BSc in Counselling & Psychotherapy

2\textsuperscript{nd} Year Narratives

2013-14

Validated by Middlesex University, London, UK

Programme Leader: Eoin Stephens
Personal Development & Advanced Counselling Skills

Module Code: 2207
Credit points: 20

Level: 2
Prerequisite: Year 1

Aims Part a:

2207a Personal Development

Module 2207a aims to help students to move into a more effective stance with themselves, enabling deeper and more extensive work, by building on Personal Development Year 1. It provides opportunities for further development of self awareness, particularly in the areas of values and prejudices, sexuality and boundaries as well as examining the ethical implications of same for the therapeutic relationship. Finally, it aims to provide opportunities to explore and express the impact of the course content on the self, both intellectually and emotionally.

Learning Outcomes

Knowledge

On completion of module 2207a students will be able to:

- Display an increasingly conscious competence while developing a range of strategies for reflecting on personal experience.
- Demonstrate increased self knowledge in areas such as values, prejudices, strengths and weaknesses with regard to boundaries, levels of general well-being and potential point of impairment of own competence.

Skills

On completion of module 2207a students will be able to:

- Employ decision-making skills.
- Illustrate through effective participation in group interactions how material is impacting emotionally on self.
- Demonstrate ability to work in a team.
- Possess a deeper understanding of their self concept.
- Identify how ethical issues, such as prejudices, boundaries and sexuality, can impact them personally and professionally.
Syllabus

- Theory of self care and self acceptance.
- Ethical issues re values, prejudices, boundaries and sexuality in counselling.

Learning and Teaching Strategy

As well as tutorial input and group work, other resources utilized in the learning process may include

- Video
- Group check-in/ sharing.
- Experiential exercises to develop awareness of values, prejudices, and boundaries.
- Experiential exercises to develop self acceptance.
- Role-play
- Group work to plan and present project on ethical issue.
- Guided visualization.
- Meditation.
- Art therapy exercises.
- Poetry therapy exercises.

Assessment Criteria:

Self in Relationship

1. Awareness of interjected beliefs about others and of how these influence personal perception and behaviour.
2. Awareness of persisting patterns in one’s own behaviour within relationships and the needs and fears on which these are based.
3. Awareness of assumptions, introjections, needs and fears on which personal prejudices are based.
4. Reduction or control over the influences of personal prejudices.
5. Awareness of the way in which own sexuality is expressed within personal and professional relationships.
6. Challenging of the dimensions of Self that inhibit the achievement of mutuality in the therapeutic relationship.

Self as Counsellor

1. Awareness of the ways in which personal prejudices influence judgement and behaviour in the counselling setting
2. Awareness of blocks inhibiting personal development with respect to expression of the therapeutic conditions of empathy, unconditional positive regard and congruence.
3. Understanding the dynamics of the self which create vulnerability to over involvement or under involvement.
4. Awareness of projections which own behaviour is inclined to encourage in clients and examining the motivation underpinning those behaviours.
5. Increased understanding of the capacity for clients to awaken the student’s own personal wounds and how to manage this in a manner which honours the rights of the client and the needs of the student.
6. Increased awareness of the student’s self belief regarding their ability as a counsellor. Examine how a need for affirmation from the client on the student’s competence can interfere with a healthy therapeutic process.

**Assessment Scheme:**

**Formative**

(A) Completion of Journaling Sheets where personal development is recorded and reflected upon and shared with the Group, according to guidelines supplied.

(B) Preparation and participation in Group Presentation on some aspect of counselling ethics. Research on Codes of Ethics in relation to the chosen topic should be highlighted.

**Measurement Criteria**

Students will take part in a group presentation on any aspect of the material presented.

**Aims Part b:**

**2207b Advanced Counselling Skills**

Module 2207b aims to build upon the foundation skills acquired in year 1 and equip students with a more extensive skill base for working with clients.

**Learning Outcomes**

**Knowledge**

On completion of module 2207b students will be able to:

- Identify a new set of effective therapeutic interventions
- Critically evaluate the new counselling skills introduced in this module.

