BSc in Counselling & Psychotherapy

1st Year Narratives

2012-13

Validated by Middlesex University, London, UK

Programme Leader: Eoin Stephens
Personal & Lifespan Development

Code No.: 1104

Weighting: 20 credit points

Module Leaders: Gisela Oates, Antoinette Stanbridge, Ger Byrne, Margaret Creagh, Mary O'Loughlin, Eilish McGuinness, Gael Kilduff, Geraldine Burke, Elaine Carney, Peter Ledden, Willie Egan, Tom Ryan, Colm Early, David Carrick.

Level: 1 Prerequisites: Certificate or equivalent

Module Aims:

Part A - 1104a

• Emphasise the significance of self-awareness to the counsellor-in-training.
• Afford a secure learning environment where students feel safe enough to explore aspects of personal development which potentially impact on professional development.
• Introduce the process of personal reflection as a tool for self-awareness and insight.
• Provide students with opportunities to develop the necessary skills to share and receive valuable feedback as part of a group process.

Part B - 1104b

• Provide theoretical frameworks from which elements of personal development may be investigated.
• Present theoretical and experiential frameworks for the developmental periods of infancy, childhood, adolescence and early/mid/late adulthood.
• Give students the opportunity to reflect upon their own experience of Lifespan Development.

Learning Outcomes

Knowledge

On completion of this module students will be able to:

• Recognise the relevance of ongoing personal development.
• Display a deeper level of self-knowledge, especially in the areas of needs, moral development, emotional intelligence and relationships.
• Identify significant areas of influence on their own development within the theoretical frameworks presented.
• Demonstrate a working knowledge of the key theories (psychodynamic, psychosocial, cognitive and attachment) of Lifespan Development psychology.
• Explain the nature and impact of physical and mental health factors, parenting styles and life stressors on the Lifespan Developmental process.
• Reflect on the roots of personal identity, communication style, emotional life and patterns of social relationships.
Skills

On completion of module 1104 students will be able to:

- Prepare and deliver a verbal presentation to group.
- Work effectively in a team.
- Develop an individual style of journaling.
- Reflect on their personal development.
- Evaluate ways in which their own Personal Development has been influenced by life experience.
- Apply information from developmental theories to facilitate understanding of client difficulties and possible therapeutic approaches.

Syllabus

1104a
Johari Window
Neisser’s Model of Self

1104b
Developmental theories of: Freud, Bowlby, Piaget, Erikson and Maslow.

Learning and Teaching Strategy:

- Experiential exercises, individual and group.
- Reflection and Journaling.
- Group sharing.
- Lecture style presentation.
- Critique of reading material.
- The following may also be deemed appropriate to the group learning process:
  - Guided visualization
  - Meditation
  - Focusing
  - Art therapy
  - Drama therapy
  - Poetry therapy
  - Role-plays
  - Life-line exercise
  - Videos

Assessment:

Formative assessment after 30 hours:

(i) Completion of Journaling Sheets in which personal development is recorded and reflected on (see Essay Writing Handbook)

(ii) Individual presentation to the group of personal learning and growth during this section of the module. This should include an element of self evaluation concerning personal growth according to guidelines supplied. Presentation may be creative in nature, drawing on artwork, music, photographs etc. but must include a written summary that links theory with practice.

A copy of this summary must then be given to the module lecturer.
Summative assessment at end of module:

Trainees are required to write an essay of 2,500 words on personal growth and development within the context of lifespan developmental psychology. The essay should demonstrate the trainee’s critical understanding of aspects of his or her own lifespan development and the ability to integrate theoretical knowledge into his or her reflections on personal development. Reference must be made to the importance of life-span development issues in counselling.

Measurement Criteria

Self Awareness

- Awareness of internalized beliefs about Self and influence on self concept and behaviour.
- Understanding how social and personality dynamics have influenced the development of self.
- Understanding the ‘conditions of worth’ that operated in own early development and how these continue to influence self concept and personal development.
- The achievement of a significant degree of self acceptance.

