



**Cork
Counselling
Services**
Training Institute

STUDENT MANUAL 2023/24

YEAR 4/Top Up 2

BSc (HONS) COUNSELLING & PSYCHOTHERAPY

VALIDATED BY COVENTRY UNIVERSITY

IACP ACCREDITED



Irish Association for Counselling and Psychotherapy



Cork Counselling Services,
The Centre,
7 Fr. Mathew Street,
Cork T12PW14.

www.corkcounsellingservices.ie
021-4274951

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CORK COUNSELLING SERVICES TRAINING INSTITUTE WARMLY WELCOMES...

Students of Year 4 BSc (Hons) Counselling & Psychotherapy Degree validated by Coventry University, accredited by IACP. We are delighted that you have decided to study and learn with us.

This is your Year Four 2023/24 training handbook, and it is intended to be used as a reference as you work through the upcoming academic year. We ask that you read it, familiarise yourself with its contents, and bring any questions or feedback you have to your trainers.

We wish you every success as you embark on this exciting programme with us.

CONTACT DETAILS

Please know that you are welcome to contact us:

Address: Cork Counselling Services Training Institute,
The Centre, 7 Father Mathew Street,
Cork City, T12PW14.

Telephone: 021-4274951

Email: info@corkcounsellingservices.ie

Website: <https://www.corkcounsellingservices.ie>

DEGREE PROGRAMME SUMMARY

TITLE OF AWARD	BSc (Hons) Counselling & Psychotherapy
AWARDING BODY	Coventry University
COLLABORATION	The course is designed and delivered by Cork Counselling Services Training Institute and validated by Coventry University. The Institute operates under its own academic regulatory framework. For other issues not addressed by the Institutes' own Regulations, Policies and Procedures, the relevant regulations of Coventry University will be employed.
QUALIFICATION STANDARDS	<p>The BSc (Hons) Counselling & Psychotherapy was designed to meet the requirements of:</p> <ul style="list-style-type: none"> • Irish Association for Counselling and Psychotherapy Course Accreditation Criteria 2015. • Psychological Therapies Forum Submission on Statutory Registration of Counsellors and Psychotherapists in Ireland. • Quality Assurance Agency (QAA) UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications (FHEQ Standards) of UK Degree-Awarding Bodies. • QAA subject benchmark statement: Counselling and psychotherapy • Quality and Qualifications Ireland (QQI) Award Standards: Counselling and Psychotherapy. • Quality and Qualifications Ireland (QQI) National Framework of Qualifications (NFQ).
MODULES	<p>The year carries a total of 90 credits. It consists of three compulsory modules, namely:</p> <ol style="list-style-type: none"> 1. CCS6002: Advanced Practice & Professional Collaboration 2. CCS6003: Becoming a Practitioner-Researcher 3. CCS6004: Clinical Integration 2 <p>Each module, along with its Composition of Module Mark, is detailed under Training Programme Modules Descriptors. These specifications are especially important as they tightly define what is required of students.</p>

MODE OF ATTENDANCE	Part time
VENUES	<p>Cork Counselling Services Training Institute is based at 7 Father Mathew Street, Cork City. Training will be delivered at Cork Counselling Services Training Institute and at the following venues:</p> <p>Primary Training Venues</p> <ul style="list-style-type: none"> • Cork Counselling Training Institute, The Centre, 7 Father Mathew Street, Cork • Northridge House Education & Research Centre, St. Luke's, Castle Road, Mahon, Cork • The Crann Centre Classis, Ovens, Co. Cork • Nano Nagle Conference Centre, South Presentation Centre Ltd, Nano Nagle Place, Douglas Street, Cork <p>Residential Venues</p> <ul style="list-style-type: none"> • Ballyvaloo Retreat and Conference Centre, Blackwater, Enniscorthy, Co. Wexford • Mount St. Anne's Retreat and Conference Centre, Killenard, Portarlinton, Co. Laois <p>Warning: During the pandemic we may be subject to a National shut down; in such instances, dates and venues may be altered</p>
PROGRAMME LEADERS	Karen Walsh and Debbie Hegarty.

EDUCATIONAL AIMS

Year 4 of the BSc (Hons) Counselling & Psychotherapy programme aims to:

- Further the process of development, bringing Year 4 students to study and practice at Degree level in integrative humanistic counselling and psychotherapy.
- Resource students in developing an advanced understanding of the integrative humanistic paradigm through the sourcing, discussion, critical evaluation and application of current and cutting-edge literature and research findings in the areas of integrative humanistic counselling and psychotherapy, relational approaches, and assessment paradigms.
- Encourage students to apply their understanding of this literature and research to practice through identification and understanding of the formation and maintenance of complex relationship dynamics in themselves, their clients, and the relationships that they co-create.
- Create learning conditions that support students in further developing their ability to identify and respond to these advanced counselling issues and complex relationship dynamics with immediacy, spontaneity, and creativity.
- Emphasise the central role of personal development in the integrative humanistic paradigm and encourage students to attend to their own personal development with the aim of fostering the counsellor characteristics identified as essential in current research findings.
- Encourage an ongoing and in-depth appreciation of the role of socio-cultural-political factors in human experience and the necessity to consider these factors in the counselling relationship (IACP Code of Ethics and Practice, 2018).
- Emphasise and support students live and espoused commitment to ethical awareness, best practice, responsibility, and accountability (IACP Code of Ethics and Practice, 2018).
- Resource students to understand, critically evaluate and employ current assessment tools consistent with the course philosophy and rationale.
- Promote students' understanding of the structure, role, and function of allied professions and support their growing ability to form working relationships with these professionals, including a critical understanding of the practical and ethical issues involved in collaborative work, client referral and report writing.
- Resource students in developing an ongoing appreciation of the necessity for research in the profession and concurrently demonstrate an applied and critical understanding of a wide range of established research methods.

REFERENCE

Irish Association for Counselling & Psychotherapy. (2018). Code of ethics and practice for counsellors/psychotherapists. www.iacp.ie/iacp-code-of-ethics

COURSE LEARNING OUTCOMES

On successful completion of the BSc (Hons) Counselling & Psychotherapy students will be able to:

1. Integrate experiential, theoretical and practical concepts in the extension of a coherent, in-depth, and advanced personal theory of human nature.
2. Demonstrate detailed, critical, and applied knowledge of theory, current literature and research findings in integrative humanistic and attachment perspectives and critically discuss the development and practice of a range of other philosophical perspectives on human nature including the medical, psychiatric, and biopsychosocial models.
3. Identify and explain the origin, development, manifestation, maintenance and impact of complex relational dynamics and advanced counselling issues as they occur live in their training and counselling work.
4. Appreciate the influence of personal development on professional practice and exhibit an ongoing commitment to personal and professional development, fostering the development of an internal supervisor, identifying personal and professional development needs and take steps to address these needs.
5. Establish, maintain and end meaningful therapeutic relationships focused on listening to and being with the client as opposed to solving problems, responding relationally with empathy, immediacy, spontaneity, creativity;
6. Demonstrate an in-depth appreciation of the role of socio-cultural-political factors in human experience, display awareness of assumptions, biases and prejudices in self and others, and demonstrate an ability to work empathically and relationally with difference.
7. Define, discuss and understand the misuse of power and abuse and how this manifests itself in individual behaviour and in its systemic influence on families, organisations, and groups, name abuse directly and be aware of the implications for intervention, identify their own ongoing experiences with their personal power and tendencies of abusing, being abused, and enabling abuse and commit openly to non-abusive living.
8. Appreciate the limits of knowledge and skills, tolerate and manage ambiguity, uncertainty, disapproval, ruptures and complaints, challenge others, clearly and directly articulating limits and boundaries, delivering constructive positive and negative feedback, whilst maintaining the relationship.
9. Appreciate the need for supervision, demonstrate knowledge of the aims, functions and processes of supervision, negotiate an effective supervision relationship and effectively engage in supervision.
10. Identify and critically discuss professional and ethical issues that can emerge in counselling practice, and assume responsibility and accountability for their professional, ethical and legal responsibilities.
11. Appreciate the structure, role and function of allied professions and develop the ability to communicate and form effective working relationships with other allied professionals and non-specialist populations.
12. Demonstrate an integrative humanistic appreciation of the role and necessity of research in all aspects of counselling and have a critical understanding of a

wide range of established research methods, the appropriate application of research techniques and initiate and complete an innovative research project.

TRAINING PROGRAMME STRUCTURE: YEAR 4

Integration is at the core of our experiential philosophy of learning. In line with the integrative humanistic nature of the course, personal and professional development, theoretical understanding, cultural awareness and counselling practice are interwoven throughout learning and assessment opportunities. There are, however, occasions where focus is placed on a discrete component. The programme is founded on an underlying modular structure which supports and explains this design. Year 4 of the BSc (Hons) Counselling & Psychotherapy Programme consists of three compulsory modules, namely:

- CCS6002: Advanced Practice & Professional Collaboration
- CCS6003: Becoming a Practitioner-Researcher
- CCS6004: Clinical Integration 2

The subject matter for each module is delivered through a variety of course work components including Ongoing Learning Activities, Workshops, Seminars, Discussion Groups and Assignments. Each module, along with its Composition of Module Mark, is detailed under the Training Programme Modules Descriptors. These descriptors tightly define what is required of students. Later in this manual you will see how each module above maps to the course work components laid out below.

MODE OF STUDY

The BSc (Hons) programme is offered on a part-time basis over 4 years. Year 4 is delivered part-time over 12 months. Please note that students need to be aware that, outside of attendance at workshops, considerable additional time is required for completion of the course requirements. See students handouts for Programme timetable and assignment calendars.

EDUCATION IN TIMES OF COVID

Your training and degree studies are important to you, and Covid-19 has succeeded in challenging CCSTI's conventional training methods. As a consequence, there may continue to be times when we have to change access to study or training with us. CCSTI has worked diligently to redesign each academic year of the programme to incorporate blended learning methods to ensure that your safety needs and learning outcomes are met. CCSTI has ensured there are some equivalent methods of assessments, which allow you to demonstrate your learning and potential when required to work online. We ask for your continued patience with us regarding a change to workshop attendance conditions. CCSTI is committed to you receiving any altered timetable as quickly as possible prior to attendance at each workshop.

ATTENDANCE

At the core of the training programme is a trainer-facilitated Personal and Professional Development Group. This group meets eight times between September and May. Trainer input and facilitation further takes place over compulsory workshops and seminars scheduled in line with the course calendar and module requirements. The workshops and seminars vary in duration from two hours to three days in length. In

addition, students are required to participate in three sessions of group research supervision and two peer-led discussion groups.

For each compulsory component not attended, students will be required to either repeat the component or undertake additional work to demonstrate the intended learning outcomes covered during the missed component. In all circumstances more than two missed workshops, seminars or group sessions will result in an automatic fail.

ONGOING LEARNING

In addition to these attendance requirements all students will engage in ongoing learning, independent reading and study. All students will attend 25 hours of personal counselling during training Year 4 and will maintain a personal journal. Students will also undertake 100 hours of supervised clinical practice.

ASSIGNMENTS

Students will receive detailed assignment guidelines and marking criteria for each assignment. Please see the Assignment Calendar for details of assignment submission dates. After closing of group sessions in May students will have until August to complete their research project and September to complete their personal counselling, supervised clinical practice and the extended case study. Students will have completed all requirements within 12 months of commencing the year.

TRAINING TIMES

The training times outlined below refer to in-person workshops. The timetable will change to match the platform of delivery for the workshop. Any changes in workshop times will be conveyed to the students as quickly as possible. Training may also need to be extended due to the personal or professional needs of students. If this happens, every effort will be made to inform students in sufficient time. The final decision however rests solely with the training team.

Unless otherwise specified in the training programme calendars and/or agreed by the training group and facilitators the working times for workshops are:

Personal and Professional Development Group (PPDG):

09.30 – 12.30

14.00 – 17.30

With special reference to these times of potential Covid-19 social restrictions and for a variety of other reasons, it may happen that the dates, times, order and structure of training components may need to be altered before or during the course of an academic year. Training may also need to be extended due to the personal and professional development needs of the students. If this happens, every effort will be made to inform students in sufficient time (please note if additional training is required, students will incur a fee). The final decision however rests solely with the training team.

COURSE COMPONENTS

INDUCTION

A brief introductory session is held at the outset of Year 4. This provides an opportunity for students to meet with the other group members and the trainers. Induction information covers:

- Review of remote learning requirements.
- Programme outline and attendance requirements.
- Academic requirements.
- Student support services.

PERSONAL AND PROFESSIONAL DEVELOPMENT GROUP (PPDG)

All students will attend eight sessions of a trainer-facilitated Personal and Professional Development Group (PPDG). The group will incorporate directed reading, didactic teaching, group discussion, and guided reflective and experiential exercises. The aim of the group is to provide a forum for students to develop a comprehensive integration of their theoretical, experiential and practical knowledge.

It is intended that this group will assist students in exploring, critiquing and integrating the knowledge and skills developed through workshops, seminars, peer-led presentations, discussion groups, clinical practice, supervision, personal counselling and self-directed learning across all modules. Students will read, present, critically evaluate, lead group discussions, reflect and practice a range of methods for integrating various theoretical, experiential, practical, personal, and ethical concepts. In so doing, students will have the opportunity to appreciate and manage complexity, ambiguity and explore the limitations of their knowledge.

WORKSHOPS AND SEMINARS

Trainer input and facilitation takes place over a series of workshops and seminars scheduled between September and May each year. These components will incorporate training group participation, didactic teaching, and reflective and experiential exercises. Each learning opportunity will be specifically designed to assist individuals and the group to engage experientially with the topic at hand and to achieve the intended learning outcomes.