**Skills**

On completion of module 2207b students will be able to:

- Enhance their range of effective therapeutic interventions through the use of specific skills set out below.
- Incorporate the skills learned and practiced in this module into their client work, thereby establishing and maintaining an effective level of counsellor-client interaction.
Syllabus

- Advanced Counselling Skills:
  - Summarising
  - Advanced empathy
  - Exploration
  - Probing
  - Confrontation
  - Challenging
  - Staying with silence
  - Immediacy
  - Self-disclosure
  - Termination

Learning and Teaching Strategy

As well as tutorial input and group work, other resources utilized in the learning process may include

- Video
- Group check-in/ sharing
- Role-play
- Fish bowls to enable students to practice counselling skills and receive feedback from the tutor

Each subgroup of counselling skills, e.g. the confrontation skill, will be defined, its purpose explained, and a demonstration given by the lecturer.

Students will also have the opportunity to practice the skills they have learned in peer dyads with lecturer as observer and in triads with peer observer.

Assessment Scheme:

2207b Summative, at end of module:

Each student will present a 15 minute counselling session to the group, with a fellow student as a client. The session will be marked by the lecturer using a Skills Assessment Form.
**Measurement Criteria**

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

<table>
<thead>
<tr>
<th>Foundation skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarising</td>
</tr>
<tr>
<td>Advanced empathy</td>
</tr>
<tr>
<td>Exploration</td>
</tr>
<tr>
<td>Probing</td>
</tr>
<tr>
<td>Confrontation</td>
</tr>
<tr>
<td>Challenging</td>
</tr>
<tr>
<td>Staying with silence</td>
</tr>
<tr>
<td>Immediacy</td>
</tr>
<tr>
<td>Self-disclosure</td>
</tr>
<tr>
<td>Termination</td>
</tr>
</tbody>
</table>

**Class contact time**  
60 hours
BIBLIOGRAPHY

Core texts 2207a Personal Development:


Recommended Reading:


Core texts 2207b Advanced Skills:


Recommended Reading:


Universal Issues in Counselling & Psychotherapy: Sexuality & Loss

Module Code: 2208
Credit points: 20

Level: 2  Prerequisite: Modules PCI 1105 & 1106

Aims Part a

2208a Universal Counselling Skills - Loss, Grief and Bereavement:

Module 2208a aims to deepen the students’ knowledge, understanding and analysis of loss and bereavement as dimensions of human experience and how they may affect the counselling process from both intrapersonal and interpersonal standpoints.

Students will be encouraged and equipped to develop those skills and attitudes of mind that will enable them to undertake further critical study in the area of loss and bereavement within the field of counselling/psychotherapy.

Learning outcomes

Knowledge

On completion of module 2208a, the successful student will be able to:

- Discuss the nature of the grieving process
- Recognise the relevance of attachment issues in grief and loss
- Demonstrate, through effective cognitive and emotional engagement in group discussions and exercises, an increased awareness of the nature of loss

Skills

Module 2208a will call for the successful student to demonstrate:

- Capacity for self evaluation in learning and performance
- Basic counselling skills
- Group working ability through group work dyad and triad exercises
- Ability to self reflect on own issues of loss
- Strategies for coping with loss and methods for dealing with and working through the pain of grief
Syllabus

Module 2208a will offer perspectives, dimensions and metaphors in an effort to deepen the learner’s understanding of these areas. Students will be encouraged to define loss in terms of personal meaning and contextualise and conceptualise these vital dimensions of being within themselves and between themselves and others.

Students will draw together the learning from various theoretical frameworks, comparing them with their experience of real life to make a personal assessment of the validity of these contrasting belief systems.

Topics will include some of the following:

- Stages of grief
- Tasks of grief
- Disenfranchised grief
- Complicated grief

Learning and Teaching Strategy

The overall approach will be experiential and participative and will draw from personal, social and cultural experience of loss and bereavement.

Students will have the opportunity to put their knowledge into practice through group work, dyad and triad exercises.

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

Assessment Criteria:

2208a Universal Issues of Counselling - Loss, Grief and Bereavement:

Formative Assessment:

Students will complete a reflective essay, 1,500 words, titled:

‘My experience of loss and grief’

The emphasis will be on the student’s understanding and experience of loss and grief as it applies to their life. In the essay, students need to show:

- A critical awareness of some relevant literature and the student’s own thoughts/experiences of the issues discussed.
- An awareness of their personal response to the issues discussed, and some reference to their personal development in the area of loss, including the impact of module 2208a and any learning gained from it.
Measurement Criteria
Students will receive feedback from their tutor based on their ability to understand the essay content and integrate their learning into their personal and professional development.