Self as Learner

- The capacity to appraise Self openly and accurately
- A disposition of openness to experience as it relates to the Self, and an acceptance of responsibility for own behaviour and learning
- A confidence to tolerate and learn from the uncertainty which may result from having assumptions and attitudes challenged.

Class contact time 60 hours
Bibliography

Core texts:


Recommended reading:


Websites:

www.patcrittenden.com - articles and presentations on attachment.
Humanistic & Cognitive-Behavioural Approaches to Counselling and Psychotherapy

Code No.: 1105

Weighting: 20 credit points

Module Leaders: Gisela Oates, Antoinette Stanbridge, David Carrick, Willie Egan, Ger Byrne, Geraldine Burke, Jean Notaro, Margaret Creagh, Eilish McGuinness, Finian Fallon, Noeleen Murphy, Mary O'Loughlin, Tom Ryan.

Level: 1 Prerequisites: Certificate or equivalent

Module Aims:

1105a Humanistic Approaches
1105b Cognitive Behavioural Approaches

To support students in learning dominant theoretical frameworks. Give students an opportunity to explore the philosophy and skills attached to these approaches.

Learning Outcomes:

Knowledge:

On completion of this module, students will be able to:

- Demonstrate a competent knowledge of the Humanistic approaches to counselling with particular emphasis on the work of Rogers, Gendlin, Perls, Mearns and Thorne, as well as the Cognitive Behavioural approaches of Beck, Ellis and Glasser.
- Recognise the philosophical concepts of the approaches above.
- Explain the effectiveness and limitations of the approaches above.
- Describe the basic principles of Gestalt therapy.

Skills:

On completion of this module, students will be able to:

- Demonstrate their ability to apply and reflect on Roger’s model of process.
- Show that they are comfortable with the principles and style of the person-centred approaches.
- Apply the Core Conditions in roleplay settings in the classroom.
- Report on how they are beginning to consciously apply the Core Conditions in their everyday lives.
- Apply Cognitive Behavioural principles to casework scenarios.
- Demonstrate an awareness of their own thinking and communication styles as a therapist.
- Describe how to discern thinking and communication styles in clients, and how to help clients become aware of their own self defeating behaviours.
**Syllabus**

Trainees will study the work of four of the leading Humanistic theorists: Carl Rogers, Eugene Gendlin, Brian Thorne and David Mearns under the following headings:

- Carl Rogers: His life and influences – a brief overview.
- Philosophical principles and key concepts of the Humanistic approach.
- The process of therapeutic helping including Roger’s Seven Stages of Process.
- Offering the Core Conditions.
- Modern developments of Person Centred theory and the latest research.
- The importance of relational depth and the therapeutic use of The Self.
- Translating theory into Person-Centred practice.

Trainees will also be introduced to Gestalt Therapy and the work of Fritz Perls,

Trainees will also study the work of three of the leading Cognitive Behavioural theorists, Aaron Beck, Albert Ellis and William Glasser under the following headings:

- Key Concepts
- The Process of Psychotherapeutic Helping
- Use of Guided Discovery
- Focus on key cognitions
- Application of Cognitive techniques
- Application of Behavioural Techniques
- Use of Homework

**Learning and Teaching Strategy**

The delivery of the Module will be essentially participative and experiential.

The tutors will lead the group through the learning process by input and illustration to increase knowledge and to help trainees understand the approaches. Trainees will also be expected to read in the areas of Person Centred, Gestalt, Cognitive, Rational Emotive Behavioural, and Reality Therapy.

Theories will be explored through exercises, in pairs, small groups and large groups. Trainees may also study and discuss audio-visual recordings of leading practitioners at work.
**Assessment**

**1105a Formative assessment after 30 hours:**

Students are required to keep a journal throughout the module, and will make a presentation to the group on any aspect of the material presented. The presentation should be creative in nature, demonstrating a clear understanding of the principles of the humanistic approach and the impact of same on self.

**1105b Summative assessment at end of module:**

Trainees are required to write a critique of either the Humanistic approach or the Cognitive Behavioural approach (2,500 words).

