

Cork Counselling Services Training Institute
BSc (Hons) Counselling & Psychotherapy
Validated by Coventry University
Accredited by IACP

Module CCS604: Clinical Integration 2
Extended Case Study

Aim

The aim of this module component is to enable students to demonstrate the integration of their theoretical, experiential and practical knowledge through the production of a systematic, detailed and innovative body of work.

Students will demonstrate a critical awareness of the developmental influences that contributed to their current understanding of human nature and to their decision to become a humanistic integrative counsellor. A comprehensive understanding of the humanistic integrative paradigm will be evidenced, and a critical understanding of relational dynamics will be demonstrated.

Intended Learning Outcomes

Upon successful completion of this module component students will be able to:

- 1) Demonstrate their ability to integrate their knowledge from a theoretical, experiential, and practical standpoint.
- 2) Articulate their current conceptual understanding of human nature and demonstrate a critical appreciation of the developmental influences that contributed to same.
- 3) Demonstrate detailed knowledge and ability to critically review up-to-date literature and research within the humanistic integrative paradigm.
- 4) Demonstrate their ability to initiate and maintain an in-depth therapeutic relationship with a client and to manage this relationship in an appropriate, professional manner.
- 5) Demonstrate the ability to initiate, utilize, manage, and assume responsibility for their own learning in supervision and the personal and professional development group.
- 6) Demonstrate their ability to identify, assess and critically explain the development and manifestation of relational dynamics and counselling issues in their clinical practice, whilst demonstrating tolerance of ambiguity and complexity.
- 7) Demonstrate their capacity for self-reflection and critical awareness of how their own personal characteristics affect the therapeutic relationship.
- 8) Demonstrate their recognition, understanding and critical appreciation of the complexity of ethics and the limitations of their competence.

Extended Case Study (8000 words)

Students will produce an extended case study which demonstrates the integration of their theoretical, experiential and practical knowledge. For the purpose of this assignment students

should select one of their clients with whom they have formed an in-depth counselling relationship.

They will be expected to detail and describe the experience of working relationally with their clients, developing a humanistic integrative relationship.

Explicit informed consent should be obtained from the client to include their counselling process as part of this training and assessment component. To maintain confidentiality all identifying information must be appropriately altered and pseudonyms used throughout the written work.

This extended case study should incorporate the following information:

1. Personal Theory of Counselling

- a. Students should outline the developmental influences that contributed to their current theoretical understanding of human nature and their choice to become a humanistic integrative counsellor.
- b. They will seek to describe their own theoretical framework, including their perspective on how dysfunction develops and how change occurs. In considering this, they will be required to demonstrate their awareness and understanding of the dynamic influences of self, others, context, and socio-cultural-political factors (e.g., culture, politics, age, race, gender, sexuality, religion, and transpersonal experiences).
- c. Students should further discuss their method of integration, indicating how they incorporate theoretical, experiential, practical, personal, and ethical concepts to form a coherent model, and how they manage opposing and inconsistent schools of thought.

Students should support their position using literature and research findings.

2. Counselling Process

The case study should include

- a. Biographical details of the client age, gender, relationship status, social support, health, employment etc.
- b. The circumstances of referral, contract established etc. What are the circumstances that led the client to seek counselling?
- c. Students should outline their initial formulation/understanding/assessment of what is required by the client. Students will link their initial understanding of the client to their theoretical formulation.

3. The process of therapy

Students should undertake an integrated exploration of the dynamic, co-created counselling process with the specified client.

- a. Students will demonstrate their ability to work relationally. They will outline any difficulties they experience in making contact with their client and how the therapeutic relationship develops. They will consider the client, counsellor, and relationship factors that both contribute to and hinder therapeutic progress. They will describe how they manage these factors and the effects their interventions have on the client. If relevant they will also describe how they tolerate and manage periods of ambiguity, disapproval, and ruptures. They will describe phases of the therapy and/or relevant developmental issues, ethical considerations, or counselling issues. Throughout such discussions, students will be required to demonstrate how their humanistic integrative theory of counselling informs their practice.
- b. Students will identify and critically discuss the development, manifestation, and/or alteration of the clinical issues and the dynamics of the relationship emerging in their case study work. They will source and discuss the most current literature and research findings in relation to these issues and outline how such theoretical concepts guided their practice. Primary sources and original material should be referenced and critically evaluated.
- c. Students will further discuss their use of supervision and the personal and professional development group in relation to the case study. In particular, they will describe how they used their time in supervision and the development group to address their personal and professional development. They will outline the insight, awareness, and understanding that they gained through these processes, and the manner and extent to which they integrated their learning into their way of being and to their therapeutic relationship with their client.

The counselling process should be described as an integrated, coherent whole and not on a session-by-session basis.

Format

- The assignment should be submitted on the assignment portal.
 - Typing should be double spaced and printed on one side of the page only.
 - Pages should be numbered.
- 1) Title Page.
 - a. Student No.
 - b. Name (Optional).
 - c. Course of study: "Presented in part fulfilment of the requirements of the BSc (Hons) Counselling & Psychotherapy, Cork Counselling Services Training Institute".
 - d. Module: Clinical Integration 2
 - e. Title of assignment: Extended Case Study.
 - f. Date of submission.
 - g. Word count.
 - h. Please note that your assignment may not be accepted for marking if you do not adhere to the word count (+/-10%) outlined for this assignment.
 - 2) Table of Contents.
 - 3) Acknowledgements (optional).
 - 4) References (APA 7th Edition).
 - 5) Anti-Plagiarism Statement (signed)

Essential Reading

- Bor, R & Watts, M. (2017). *The trainee handbook: A guide for counselling & psychotherapy trainees (4th ed.)*. Sage.
- Cain, D.J. Keenan, K., & Rubin, S. (2016). *Humanistic Psychotherapies. Handbook of research and practice*. American Psychological Society.
- Erskine, R. G. (2018). *Relational patterns, therapeutic presence: Concepts and practice of Integrative psychotherapy*. Routledge.
- Finlay, L. (2016). *Relational integrative psychotherapy: Engaging process and theory in practice*. John Wiley & Sons.
- Finlay, L. (2019). *Practical ethics in Counselling and Psychotherapy*. Sage.
- Irish Association for Counselling & Psychotherapy (2018). *Code of ethics and practice*.
- Marks-Tarlow, T., Solomon, M F., & Siegel, D.J. (2018). (Eds.) *Play and creativity in psychotherapy*. Norton.
- Mearns, D., and Cooper, M. (2017) *Working at Relational Depth in counselling and Psychotherapy (2nd Edition)*. Sage.