REFLECTIVE PERSONAL JOURNAL

From the beginning until the end of the course students are expected to keep a reflective personal journal. The aims of keeping the journal are:

- To use it as a tool in documenting personal and professional development and general experiences throughout the training.
- To show evidence of reflection on personal and professional learning and development for each of the workshops and how the concepts explored relate to their own personal story and to their clinical practice.
- To provide practice in assessing one's own awareness and needs.

Students are required to submit their personal journal in order to pass the Clinical Integration 2 Module. The journal will not be graded but its contents may be a subject for discussion with the student. It is further expected that students will use the reflections recorded in their journal to support them in preparing for their extended case study.

PERSONAL COUNSELLING

Students will attend 40 hours of personal counselling across Years 3 and 4. As the training course is based on an integrative humanistic approach, the chosen counsellor should be mainly working out of this model and should be IACP-accredited, or equivalent. All students are expected to discuss their choice of counsellor with facilitators. In the interest of professional boundaries students cannot engage in counselling with trainers, former trainers, counsellors, former counsellors or graduates of The Counselling Centre unless that person has not had a professional relationship with the Training Institute for a minimum of five years.

Completion of this requirement must be certified by letter from the counsellor attended.

CLINICAL WORK

All students must complete the Garda Vetting process with Cork Counselling Services Training Institute and be approved for placement prior to undertaking any work with clients. Students enrolled on the BSc (Hons) Counselling & Psychotherapy Programme are required to complete a total of 180 hours of clinical supervised practice in years 3 and 4 of their training, at least 100 hours of which must take place in Year 4. In Year 4 the work should incorporate at least 2 clients engaged in long-term contracts (>20 sessions each). Completion of this requirement must be certified by letter from the student's supervisor.

Our link with a working counselling centre allows us to provide a limited number of in-house supervised clinical placements for students on the BSc (Hons) Counselling & Psychotherapy programme. Cork Counselling Services is a charity and therefore when students are accepted onto a placement there needs to be additional benefits for the charity. In addition to counselling hours students are required to undertake specific work that supports the voluntary efforts of Cork Counselling Services. This can include supporting its voluntary fundraising nature, helping with the delivery of Community Psychoeducation Programmes (e.g., Suicide Prevention Programme) and providing representation of the charity at various forums etc.

Students proposing to undertake their placement at Cork Counselling Services must apply in writing to the Head of Clinical Practice. These applications will be considered on individual merit by the Clinical Team and, therefore, it is the student's responsibility to make the strongest possible case for the application. Such applications should include a detailed practical plan for the placement outlining students' availability for clinical practice and supervision, their proposed starting date and an estimated timeframe for completion. A proposal on how the student will participate in and

contribute to the voluntary efforts of the charity should also be included. The Clinical Team will then select a limited number of students for placement. Students who avail of these placements will be afforded the opportunity to witness and experience the operation of an established community-based counselling practice. Students will receive counselling referrals from a client population with a wide variety of presenting issues. They may also be provided with individual and group supervision, as appropriate, with highly experienced accredited supervisors. Purpose-designed counselling accommodation and administrative back-up will be provided.

External placement opportunities are also available. Any student not undertaking their clinical placement at Cork Counselling Services will be supported to source an appropriate external placement and supervisor. Relevant information and support will be provided by a designated member of the programme training team. All students on placement have a supervisor. Students on external placement also have a designated placement liaison officer from Cork Counselling Services Training Institute training team.

CLINICAL SUPERVISION

Students are required to attend clinical supervision with an IACP-accredited supervisor, or equivalent. The clinical supervisor will need to enter into a contract with the Training Institute. Attendance should be at least one hour of supervision for every 5 hours of clinical practice for undergraduate student counsellors. Supervision time should be a combination of individual and group supervision. Completion of this requirement must be certified by letter by the clinical supervisor as part of the supervisor's report. In any circumstance where a student is not able to attend the required ratio of supervision hours to client hours the student will not be permitted to continue with clinical practice.

INDEPENDENT READING

Students will undertake independent reading throughout the course and a list of recommended reading will be supplied.

PEER-LED DISCUSSION GROUPS

This is an Honours Degree programme and students are required to lead and take the initiative in their own learning. Peer discussion groups exist to support students with the academic component of the course. The aims of these discussion groups are:

- To assist trainees in critically understanding theories, literature and research findings relevant to the modules and workshops.
- To promote relationship building in the training group.
- To encourage trainees to take responsibility for their learning needs.
- To provide opportunities for interdependent learning which is initiated by trainees.

By the end of the induction meeting students will have formed discussion groups and scheduled times to meet. A record of attendance must be taken and submitted to the Training Institute after each group.

1. The first discussion group of Year 4 will be completed in advance of the workshop on Professional Assessment and Collaboration Skills. During this discussion group students will develop a critical understanding of client assessment paradigms and established assessment tools.
2. During the last working session of the workshop on Professional Assessment and Collaboration Skills students will undertake the second peer discussion group by way of a client case forum. Here students will attempt to apply various assessment tools to their client base and will practice writing a professional report on the basis of their learning from this case forum/ discussion group.

The purpose of the peer-led discussion groups is to explore, discuss and critically evaluate relevant literature and research material. Students should, therefore, research and read widely in advance of these discussion groups. It may be advisable for individual group members to present material and clearly referenced notes to all group members. The group can expand their learning by questioning, debating, exploring and discussing the issues of interest to them. Although the module leaders will provide guidance on recommended reading, it is the responsibility of the group to furnish the material, which provides the basis for this work.

RESEARCH SUPERVISION

Whilst designing, conducting and writing up their Mini Research Project students will attend three sessions of group research supervision. During these session students will further develop the applied and critical ability to:

- Develop a research question.
- Select an appropriate research design and data collection method.
- Identify the strengths and limitations of their chosen method.
- Manage ethical and practical considerations.
- Collect and analyse data in a manner appropriate to the research question.
- Apply the research findings to clinical practice.
- Write an appropriate research report.

ASSESSMENT

The full Regulatory Framework and Quality Assurance Handbook for Cork Counselling Services Training Institute detailing the academic and assessment regulations is available to you online at:

www.corkcounsellingservices.ie/student-resources

(Password: 22%23Stu).

In particular, this document details the Academic Regulations, General Regulations, Code of Conduct, Intellectual Property Rights and Student Resourcing & Support Information for your course with which you should make yourself familiar.

Students will not sit formal examinations. Instead, the learning outcomes for each module will be assessed on an ongoing basis.

PROVISION OF INFORMATION

Cork Counselling Services Training Institute is committed to providing students with information to allow them time to plan and organise their assignments over the course. At the outset of the programme students are provided with an overview of the programme, details about attendance requirements, and a calendar of assignment submission dates. As far as possible the assignments are spread across the programme so that the workload remains reasonable.

Our assessment policy also determines that we provide students with information and transparency around assessment requirements and assessment criteria. The description of the modules, the learning outcomes and the type of assessment required for each is detailed in the Training Programme Module Descriptors. At the appropriate juncture students are also provided with clear assignment guidelines, additional recommended reading lists and a set of carefully constructed marking criteria for each assignment.