**Measurement Criteria**

Students are required to keep a journal throughout the module, and will make a presentation to the group on any aspect of the material presented. The presentation should be creative in nature demonstrating a clear understanding of the principles of the humanistic approach and the impact of same on self.

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<tr>
<th>Class contact time</th>
<th>60 hours</th>
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Bibliography

Core texts:


Recommended Reading:

Person Centred Approach:


Gestalt Therapy:


Aaron T. Beck’s Cognitive Therapy


**Albert Ellis’s Rational Emotive Behaviour Therapy**


**William Glasser’s Reality Therapy**


Skills & Strategies of Counselling

Code No.: 1106

Weighting: 20 credit points


Level: 1 Prerequisites: Certificate or equivalent

Module Aims

1106a Skills of Counselling
1106b Strategies of Counselling

This Module is designed to provide trainees with a set of base-line skills which are fundamental to the therapeutic relationship, by building on the trainees’ interpersonal skills whether formally or informally acquired, focusing on the necessary skills, defining and practicing them until the trainee is has proficiency.

Learning Outcomes

Knowledge

On completion of this module, student will be able to:

- Describe how to establish an appropriate setting for counselling
- Explain how to begin clarifying and defining a client’s problems and concerns
- Make a working contract
- Define the use of structure in Counselling, its advantages and disadvantages
- Describe different models that can guide the counselling process, especially the ‘Egan’ model and the “Wheel of Change” model
- Demonstrate awareness of how issues for the counsellor can affect the counselling process
- Describe how to use supervision effectively

Skills

On completion of this module, student will be able to:

- Conduct an assessment interview with a prospective client
- Develop a rapport with clients within the parameters of established structures.
- Explore the use of different relating styles in client work.
- Self-assess their ability to offer a structured counselling experience to a client.
- Discuss the effect of bias, interpretation and expectation in the counselling encounter
• Keep client records case notes to professional standards
• Use supervisee skills – including receiving and making use of feedback.
• Terminate counselling effectively

In particular, students will be expected to be able to demonstrate the following basic interpersonal/counselling skills:

1. Establishing a warm accepting relationship
2. Attending
3. Active listening
4. Reflecting skills
5. Being concrete
6. Prioritising
7. Exploring choices
8. Primary empathy
9. Probing skills

Syllabus

• Active Listening
• Paraphrasing
• Reflecting back
• Responding to situations
• Feelings and behaviours as they are expressed by the client
• Empathic responses showing the appropriate use of “Here and Now” strategies
• Using of the present tense to bring the past and future into present focus
• Helping client identify problems, concerns, meanings, feelings and goals, through empathic understanding
• Defining goals, exploring alternatives, identifying and evaluating choices
• Managing effective closure in counselling sessions and counselling alliances

Learning and Teaching Strategy

Input: Skills/strategies will be introduced with a clear definition, stating their purpose and potential effectiveness.

Demonstration: Skills/strategies will be demonstrated (where appropriate) by the tutor(s) before the students begin to practice them.

As well as tutorial input and group-work, other resources utilized in the learning process may include video, selected film clips and directed student reading.

Students will also have the opportunity to practice the skills they have learned in peer dyads with tutor as observer and in triads with peer observer. They will be expected to learn how to give and take feedback, how to employ the skill of critical reflectivity and to add to their repertoire of interpersonal and intrapersonal strategies as outlined above.
**Assessment**

**1106a Formative, after 30 hours:**

Each student will complete the Formative Assessment sheet on a self assessment basis, and share this self assessment with the group and tutor, who will give feedback to the student. After the end of the module, the tutor will take the completed forms, add comments/feedback, and return these to the students.

**1106b Summative, at end of module:**

The Summative Assessment Form below will be completed by the tutor, based on continuous assessment during the module, and on a 15 minute counselling session in the group, with a fellow student as a client.

**Measurement Criteria**

The following criteria are marked on a scale of 1-5

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<th>Attending</th>
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<tbody>
<tr>
<td>Active Listening</td>
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<td>Reflective Skills</td>
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**Class contact time 60 hours**
Bibliography

Core texts:


Recommended Reading:


