

CE1A7-45 Theories of Counselling & Psychotherapy 1

20/21

Department

Centre for Lifelong Learning

Level

Undergraduate Level 1

Module leader

Marie Jefsoutine

Credit value

45

Module duration

30 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

NEEDED

Module aims

To gain and develop knowledge and understanding of Carl Rogers' theory of personality development and how therapeutic change and growth occurs.

To begin to critically explore the theoretical, historical, cultural, philosophical and political context of the Person-Centred approach to counselling.

To understand the importance of ethical practice in counselling and to define what that might mean in practice.

To begin to understand theories around and attitudes to mental health and wellbeing.

To understand how the theory of person-centred counselling might apply to teaching and learning on the course and to begin to explore some relevant theories of teaching and learning.

To become aware of the function and importance of research in counselling and psychotherapy and develop formative research skills.

To apply theoretical learning and the archetypal principles of a person-centred way of being to self and to the practice of counselling.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Theory of person-centred counselling, including Carl Rogers' theory of personality, necessary and sufficient conditions.

Comparative introduction to other major approaches to counselling.

Introduction to the philosophical, historical, social, political and archetypal context of person-centred counselling.

Ethics and ethical practice in counselling, the BACP Ethical Framework.

Person-centred theories of teaching and learning.

Ideas about mental health and wellbeing.

The function of research in counselling and psychotherapy.

Learning outcomes

By the end of the module, students should be able to:

- Define the key concepts in Rogerian Person-centred counselling and understand the main differences between person-centred counselling, CBT, and psychodynamic approaches.
- Understand and evaluate the Rogerian theory of personality and be able to apply their knowledge to reflect on their own and others' life experiences.
- Begin to critically evaluate the Rogerian concept of the "actualising tendency" and understand person-centred attitudes to human growth, change and development and their shadow side of fixity and un-relatedness.
- Demonstrate clear understanding of Rogers' "necessary and sufficient conditions" and how they work to facilitate client growth and change.
- Explain the significance of the therapeutic relationship in person-centred counselling and begin to reflect on their own counselling relationships.
- Demonstrate familiarity with the BACP Ethical Framework and show an understanding of the implications of a variety of ethical questions in counselling.
- Describe and begin to evaluate some of the main philosophical, political, social and archetypal influences on Rogers' theory; in particular the phenomenological, existential and broadly humanistic philosophical ideas of Heidegger, Sartre and Rousseau
- Begin to evaluate the relevance of the Person-centred approach to contemporary society and to various cultural contexts and groups.
- Begin to explore themes of oppression, discrimination and power and to critically evaluate the theory and practice of person-centred counselling in relation to these concepts.
- Be aware of some of the main conceptual theories around mental health and begin to evaluate these in the context of person-centred ideas.
- Effectively research a topic drawing on a range of academic sources and research findings.
- Be aware of some person-centred theories of teaching and learning and be able to critically reflect on own experiences of teaching and learning on the course in relation to person-centred theory.

Indicative reading list

Dryden W Counselling in a Nutshell 2006 Sage

Lago C. and Charuru D. The Person-Centred Counselling and Psychotherapy Handbook: Origins, Developments and Current Applications: Origins. The Person-Centred Counselling and Psychotherapy Handbook:

Part 1. 2016 Maidenhead:

OU press

Howard A Philosophy for Counselling and Psychotherapy: Pythagoras to Postmodernism 2000 London: Palgrave

Joseph S. Theories of Counselling and Psychotherapy: An Introduction to the Different Approaches 2010 London: Palgrave MacMillan

Lister-Ford C. A Short Introduction to Psychotherapy 2007 London: Sage

Mearns D. and Thorne B. (2013). Person-Centred Counselling in Action (4th ed.) (Counselling in Action series). 2013 London: Sage.

Reeves A. (2013). An Introduction to Counselling and Psychotherapy. 2013 London: Sage.

Rogers C. R. Client Centred Therapy 1951 London: Constable

Rogers C.R.

(Eds. Kirschenbaum H. and Land Henderson V.) The Carl Rogers Reader. 1990 London: Constable

Subject specific skills

Define the key concepts in Rogerian Person-centred counselling and understand the main differences between person-centred counselling, CBT, and psychodynamic approaches.

Understand and evaluate the Rogerian theory of personality and be able to apply their knowledge to reflect on their own and others' life experiences.

Begin to critically evaluate the Rogerian concept of the "actualising tendency" and understand person-centred attitudes to human growth, change and development and their shadow side of fixity and un-relatedness.

Demonstrate clear understanding of Rogers' "necessary and sufficient conditions" and how they work to facilitate client growth and change.

Explain the significance of the therapeutic relationship in person-centred counselling and begin to reflect on their own counselling relationships.

Demonstrate familiarity with the BACP Ethical Framework and show an understanding of the implications of a variety of ethical questions in counselling.

Describe and begin to evaluate some of the main philosophical, political, social and archetypal influences on Rogers' theory; in particular the phenomenological, existential and broadly humanistic philosophical ideas of Heidegger, Sartre and Rousseau.

Begin to evaluate the relevance of the Person-centred approach to contemporary society and to various cultural contexts and groups.

Begin to explore themes of oppression, discrimination and power and to critically evaluate the theory and practice of person-centred counselling in relation to these concepts.

Be aware of some of the main conceptual theories around mental health and begin to evaluate these in the context of person-centred ideas.

Be aware of the function and importance of research in counselling and psychotherapy.

Be aware of some person-centred theories of teaching and learning and be able to critically reflect on own experiences of teaching and learning on the course in relation to person-centred theory.

Transferable skills

NEEDED

Study

Study time

Type	Required
Lectures	30 sessions of 1 hour 30 minutes (10%)
Seminars	30 sessions of 1 hour 30 minutes (10%)
Tutorials	1 session of 1 hour 30 minutes (0%)
Other activity	16 hours 30 minutes (4%)
Private study	342 hours (76%)
Total	450 hours

Private study description

No private study requirements defined for this module.

Other activity description

Weekend workshops (2.5 days)

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

	Weighting	Study time
Theory Essay	50%	
Self Directed Learning Group Essay	50%	

A non-credit bearing presentation will be required following the submission of the SDLG essay.

Feedback on assessment

Written and oral.

Availability

Courses

This module is Core for:

- Year 1 of UCEA-X1GA Undergraduate Person-Centred Counselling and the Psychotherapeutic Relationship