Aims Part b

2208b Universal Counselling Skills - Sexuality
Module 2208b aims to deepen the students’ knowledge, understanding and analysis of sexuality as a dimension of human experience and how it may affect the counselling process from both intrapersonal and interpersonal standpoints.

Students will be encouraged and equipped to develop those skills and attitudes of mind that will enable them to undertake further critical study in the area of sexuality within the field of counselling/psychotherapy.

Learning outcomes

Knowledge

On completion of module 2208b, the successful student will be able to:

- Recognise the relevance of attachment issues in gender and sexual development.
- Demonstrate, through effective cognitive and emotional engagement in group discussions and exercises, an increased awareness of the nature of sexuality.
- Discuss the nature of intimacy and relationship development
- Analyse gender development – gender awareness, gender differences, gender specific issues, gender orientation

Skills

Module 2208b will call for the successful student to demonstrate:

- Capacity for self evaluation in learning and performance
- Basic counselling skills
- Group working ability through group work dyad and triad exercises
- Ability to self reflect on own issues of sexuality
- Strategies for the effective counselling of people who present with sexuality issues

Syllabus

Module 2208b will offer perspectives, dimensions and metaphors in an effort to deepen the learner’s understanding of this area. Students will be encouraged to define sexuality in terms of personal meaning and contextualise and conceptualise these vital dimensions of being within themselves and between themselves and others.

Students will draw together the learning from various theoretical frameworks, comparing them with their experience of real life to make a personal assessment of the validity of these contrasting belief systems.
Topics will include some of the following:

- Sexual development
- Working with client sexual values which are different from one’s own
- Sexual orientation
- Intimacy
- Cultural and religious influences in sexuality
- Sexuality & gender issues in the therapeutic relationship
- Attachment theory in the context of sexuality and relationships

**Learning and Teaching Strategy**

The overall approach will be experiential and participative and will draw from personal, social and cultural experience of sexuality.

Students will have the opportunity to put their knowledge into practice through group work, dyad and triad exercises.

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

**Assessment Criteria:**

2208b Universal Counselling Skills - Sexuality

**Summative assessment:**

Essay, 2,500 words, on an aspect of sexuality in which they will demonstrate a grasp of the relevant theories, as well as insights gained in the course of the module. The emphasis will be on the student’s personal development during and since their participation in this piece of learning, including changes in their relationship to themselves and others, and the implications of this for their work with clients.

In the essay, students need to show:

- A critical awareness of some relevant literature and the student’s own thoughts on the issues discussed
- An awareness of their own personal response to the issues discussed, and some reference to their own personal development in the area of sexuality, including the impact of the module and any learning gained from it.
- Some thoughts as to the relevance to counselling practice of the issues discussed – casework experience is desirable, but not necessarily required.

Choose **one specific area of sexuality to explore** and give the essay a title:

- Intimacy-The Challenge of Really Getting Close to Others
- How Can I be a Counsellor without Considering my Sexuality?
- Transference and Counter-transference when working with a Client’s Sexuality
- Sexuality in the Therapeutic Relationship
• Sexual Health and the Media
• A Life without Sex
• Sexuality and Guilt.
• Sexual Development – Hurdles and Pitfalls and Bringing an Authentic Sexual Self to the therapy Room.
• Sexuality and My Own Personal Journey.
• Counselling and Sexuality.
• The Changing Culture of Sexual Individualism.

**Measurement Criteria**

Please refer to **Appendix 1: Middlesex University Assessment Criteria** in the BSc in Counselling and Psychotherapy Programme Handbook, available on the Student Intranet.

<table>
<thead>
<tr>
<th>Class contact time</th>
<th>60 hours</th>
</tr>
</thead>
</table>

PCI College Student Programme (BSc in Counselling and Psychotherapy) 2013/2014
Bibliography

2208a Universal Issues of Counselling - Loss, Grief and Bereavement:

Core Texts:

Recommended Reading:
Parkes, C.M., & Young, Bill. (1996) *Death and Bereavement Across Cultures* London: Routledge,

2208b Universal Issues of Counselling - Sexuality

Core Texts:

Recommended Reading:
Abnormal Psychology and Psychodynamic Perspectives

Code No.: 2209

Weighting: 20 credit points.