PARITY AND EQUITY OF ASSESSMENT

The BSc (Hons) Counselling & Psychotherapy programme was designed, paying careful attention to the parity of student input between modules in terms of effort and assignment load. Consideration was given to ensure that the effort and time required for each module was balanced. Specific assessment techniques are used so that students are given a variety of methods through which they can demonstrate their knowledge, cognitive skills and practical skills for each of the learning outcomes across the modules.

FORMATIVE AND SUMMATIVE ASSESSMENT

Students on the BSc (Hons) programme participate in a range of formative (developmental) and summative (evaluative) assessments. Details on the complete range of assessments, the pass requirements and the repeat criteria can be found in the Training Programme Module Descriptors. A brief overview of the assessment components in Year 4 follows below:

ATTENDANCE

Students must pass the attendance requirements. Unless otherwise specified, 100% attendance is expected at all components. This will be assessed by students' attendance record, taken at each Personal and Professional Development Group, workshop, seminar, peer-led discussion group, and research supervision session. In exceptional circumstances, a student may miss one workshop, one seminar or one peer-led session. For each compulsory component not attended, students will be required to either repeat the component or undertake additional work to demonstrate the intended learning outcomes covered during the missed component. For specific details of attendance requirements and repeat criteria see Training Programme Module Descriptors. In all circumstances more than two missed workshops, seminars or group sessions will result in an automatic fail.

PERSONAL COUNSELLING

Students will be required to attend 25 hours of individual counselling with an IACP accredited counsellor, or equivalent. Completion of this requirement must be certified by letter by the counsellor attended.

MAINTENANCE OF A REFLECTIVE PERSONAL JOURNAL

Students are required to maintain a reflective personal journal and to submit this as evidence of its existence.

FACILITATION OF GROUP DISCUSSION

Within the Personal and Professional Development Group, students will take turns facilitating theoretically informed critical discussions. In preparation, students will source, read and distribute relevant literature on complex practice issues. Students will also take turns presenting their integrative humanistic model of practice and the theory on which it is based.

COMPLETION OF 100 HOURS OF CLINICAL PRACTICE

All students must complete the Garda Vetting process with Cork Counselling Services Training Institute and be approved for placement prior to undertaking any work with clients. Students are required to complete at least 100 hours of clinical practice over 12 months in Year 4. This work should incorporate at least 2 clients engaged in long-term contracts (>20 sessions each). Completion of this requirement must be certified by the student's supervisor. In any circumstance where a student is not able to attend the required ratio of supervision hours to client hours the student will not be permitted to continue with clinical practice.

PERSONAL AND PROFESSIONAL DEVELOPMENT: SELF, PEER AND TRAINER FEEDBACK

Self, Peer and Trainer Feedback is a formative process whereby students further their ability to evaluate themselves and others and provide positive and critical feedback. Students receive ongoing formative feedback throughout the course. Additionally, students will participate in self and peer assessment at the midway feedback session of the Personal and Professional Development Group.

In particular, students will:

- Identify their own strengths and weaknesses, and those of their peers.
- Relate these characteristics to patterns of relating.
- Look at how these tendencies are reflected in current literature.
- Look at how these patterns are reflected in their interpersonal relationships in the training group and in professional relationships with clients.

Students will explore the extent to which they meet the personal and professional development criteria outlined and will then review and update their development objectives for the second half of the year. All students who are in danger of failing are given clear and explicit feedback that this is a possibility. The behaviour and experiences upon which this assessment is based are outlined and the changes that are required from the student are made explicit.

At the end of the year students will prepare and deliver feedback to themselves, to the other group members, to the trainers and to the course.

PERSONAL AND PROFESSIONAL DEVELOPMENT GROUP FACILITATOR REPORT

The students' participation in the Personal and Professional Development Group will be assessed by the group facilitators. This will comprise a standardised report from the group facilitators commenting on the student's level of personal and professional development and competence in integrating material.

REPORT FROM CLINICAL SUPERVISOR

The students' participation in clinical supervision will be assessed by the clinical supervisor. This assessment will be comprised of a standardised report from the clinical supervisor commenting on the student's level of professionalism and competence.

CLIENT ASSESSMENT REPORT

This will comprise a professional report on the assessment of a client seen in clinical practice.

MINI RESEARCH PROJECT

This will comprise a mini research project on a topic related to the practice of integrative humanistic counselling and psychotherapy.

EXTENDED CASE STUDY

This represents the capstone assignment of the BSc (Hons) Counselling & Psychotherapy drawing on learning across all modules to produce a detailed and integrated case study on the dynamic therapeutic process with a client. Each of these assignments will be awarded numerical grades and will contribute wholly or partly to the overall grade awarded for the corresponding module (See Marks below).

SUBMITTING ASSIGNMENTS

Students are asked to submit their assignments through the Student Assignment

Upload Portal: www.corkcounsellingservices.ie/assignment-upload. All assignments should include a signed anti-plagiarism declaration and be uploaded no later than the designated assignment deadline.

MARKS

Major assessment tasks, such as research projects and dissertations, will be independently double marked. Where double marking is not required, a sample of marked work will be moderated to ensure that the assessment criteria and marking scheme have been used fairly and consistently and that appropriate standards have been applied.

Module components which are eligible for numerical grades will be assessed on a fixed-point scale (see Appendix 2). Module components which are not eligible for numerical grades will be awarded a Pass/Fail grade. The Pass Mark for all modules is 40%. This overall module mark may comprise more than one component. In modules with more than one component, the overall module mark must be at least 40% and all components must be passed. The individual Module Descriptors give the precise pass criteria and the weighting of the component marks that contribute to the overall module mark. The honours classification boundaries for 1st class honours, 2:1, 2:2, and 3rd class honours are 70%, 60%, 50%, and 40% respectively.

FEEDBACK

We believe that the goal of assessment is to educate and inform students about their performance. To this end all assignment marks are accompanied by feedback, which reflects the specific marking criteria. Students are given information on the strengths of their submission as well as clear guidelines on how their work may be improved. This feedback will be presented to students in a timely manner to enable them to act upon the comments in time for their next assessment. Assessment reports will also be submitted by the student's clinical supervisor and the Personal and Professional Development Group facilitators.

MODULE DESCRIPTORS

The following three Module Descriptors are very important as they carefully define what is required by students in Year 4. They outline the subject matter of the course which is delivered in three modules made up of various Course Work (CW) components involving a mix of ongoing learning, workshops, seminars, peer-led discussion groups and assignments.

CCS6002: ADVANCED PRACTICE & PROFESSIONAL COLLABORATION

Module size	10 credits
Total student study hours	200
Excluded Combinations	None

Aims and Summary

The aim of this module is to prepare students for employment as professional counsellors collaborating with multidisciplinary teams and allied professionals. On successful completion of the module students will have demonstrated the ability to maintain long-term, in-depth counselling relationships with clients, appreciating and tolerating of ambiguity and complexity in their client work and utilize supervision, and other personal and professional development opportunities, in a manner that enhances their development. They will have a critical understanding of assessment paradigms and demonstrate their ability to identify suitable paradigms for client assessment and employ established assessment tools correctly. They will have developed an appreciation of the role of allied professionals and will have developed and demonstrated their ability to communicate with both non-specialists as well as other professionals through written client reports.

Intended Module Learning Outcomes

The intended learning outcomes are that on completion of this module the student should be able to demonstrate:

1. the ability to initiate, develop and maintain long-term, in-depth counselling relationships with
2. clients, managing these relationships and making decisions in unpredictable contexts, in an appropriate, professional manner.
3. the ability to initiate, utilize and integrate their learning in supervision in a competent and professional manner to further their clinical practice.
4. awareness of the role and function of allied professions
5. the ability to communicate and form effective working relationships with other professionals and non-specialist populations.
6. a critical understanding of established assessment tools and employ them appropriately.

7. demonstrate the ability to construct a professional assessment of a client which is collaborative, ethical and employs assessment tools consistent with the values of their practice

Indicative Content

- function and role of allied professionals
- practical, ethical and legal issues in collaborative work
- assessment skills
- assessment tools
- professional report writing
- IACP Code of Ethics and Practice

Teaching and Learning

The module is composed of practice, supervision, a workshop, a peer-led discussion group, a peer-led client case forum and self-guided work. Practice includes professional counselling practice with at least two clients engaged in a long-term (>20 sessions) therapeutic contract. Supervision is a combination of individual and group supervision with IACP-accredited supervisors or equivalent with the ratio of client work to supervision specified. Workshops incorporate didactic teaching, presentations by allied professionals, and experiential and creative exercises. A peer-led client case forum involves practice with assessment tools. A peer-led discussion group incorporates discussion on previously read literature. Self-guided work includes independent reading and writing.

Method of Assessment and Repeat Criteria

CW1 – Client Assessment Report (100%)

This will comprise of a professional report on the assessment of a client seen in clinical practice. The client assessment report will contribute to 100% of the numerical grade for the Advanced Practice and Professional Collaboration module. Students are required to achieve a minimum of a pass grade in their client report. Students who receive a fail grade on the client report will be allowed to repeat the assignment once within an agreed timeframe.

CW2 – Clinical Practice

All students must complete the Garda Vetting process with Cork Counselling Services Training Institute and be approved for placement prior to undertaking any work with clients. Students are required to complete at least 100 hours of clinical practice. This work should incorporate at least 2 clients engaged in long-term contracts (>20 sessions each). Completion of this requirement must be certified by letter.

Students who are unable to complete this requirement within the timeframe will normally be experiencing ongoing difficult circumstances and as such will be required to apply for an interruption to studies. Failure to undertake an interruption to studies and failure to complete the required hours will result in automatic failure of the module and training will be deemed to be terminated.

In any circumstance where a student is not able to attend the required ratio of supervision hours (CW3) to client hours (CW2) the student will not be permitted to continue with clinical practice (CW2).

CW3 – Clinical Supervision

Students are required to attend clinical supervision with IACP-accredited supervisors, or equivalent. Attendance at clinical supervision (CW3) should be at least one hour of supervision for every 5 hours of clinical practice (CW2). A combination of individual and group supervision is required. Completion of this requirement must be certified by letter by the clinical supervisors as part of the supervisor's report.

Students who are unable to complete this requirement within the timeframe will normally be experiencing ongoing difficult circumstances and as such will be required to apply for an interruption to studies. Failure to undertake an interruption to studies and failure to complete the required supervision hours will result in automatic failure of the module and training will be deemed to be terminated.

In any circumstance where a student is not able to attend the required ratio of supervision hours (CW3) to client hours (CW2) the student will not be permitted to continue with clinical practice (CW2).

CW4 – Report from Clinical Supervisors

This will comprise of a report from the clinical supervisors commenting on the student's level of professionalism and competence.

Students are required to achieve a pass grade in their Clinical Supervisor's Reports. Students who do not achieve a pass grade in their Supervisor's Reports may, under limited circumstances, be allowed to repeat their client hours and to submit a second report from a clinical supervisor within an agreed timeframe. This decision will be taken by the Programme Leaders in conjunction with the student's supervisors. This provision is limited by client safety concerns.

CW5 – Attendance at Workshops, Peer-led Discussion Group and Client Case Forum
Students must pass the attendance requirements. 100% attendance is expected. This will be assessed by students' attendance record, taken at each workshop and group.

Professional Assessment and Collaboration Skills Workshop

Attendance at the workshop on Professional Assessment and Collaboration Skills is compulsory. Failure to attend this workshop due to exceptional circumstances, and at the discretion of the Module Leader will require students to attend the workshop at the next available opportunity in the following academic year. Failure to attend this workshop at the next available opportunity will result in automatic failure of the module and training will be deemed to be terminated.

Peer-led Discussion Group and Client Case Forum

In exceptional circumstances, and at the discretion of the Module Leaders, failure to attend the peer-led discussion group and/or client case forum will require students to

set up a small peer discussion group or client case study forum with their peers in the same academic year. Failure to attend any rescheduled session will result in automatic failure of the module and training will be deemed to be terminated.

Students who miss more than two workshops, seminars or group sessions across all modules will be deemed to have failed the course and training will be deemed to be terminated.

Assessment

Composition of module mark: 100% Coursework

Pass requirements: Overall Module Mark must be at least 40%
CW1 must be at least 40% and all other coursework must receive a passing mark.

Essential Reading

Bor, R. & Watts, M. (2017). *The trainee handbook: A guide for counselling & psychotherapy trainees* (4th ed.). Sage.

Finn, S. E. (2016). *In our clients' shoes: Theory and techniques of therapeutic assessment*. Routledge.

Carroll, M. & Gilbert, M. C. (2011). *On being a supervisee: Creating learning partnerships*. Vulkani.

Irish Association for Counselling & Psychotherapy (2018). *Code of ethics and practice*. Author.

Recommended Reading

Additional material will be provided by the module leaders in relation to client assessment and report writing.

CCS6003: BECOMING A PRACTITIONER-RESEARCHER

Module size	20 credits
Total student study hours	200
Excluded Combinations	None

Aims and Summary

The aim of this module is to guide, support and prepare students as they undertake their first research project with a self-defined question on an aspect of counselling practice.

On successful completion of the module, students will be able: to source, access, understand and critically evaluate published research relevant to their question; to design a research proposal; to apply ethical processes to their study; to use appropriate methodology and data collection tools for their question; to analyse the data; to write up their study in a prescribed academic structure and to identify and access places for dissemination.

Intended Module Learning Outcomes

The intended learning outcomes are that on completion of this module the student will be able to:

1. Understand the stages encountered by the Practitioner Researcher in undertaking a research project
2. Explain the range of decisions made by the Practitioner Researcher to plan research studies
3. Describe the process of question-finding and hypothesis-stating in relation to a research project drawn from the Practitioner's counselling practice.
4. Explore and critique appropriate methodology for any research question
5. Describe sampling processes with which to gain participants and assess data collection tools appropriate to the Practitioners own research purpose.
6. Explain ways of analysing collected data and ways of presenting the resulting material
7. Describe ways of ensuring a research project is ethical and, have passed their work through local research ethics processes for approval.
8. Complete a research proposal and, subsequently, write up a research study, including a detailed exploration of the ethical issues involved in their study
9. Identify appropriate ways in which to communicate research findings to a range of specialist and non-specialist audiences.

Indicative Content

- Research workshop: Research Handbook
- 'Setting out sociogram of counselling context'
- Finding the 'burning' question from practice
- Planning your research: decisions to make

- Focusing on data collection and analysis
- Experiencing ethics and dilemmas in your project – ‘take the participant’s place’
- Research Supervision: reviewing draft proposal and ethical content (individual)
- Research Supervision: data analysis (group)
- Research Supervision: reviewing progress penultimate draft of project (individual)

Teaching and Learning

The module is composed of a workshop, a seminar, research supervision and self-guided work. The workshop and seminar include didactic teaching and experiential learning using practical methods. The Research Workshop and Research Proposal Seminar are supported by an extensive Research Handbook. Following on from the workshop and seminar, the group remain in learning sets and meet for research group supervision related to research proposal, data analysis, and reviewing progress. Self-guided work include accessing and appraising literature relevant to their research project; designing a research proposal; identifying participants and tools for data collection; preparing applications for ethical approval; managing the process of data collection and analysis; writing up a research project.

Method of Assessment and Repeat Criteria

CW1 – Mini Research project (4000 words)

This will comprise a mini research project on a topic related to the practice of integrative humanistic counselling. The numerical grade for the Becoming a Practitioner-Researcher module will be that received for research project. Students are required to achieve a minimum of a pass grade in their research project. Students who receive a fail grade in the research project will be allowed to repeat the assignment once within an agreed timeframe.

CW2 – Attendance at Research Workshop, Research Proposal Seminar and Research Supervision

Students must pass the attendance requirements. 100% attendance is expected. This will be assessed by students’ attendance record taken at the research workshop, research proposal seminar and each supervision session.

Research Workshop and Research Proposal Seminar

Students who are unable to attend the research workshop or the research proposal seminar for exceptional circumstances, and at the discretion of the Module Leaders, may opt to either undertake an assignment within an agreed timeframe based on the learning tasks of the group or to attend the relevant workshop or seminar at the next available opportunity the following academic year. Students must attend at least the workshop or the seminar. Students who are unable to attend either component will be required to attend the workshop and seminar at the next available opportunity. Completion of the research project will also be delayed until the workshop and seminar or the assignment equivalent has been accomplished. Students who fail to attend the workshop or seminar at the next available opportunity or who fail to submit an

assignment of an appropriate standard within an agreed timeframe will be deemed to have failed the repeat opportunity and training will be deemed to be terminated. Students who miss more than two workshops, group sessions across all modules will be deemed to have failed the course and training will be deemed to be terminated.

Research Supervision (3 sessions)

Students who are unable to attend a supervision group for exceptional circumstances and at the discretion of the Module Leaders, will be required to undertake an assignment within an agreed timeframe based on the learning tasks of the group. Students who fail to submit an assignment of an appropriate standard within the agreed timeframe will be deemed to have failed the repeat opportunity and training will be deemed to be terminated

Students who miss more than one supervision session will be deemed to have failed the module and training will be deemed to be terminated.

Assessment

Composition of module mark: 100% Coursework

Pass requirements: Overall Module Mark must be at least 40%
CW1 must achieve at least 40% and all components must be passed.

Essential Reading

- Cooper, H. (Ed.) (2012). *Handbook of research methods in psychology*, Vol 2. American Psychological Association.
- Dawson, C. (2019). *Introduction to research methods* (5th ed.). Little Brown.
- Flick, U. (2018). *Designing qualitative research* (2nd ed.). Sage.
- Livingston, S. A. (2012). *How to write an effective research report*.
<https://www.ets.org/Media/Research/pdf/RM-12-05.pdf>
- Moller, N. P. & Vossier, A. (Eds.) (2015). *The counselling and psychotherapy handbook*. Sage.

Recommended Reading

- Angus, L. E. & McLeod, J. (Eds.) (2004). *The handbook of narrative and psychotherapy: Practice, theory and research*. Sage.
- Bell, J. & Waters, S. (2018). *Doing your research project: A guide for first time researchers*. Open University.
- Cooper, M. (2008). *Essential research findings in counselling and psychotherapy: The facts are friendly*. Sage.
- Cooper, M., Watson, J. C. & Hölldampf, D. (Eds.) (2010). *Person-centred and experiential therapies work: A review of the research on counselling, psychotherapy, and related practices*. PCCS.
- Denzin, N. & Lincoln, Y. (Eds.) (2008). *The landscape of qualitative research*. Sage.
- McLeod, J. (2015). *Doing counselling research*. Sage.

CCS6004: CLINICAL INTEGRATION 2

Module size	60 credits
Total student study hours	600
Excluded Combinations	None

Aims and Summary

The aim of this capstone module 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. On successful completion of the module, the student will demonstrate a critical awareness of the developmental influences that contributed to their current understanding of human nature and to their decision to become an integrative humanistic counsellor. A comprehensive understanding of the integrative humanistic paradigm will be evidenced and a critical understanding of complex relational dynamics will be demonstrated.

Intended Module Learning Outcomes

The intended learning outcomes are that on completion of this module the student should be able to demonstrate:

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

Indicative Content

As this is a capstone module content will come from knowledge and skills developed across all modules. In addition, students will explore:

- theory and methods of integration
- complexity, ambiguity, and limitations of knowledge
- literature on the personal and professional development of counsellors
- the therapeutic relationship and the relative contributions of counsellor and client in the integrative humanistic paradigm
- complex practice issues
- the use and impact of supervision
- the IACP Code of Ethics and Practice

Teaching and Learning

The module is composed of a personal and professional development group, seminars, personal counselling and self-guided work. The personal and professional development group meets monthly during the academic year and includes experiential group participation, peer-led theoretical and research-informed presentations and critical discussions on previously read literature, didactic teaching, self-reflection, experiential and creative exercises, and the giving and receiving of feedback. Seminars support students in the preparation of their extended case study assignment. Personal counselling is undertaken with an IACP-recognised counsellor or equivalent. Self-guided work includes independent sourcing, reading, and distribution of literature and research articles, maintenance of a reflective personal journal, writing, presentation and discussion preparation and extended case study preparation.

Method of Assessment and Repeat Criteria

CW1 – Extended Case Study (100%)

This will comprise a detailed and integrated extended case study on the dynamic therapeutic process with a client. The Extended Case Study comprises 100% of the numerical grade for the Clinical Integration 2 module. Students are required to achieve a minimum of a pass grade in their Extended Case Study. Students who receive a fail grade in the Extended Case Study will be allowed to repeat the assignment once within an agreed timeframe. This provision is limited by client safety concerns.

CW2 – Personal and Professional Development Group Facilitator Report

This will comprise a report from the facilitator of the personal and professional development group commenting on the student's level of personal and professional development and competence in integrating material. Students are required to achieve a pass grade in their Group Facilitator's Report. Students who are in danger of failing the professional development group receive clear feedback from the facilitator that this is likely. Students who fail the professional development group may repeat the group sessions once at the next available opportunity in the following academic year.

CW3 – Attendance at Personal and Professional Development Group (8 sessions) and Extended Case Study Seminars

Students must pass the attendance requirements. 100% attendance is expected. This will be assessed by students' attendance record, taken at each group session and seminar.

Personal and Professional Development Group

Students who are unable to attend the any session of the personal and professional development group for exceptional circumstances, and at the discretion of the Module Leader, will be required to undertake an assignment within an agreed timeframe based on the learning tasks of the group. Students who fail to submit an assignment of an appropriate standard within the agreed timeframe will be deemed to have failed the repeat opportunity and will therefore fail the module. Students who miss more than two group sessions (less than 75% attendance) will be deemed to have failed the course and training will be deemed to be terminated. Students should note that due to the nature of the personal and professional development group a higher minimum attendance rate is required.

Extended Case Study Seminars

Students are required to attend two case study seminars. Students who are unable to attend a case study seminar for exceptional circumstances, and at the discretion of the Module Leader will be required to submit an assignment within an agreed timeframe based on the learning outcomes of the group. Students who fail to submit an assignment of an appropriate standard within the agreed timeframe will be deemed to have failed the repeat opportunity and will therefore fail the module. Students who miss more than one seminar will be deemed to have failed the course and training will be deemed to be terminated.

CW4 – Facilitation of Group Discussion

Students are required to source, read and distribute relevant literature and research articles on complex practice issues. They will then take turns at facilitating theoretical and research-informed critical discussions. Students who undertake this assignment will be awarded a pass grade.

Students who are unable to distribute literature and facilitate their allocated discussions, for exceptional circumstances, and at the discretion of the Module Leader, will be allowed one further opportunity to complete the task. Time will be scheduled in conjunction with their group in the same academic year for the student to facilitate their repeat group discussion. Failure to attend any rescheduled session, failure to distribute relevant literature and/or failure to facilitate the repeat discussion will result in automatic failure of the module and training will be deemed to be terminated.

CW5 – Maintenance of a Reflective Personal Journal

Students are required to submit their reflective personal journal in order to pass the module. Students who fail to submit a reflective personal journal will be deemed to have failed this component. Students will be allowed one further opportunity to submit the journal within an agreed timeframe.

CW6 – Personal Counselling

Students are required to attend 25 hours of personal counselling with an IACP-accredited counsellor, or equivalent. Completion of this requirement must be certified by letter by the counsellor attended. Students who are unable to complete this requirement within the timeframe will normally be experiencing ongoing difficult circumstances and as such will be required to apply for an interruption to studies.

Failure to undertake an interruption to studies and failure to attend the required hours will result in automatic failure of the module and training will be deemed to be terminated.

Assessment

Composition of module mark: 100% Coursework

Pass requirements: Overall Module Mark must be at least 40%
CW1 must achieve at least 40% and all components must be passed.

Essential Reading

Amendt-Lyon, N. (2001). Art and creativity in Gestalt Therapy. *Gestalt Review*, 5(4), 225-248.

Bor, R. & Watts, M. (2017). *The trainee handbook: A guide for counselling & psychotherapy trainees* (4th ed.). Sage.

Finlay, L. (2016). *Relational integrative psychotherapy: Engaging process and theory in practice*. John Wiley & Sons.

Nolan, P. (2012). *Therapist and client: A relational approach to psychotherapy*. Wiley-Blackwell.

Recommended Reading

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.

Feltham, C. (2010). *Critical thinking in counselling & psychotherapy*. Sage.

Finlay, L. (2019). *Practical ethics in Counselling and Psychotherapy*. Sage.

Irish Association for Counselling & Psychotherapy (2018). *Code of ethics and practice*. Author.

Johns, H. (2012). *Personal development in counsellor training* (2nd ed.). Sage.

Norcross, J. C. & Goldfried, M. R. (2005). *Handbook of psychotherapy integration* (2nd ed.). Oxford University.

Schneider, K. J. (2015). *Existential integrative psychotherapy*. 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), 388-397.

Van Deurzen, E. & Iacovou, S. (2013). *Existential perspectives on relationship therapy*. Palgrave MacMillan.

Wampold, B. E. (2015). *The great psychotherapy debate*. Routledge.

**YEAR 4/TOP UP 2
2023/24
WORKSHOP CALENDAR**

WORKSHOP TITLE		COMPONENTS	DATES	TIMES AND FACILITATORS	LOCATION
1	PPDG Induction Extended Case Study Seminar	Induction and Personal and Professional Development Group (PPDG1) Extended Case Study Seminar	Fri 15 th and Sat 16 th Sept 2023	9:30 – 17:30 09:30 – 17:30 Debbie & Damian	Nano Nagle Place
2	PPDG Research	PPDG2 Research Workshop One – Introduction to Research CCS6003	Fri 13 th Oct 2023 Sat 14 th and Sun 15 th Oct 2023	9.30 – 17.30 Debbie & Damian 9.30 – 17.30 9.30 – 17.30 Gretchen	Northridge House
3	Professional Assessment and Collaboration Research Proposal	* NO PPDG Professional Assessment and Collaboration Workshop One-Day Research Proposal Seminar	Fri 3 rd – Sun 5 th Nov 2023 Mon 6 th November 2023	9:30 – 20:30 9:30 – 20:30 9:30 – 17:00 Tim Murphy and Damian 9.30 – 13:30 Gretchen	Nano Nagle Place Online
4	PPDG Residential	PPDG 3 – Three-Day (Residential)	Fri 16 th – Sun 17 th Dec 2023	9:30 – 21:00 9:30 – 21.00 09:30 – 12:30 Debbie & Damian	Ballyvaloo
5	PPDG Midway Feedback	PPDG 4 Two-Day (Midway Feedback)	Fri 19 th and Sat 20 th Jan 2024	9.30 – 17.30 Debbie & Damian	Nano Nagle Place
6	PPDG Research Proposal Seminar	PPDG 5 Research Supervision 1 – Research Proposal	Fri 2 nd Feb 2024 Sat 10 th and Sun 11 th Feb 2024	9:30 – 17:30 Debbie & Damian Gretchen	Nano Nagle Place Online
7	PPDG Research Proposal Supervision	PPDG 6 Research Supervision 2 – Research Proposal 2	Fri 1 st March 2024 Submission Mon 4 th March 2024	9:30 – 17:30 Debbie & Damian Gretchen	Nano Nagle Place Online

