-Centred Psychotherapy and Counselling</i>, 3rd edition, London: Bloomsbury.</p> <p>Cooper, M., and McLeod, J. (2011) <i>Pluralistic Counselling and Psychotherapy</i>, London: Sage.</p> <p>Elliott, R. & Greenberg, L. (2021) <i>Emotion-Focused Counselling in Action</i>: London: Sage.</p>
<p>Additional Reading:</p> <p>Mearns, D. and Cooper, M. (2018) <i>Working at Relational Depth in Counselling and Psychotherapy</i>, 2nd edition, London: Sage.</p> <p>Knox. K., Murphy, D., Wiggins. S.M. and Cooper, M. (2013) <i>Relational Depth: new perspectives and developments</i>, Basingstoke: Palgrave Macmillan.</p> <p>Tudor, K. (2008) <i>Brief Person-Centred Therapies</i>, London: Sage.</p>

Silverstone, L. (2009) *Art Therapy exercises: inspirational and practical ideas to stimulate the imagination*, London: Jessica Kingsley.

Smith, K. and de la Prida, A. (2021) *The Pluralistic Therapy Primer: a concise introduction*, Monmouth: PCCS Books.

Key Journals/Articles and Websites/Webpages:

Association for Person Centred Creative Arts (2025) *APCCA website* [Online]. Available from: <https://www.apcca.org.uk/> [Accessed 4 December 2024].

British Association for Counselling and Psychotherapy (BACP) (2025) *Applying for individual accreditation* [Online]. Available from: <https://www.bacp.co.uk/membership/accredited-membership/apply-for-individual-accreditation/> [Accessed 4 December 2024].

The Person-Centred Association (2025) *TPCA website* [Online]. Available from: <https://www.the-pca.org.uk/> [Accessed 4 December 2024].

International Society for Emotion-Focused Therapy (2025) *ISEFT website* [Online]. Available from: <https://www.iseft.org/> [Accessed 4 December 2024].

Person-Centred & Experiential Psychotherapies [Online]. Available from: <https://search.ebscohost.com/login.aspx?direct=true&db=edspub&AN=edp1054738&site=eds-live> [Accessed 3 December 2024].

Pluralistic Practice (2025) *Pluralistic Practice Network* [Online]. Available from: <https://pluralisticpractice.com/get-involved/> [Accessed 3 January 2025].

World Association for Person Centred and Experiential Psychotherapy and Counselling (2025) *WAPCEPC website* [Online]. Available from: <https://www.pce-world.org/> [Accessed 4 December 2024].