Module Leaders: Antoinette Stanbridge, Barbara Dowds, Colm Early, Margaret Creagh, Peter Ledden, Geraldine Burke, Gael Kilduff, Jade Mullen, Pauline Macey, Donagh Ward, Eilish McGuiness.

Level: 2

Prerequisites: Modules PCI 1105 & 1106

Aims Part a:

2209a Abnormal Psychology

Module 2209a gives students a basic knowledge of Abnormal Psychology, enabling them to recognise the limitations of their competence and when it is necessary to refer for specialised treatment through assessing symptoms and recognising signs of moderate to severe disturbances in clients.

Learning Outcomes

Knowledge

On completion of module 2209a, students will be able to:

- Critically describe the concept of psychological abnormality or mental illness (to include the perspectives of relativism and socio-cultural influences)
- Explain how abnormal behaviour is classified (to include an understanding of DSM-V)
- Outline the major categories of psychiatric disorders (including anxiety disorders, personality disorders, substance abuse and addiction, mood disorders)

Skills:

On completion of module 2209a, students will be able to:

- Recognise the symptoms related to mental illness as defined by the DSM-V
- Describe dual diagnosis
- Explain the difference between Axis I and Axis II disorders
- Assesses and refer for psychiatric care when such is deemed necessary for the client’s personal wellbeing
Syllabus

- Boundaries and limits of counselling and psychotherapy; interface with psychiatry and medical approaches.
- “Abnormal” in the context of psychology
- DSM-V
- Indications and contraindications for counselling patients/clients with mental health problems, and who may be on prescribed drug regimes
- Neuroses, psychoses and phobias, eating and drinking disorders, schizophrenia and delusions, Dual Diagnosis.

Learning and Teaching Strategy

Through a series of group based learning sessions (which incorporate input, demonstrations, taught components, skills practice, structured large and small group exercises, the viewing of films, and facilitated group discussion), students will be able to assimilate the module content, distil knowledge from reflective reading and transfer learning from previous modules.

Methodologies and resources will also include PowerPoint presentations, DVDs, demonstration of Dream Work techniques and a variety of Creative techniques.

Assessment Criteria:

2209a Abnormal Psychology

Formative

Write an essay of 1,000 words on a topic of your choice within the field of Abnormal Psychology (e.g. Depression, Eating Disorders etc). This topic must be agreed with the module lecturer. The aim of the essay is to demonstrate that a basic, general knowledge of the topic in question has been acquired, more than can be gained from the lecturer inputs alone. A critical, in depth understanding of the topic in question is not expected.

Measurement Criteria

Students will receive feedback from their tutor based on their ability to understand the essay content and integrate their learning into their personal and professional development.
Aims Part b:

2209b Psychodynamic Perspectives

Module 2209b aims to develop students beyond Person Centred approaches to counselling. Module 2209b will widen and deepen knowledge of counselling and psychotherapy styles while introducing students to the work of Freud and Jung as two of the earliest and most influential founders in the field.

While the work of Freud and Jung will provide the main focus, a brief introduction to current practice that stems from the work of these two pioneers will enable trainees to evaluate their influence in contemporary settings and applications.

Learning Outcomes

Knowledge

On completion of module 2209b, students will be able to:

- Provide an account of the basic concepts of Freudian Classical Psychoanalytic theory and of Jungian Analytical Psychology.
- Relate to Freud’s theory as the major point of departure and reference for the generation of new perspectives in Psychodynamic theories.
- Provide an account of Freudian and Jungian techniques for accessing the unconscious, including Free Association, Parapraxis, Dream work, Active Imagination, Amplification and Interpretation.
- Analyse the influence of Transference and Countertransference dynamics on the therapeutic relationship.
- Evaluate the role of unconscious processes in their own evolving counselling style.

Skills:

On completion of module 2209b, students will be able to:

- Demonstrate dream work techniques.
- Assist with memory recall.
- Apply appropriate questioning with an understanding of the purpose of this skill in facilitating client insight.
- Demonstrate application of a variety of imaginative and creative approaches and techniques, including visualization, art work and active imagination.
- Apply appropriate interpretation and demonstrate its relationship with client readiness, pace and timing.
- Provide examples of the application of above skills and techniques in role play and case studies.
- Demonstrate the development of a personal style using the above skills to explore and demonstrate approaches to working with resistance, defence mechanisms, repression, transference and countertransference and evaluate how this impact on the counselling process.
**Syllabus**

- History of Psychoanalysis and Jungian Analytical Psychology
- Development of theoretical concepts, techniques and approaches of both.
- Influences on subsequent and contemporary Psychodynamic Approaches in a variety of the following areas; Ego Psychology, Self Psychology, Object Relations Theory and Neo Freudian Psychology.
- Similarities and differences of Freud’s major concepts in relation to Jung’s, focusing particularly on the following areas:
  - (a) psychic structure
  - (b) motivation
  - (c) theories of the unconscious
  - (d) techniques and application

**Learning and Teaching Strategy**

Through a series of group based learning sessions (which incorporate input, demonstrations, taught components, skills practice, structured large and small group exercises, the viewing of films, and facilitated group discussion), students will be able to assimilate the module content, distil knowledge from reflective reading and transfer learning from previous modules.

Experiential learning will be encouraged in relation to all aspects and trainees will be encouraged to keep a journal and dream notebook throughout the course of the Module.

Methodologies and resources will also include PowerPoint presentations, DVDs, demonstration of Dream Work techniques and a variety of Creative techniques.

**Assessment Criteria:**

**2209b Psychodynamic Perspectives**

**Summative**

Students are required to write a critical essay of 3,000 words on either Freudian Psychoanalytical theory or Jungian Analytical Psychology, or a comparative analysis of both approaches. The work should reflect the student’s research into the chosen approach or approaches and particularly refer to significant learning derived from his/her study.

**Measurement Criteria**

Please refer to Appendix 1: Middlesex University Assessment Criteria in the BSc in Counselling and Psychotherapy Programme Handbook, available on the Student Intranet.

| Class contact time | 60 hours |
**Bibliography**

**2209a Abnormal Psychology**

**Core texts:**

**Recommended Reading:**

**Articles:**

**2209b Psychodynamic**

**Core texts:**

**Recommended Reading:**
**Freud**


**Jung**


**Articles:**


Clinical Placement – Part 1

Code No.: 2210

Weighting: 20 credit points

Module Leaders: Colm Early, Clare Burke, Gael Kilduff, Tom Ryan, Willie Egan.

Level: 2

Prerequisites: Assessment of readiness for client work.

Aims:

In their capacity as student counsellors, programme participants are required to carry out 100 hours of supervised counselling work.

Trainees are required to undergo a minimum of 20 hours supervision with a PCI College/Irish Association for Counselling & Psychotherapy approved supervisor.

The College will request supervisors to furnish an interim assessment after the first 10 hours of supervision (covering approximately 50 hours of counselling work). This assessment will be formative.

Students are supported by the college to source suitable clients through the following:

1. A Low Cost Counselling Service in various venues throughout the country
2. A range of external Counselling Placements.

1. PCI College has an established a Low Cost Counselling service which sources, assesses and assigns clients to suitable students.
2. PCI College has an arrangement with a number of organisations where placements are available. The Placement Coordinator arranges for trainee counsellors to avail of those placements, and liaises with the directors of those agencies to ensure that the needs of the trainees are met.
3. If a trainee contacts a source of clients independently of the College, s/he must contact the Clinical placement Coordinator or the Placement Co-ordinator to ascertain if s/he may proceed to engage in counselling in this particular context.

A trainee may not engage in counselling until

(a) readiness to do so has been determined by the college
(b) at least one hour of supervision with a suitably qualified supervisor has been completed
**Learning Outcomes:**

**Skills:**

Module 2210 will call for students to demonstrate:

- The competence to work with clients
- A capacity for empathy
- Acceptance and a non-judgmental attitude
- The ability to monitor movement in the counselling process
- The ability to formulate flexible working hypotheses
- An awareness of Transference and Counter-transference issues
- The ability to distinguish between presenting issues and deeper issues
- The capacity to enter the client’s frame of reference
- An understanding of, and the ability to maintain, confidentiality
- The ability to write and keep satisfactory case notes
- The capacity to uphold the ethical code of a national association of counsellors

**Response to Supervision:**

- Regular, reliable attendance
- An openness to using supervision and receiving feedback
- The capacity for self-reflection
- The ability to critically evaluate clinical work

**Professional Competence:**

- The ability to form and maintain a professional relationship with clients
- An interest and enthusiasm in the work
- The capacity to recognise blind spots
- An awareness of boundaries in the work

Further details on the policies and procedures of Client Work and Supervision can be found under Client Work Documents available on the Student Intranet.