		Students receive written feedback on the 2nd draft of proposal Allocated time slot on one day	Feedback Wed 20 th March 2024		
8	Case Study Penultimate Draft	Extended Case Study – Students to receive verbal feedback on penultimate draft Allocated time slot on one day	Thursday 13 th and Friday 14 th June 2024	Extended Case Study Marking Panel	In person or online
9	PPDG Research Data Collection	PPDG7 Research Supervision 3 – Data Analysis	Fri 3 rd May 2024 Sat 4 th May 2024	9:30 – 17:30 Debbie & Damian 09:30 – 16:30 Gretchen	Nano Nagle Place Online
10	PPDG Closing	PPDG8 Closing	Fri 24 th May 2024	9:30 – 17:30 Debbie & Damian	Nano Nagle Place
11	Research Penultimate Draft	Research Supervision 4 – Students to receive written feedback on penultimate draft	Submission Wed 3 rd July 2024 Feedback by Wed 17 th July 2024	Gretchen	Online

**ASSIGNMENT CALENDAR 2023/24
YEAR 4/TOP-UP YEAR 2**

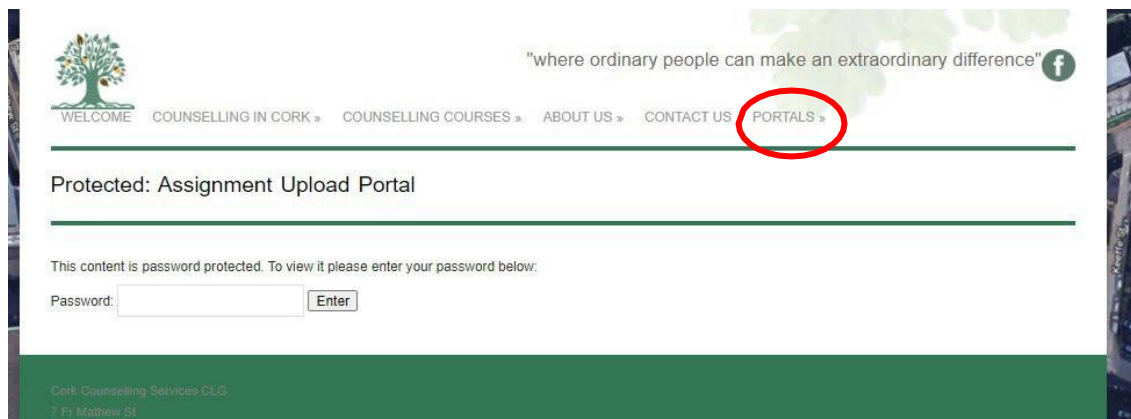
Course Code	Assignment Title	Distribution Date	Submission Date	Marking Deadline
CCS6002	Client Assessment Report	Professional Collaboration and Assessment Workshop 3 – 5 November 2023	5 January 2024	9 February 2024
CCS6004	Extended Case Study (Penultimate Draft - Formative)	Induction Workshop 15 & 16 September 2023	24 May 2024	13 & 14 June 2024 (Verbal Feedback)
CCS6004	Extended Case Study	Induction Workshop 15 & 16 September 2023	19 July 2024	23 September 2024
CCS6003	Mini Research Project-Proposal (Formative)	14 & 15 October 2023	12 January 2024	10 & 11 February 2024 (Verbal Feedback)
CCS6003	Mini Research Project-Proposal (2nd Draft) (Formative)	14 & 15 October 2023	4 March 2024	20 March 2024 (Written Feedback)
CCS6003	Mini Research Project-Penultimate Draft (Formative)	14 & 15 October 2023	3 July 2024	17 July 2024 (Written Feedback)
CCS6003	Mini Research Project	14 & 15 October 2023	16 August 2024	8 November 2024

SUBMITTING ASSIGNMENTS ONLINE

Please go to www.corkcounsellingservices.ie

- Hover over the 'Portals' section on the homepage
- Choose '**Assignment Upload Portal**' from the dropdown list.
- Enter the password*

***Password: 23-24Stu**



Complete the online form. Please ensure that the details you provide are correct.

The screenshot shows the 'Assignment Upload Portal' form. The page title is 'Protected: Assignment Upload Portal'. Below the title, there is a message: 'Use this form to upload your assignments before the closing date. The marking coordinator will be informed and a record of your submission will be recorded. Please password protect your documents with standard password (from your trainer). Sending assignments as pdf's is best practice but word documents are acceptable also. Please note that if your assignment exceeds the maximum filesize it may be down to using overly high resolution images which will need to be removed. General Help is available [here](#).' The form fields are: 'Name *' with 'First' and 'Last' sub-fields; 'CU Student No. (usually 109xxxxx). Enter CCSTI Student No. if not reg with CU *'; 'Email *' with 'Email' and 'Confirm Email' sub-fields; and 'Academic Year *'.

Upload the assignment by clicking or dragging your document to the upload area. All mandatory fields are marked with an Asterix (*).

Assignment Title *

Upload your assignment *



Click or drag a file to this area to upload.

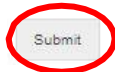
GDPR Agreement *

I consent to the GDPR Policy for Cork Counselling Services available on our website

Anti Plagiarism Certification *

I hereby certify that this assignment is entirely my own work, except where I cite differently or acknowledge sources in the text itself or in the list of references.

Additional Information (optional)



Click on '**Submit**'. Contact the marking coordinator or administration ASAP if you experience difficulty uploading your assignment. Some files may be too large to submit via the porta therefore please send to admin who will forward to the marking coordinator for marking.

Protected: Assignment Upload Portal

Use this form to upload your assignments before the closing date. The marking coordinator will be informed and a record of your submission will be recorded.

Your assignment has been received and your marking coordinator notified.

Please note:

- Students must also include the anti-plagiarism declaration in assignments as per the assignment guidelines.
- Max upload size is 20MB. If your assignment size is larger than this, please contact Administration.
- The Marking Co-Ordinator is responsible for receiving and distributing assignments for marking.
- The 2023-2024 Marking Co-Ordinator is Karen Connolly and is contactable at karenc@corkcounsellingservices.ie.
- Please send assignment extension requests to Karen Connolly who will bring this request to the Training Team for consideration. This should also be discussed with your trainers.

Submitting coursework

- You may also be required to submit coursework throughout the year such as peer feedback, self-feedback, supplementary documentation etc. Please forward this to sandra@corkcounsellingservices.ie in Microsoft Word or PDF format.
- Where peer feedback is being submitted, please ensure you use separate documents for each person.

Use of Passwords

- Please password protect your document **only where identifiable personal information is included** – using the password: “student” (no inverted commas in password).
- Both Word format and PDF are accepted provided it is password protected if relevant.

Please do not submit any coursework using cloud-based sharing technology without first discussing with administration.