Recommended Reading

- Amendt-Lyon, N. (2001). Art and creativity in Gestalt Therapy. *Gestalt Review*, 5(4), 225-248
- Cooper, M. (2008). *Essential research findings in counselling and psychotherapy: The facts are friendly*. Sage.
- Faris, A. & van Ooijen, E. (2014). *Integrative counselling and psychotherapy: A relational approach*. Sage.
- Feltham, C. (2010). *Critical thinking in Counselling & Psychotherapy*. Sage.
- Johns, H. (2012). *Personal development in counsellor training* (2nd ed.). Sage.
- Lapworth, P., & Sills, C. (2010). *Integration in counselling & psychotherapy: Developing a personal approach* (2nd Ed.). Sage.
- Nolan, P. (2012). *Therapist and Client: A relational approach to psychotherapy*. Wiley-Blackwell.
- Norcross, J. C., & Goldfried, M. R. (2019). *Handbook of psychotherapy integration* (3rd ed.). Oxford University.
- Schneider, K.J. (2017). *Existential-integrative psychotherapy* (2nd ed). Routledge.
- Schneider, K.J., & Pierson, J.F. (2015). *The handbook of Humanistic Psychology: Theory research and practice*. Sage.
- Schore, A. (2014). The right brain is dominant in psychotherapy. *Psychotherapy* 51,3. pp 388-397
- Van Deurzen, E., & Iacovou, S. (2013). *Existential perspectives on relationship therapy*. Palgrave MacMillan.
- Wampold, B.E. (2015). *The great psychotherapy debate*. Routledge.

Marking Criteria

The marker(s) are looking for evidence of the following:

* *Professional and ethical boundaries*: The case study reflects that the student fully espouses the IACP Code of Ethics, appreciating the complexity of ethical practice and the limitations of their competence. The student is aware of and maintains appropriate ethical and professional boundaries throughout the counselling process and in the written case study.

* *Quality of report*: The written piece of work is professionally presented and well structured, with attention given to spelling, sentence construction, punctuation and referencing. The student utilizes appropriate creativity.

Evidence of theoretical integration: The student demonstrates an applied and fluid integration of the humanistic integrative theoretical framework that informs their practice, clearly articulating the strengths and weakness of the approach. The student manages opposing and inconsistent schools of thought without oversimplification. The student outlines the developmental influences that underpin their approach and critically evaluate relevant literature and research findings in the humanistic integrative paradigm. The result is a coherent, innovative whole exploration of their work with the case study client.

Relational competence: The student demonstrates the ability to form and maintain a professional, in-depth therapeutic relationship with a long-term client. Throughout the counselling process the quality of the student's contact with the client is empathic and reflects a deep understanding of the client's world. The student tolerates and appropriately manages experiences of ambiguity, disapproval, and ruptures.

Capacity for self-reflection: The student can readily describe their personal characteristics, strengths and weaknesses and can make sense of these in light of their own story. The student is able to outline with clarity what happened for them throughout the counselling process. They reflect with depth of awareness on how all of these factors affected the client and the therapeutic relationship in an open and non-defensive manner. Furthermore, the student can appropriately locate these experiences in theory and research.

Personal/professional responsibility and ability to use supervision: The student demonstrates an advanced ability to identify issues of importance and to present them in an ethical and responsible manner in supervision. They assume responsibility for their own learning in supervision and the personal and professional development group. Furthermore, they are able to translate that learning into their relationship with the client.

Appreciation of individual differences: The student demonstrates an appreciation of individual differences and cultural diversity. The student considers individual characteristics, values, socio-cultural-political factors, past experiences, needs, and their impact on the counselling process.

* Students must pass criteria marked with * to pass the assignment.

Grading classifications

First class (72%, 75%, 80%, 85%, 90%, and 95%)

These assignments are exceptionally good. To obtain marks of 85%, 90% or 95% the work would need to contain original insights, valid suggestions for further research, and other outstanding relevant merits.

Upper second class (62%, 65%, and 68%)

These pieces of work are very competent.

Lower second (52%, 55%, and 58%)

These pieces of work are basically competent in the area set.

Third class (42%, 45%, and 48%)

These pieces of work are acceptable but display marked weaknesses.

Fail (0%, 10%, 20%, 30%, 35%, and 38%)

These pieces of work do not meet the requirements of the marking guidelines or the intended learning outcomes.

Work at the lower end (20% or 30%) may display characteristics such as transgressed professional or ethical boundaries, limited contact, or a relationship of little therapeutic value, and/or little appropriate self-reflection. The written work may be overly brief, containing few relevant points, displaying little accurate or relevant theory/research and/or being very difficult to follow. This may include work which covers substantially irrelevant material but is otherwise of an acceptable standard.

Very poor work (0% or 10%) may demonstrate unethical or potentially damaging contact, the absence of a therapeutic relationship, and/or a lack of appropriate self-reflection. The written work may contain virtually no accurate and relevant material within the subject area.