

Cork Counselling Services Training Institute
IACP Accredited
Validated by Coventry University
Year Three B.Sc. (Hons) Counselling & Psychotherapy
CCS5004: Counselling Practice with Clients
Case Study Portfolio

Aim

The aim of this module component is to introduce students to reflecting, writing and presenting their counselling practice with clients. Upon successful completion of this component students will be able to demonstrate their ability to establish, maintain and end a therapeutic relationship with a client focussed on attuning to and being with the client. They will support their clinical work by relevant reference to theory. They will further develop their ability to reflect and professionally present their work with clients demonstrating ethical and professional standards. The student will utilize appropriate creativity. Students will make evident their recognition of the importance of supervision, and collaborative, boundaried consultation and support in respect of client work.

Intended Learning Outcomes

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

1. Demonstrate their ability to establish, maintain and end a therapeutic relationship with a client, with emphasis on contracting, development and closure. (ILO1).
2. Show awareness of and ability to identify the different stages of the therapeutic relationship
3. For each stage of therapy demonstrate their awareness of
 - a) typical issues pertinent to the therapeutic relationship, (ILO2).
 - b) the ethical issues that are pertinent, e.g. around competence, responsibility, respect, integrity (ILO7, ILO10).
 - c) the humanistic theory relevant to the therapeutic work.
 - d) their own strengths and weaknesses, what was evoked in their own process and how this impacted on the work, (ILO5, ILO6).
 - e) the appropriate use of supervision to bring the issues and challenges met in the work, (ILO9).

Case Study Portfolio

Students will write a case study portfolio, assessing each stage of the therapeutic process. In this portfolio, students will evidence their ability to form, maintain and end a professional counselling relationship. The student will critically explore the dynamic processes that emerged at each phase of the therapy. They will articulate an applied integration of theoretical, experiential, ethical and practical concepts related to the different stages. Students may use their experience of one or more clients with whom they have or had a counselling contract of approximately 8 to 10 sessions. A minimum of two sessions of formal supervision are provided during the case study portfolio by accredited supervisors, in accordance with the IACP training

requirements. In addition to formal supervision, regular support sessions are facilitated by qualified counsellors within The Counselling Centre

It is important to remember that the case study is not about presenting the 'perfect' counselling situation. Rather it is an opportunity for students to demonstrate an awareness and applied knowledge of the complex link between clients' experiences, the student's own process, and relevant theoretical concepts.

Format for Case Study Portfolio

Word Count: 4,500 words

* Please note your case study portfolio may not be accepted for marking if you do not adhere to the word count (+/- 10%) outlined for this assignment.

1. Title Page

- a) Case study portfolio presented by: Student's number
- b) Presented in part fulfilment of requirements for the B.Sc. (Hons) Counselling & Psychotherapy
- c) Date of submission
- d) Word count (Please note that your case study portfolio may not be accepted for marking if you do not adhere to the word count outlined for this assignment)

2. Table of contents

3. Relevant personal details of the client*, including

- a) Name (pseudonym)
- b) Age
- c) Gender
- d) Marital status
- e) Significant relationships
- f) Occupation
- g) Other details that you deem important

***Please note**

- **For the purposes of maintaining confidentiality pseudonyms must be used throughout the case study**
- **All identifiable information must be appropriately altered.**
- **Please note, explicit client permission is required to use material from the counselling process of any client**

Body of the portfolio

The case study portfolio should consider **each of the stages of the counselling process** and using their experience of one or more clients, students should explore the following for each stage

The presenting issues

Your understanding of the presenting issues. What do you hear, see, empathise with, understand etc, in relation to your client?

What is the client's world? Cultural, social economic etc What are their resources and difficulties and what does he/she hope to achieve in counselling?

How does the client perceive the issues that brought them to counselling?

What is your approach in relation to this client?

What is the theoretical basis of your understanding?

The counselling relationship and the counselling process

What happens for the client in the counselling process during each stage? Can you give example from your sessions?

What are the ethical, legal and contractual issues that arose and how are they resolved/responded to?

The development of the therapeutic relationship: What is the nature of it?

What are the issues that are pertinent to it, for the client and for you? What are the relational issues for your client? What is evoked for you and how does that affect you in the relationship?

What is your theoretical understanding of the above?

Your professional practice and reflection on same.

Assess the strengths and weakness of your counselling practice. What interventions do you employ? What is the basis for your interventions? What theory do you employ to support your decisions? Are they appropriate/inappropriate and why? Suggest suitable alternatives if relevant

How do you use supervision? what do you explore in supervision? What do you conclude and what is the impact of this on your work with your client?

Essential Reading

Bond, T. (2015). *Standards & ethics for counselling in action* (4th ed.). Sage.

Carroll, M., & Hewson, D. (2016). *Reflective practice in supervision*. Moshpit.

Carroll, M. & Gilbert M.C. (2011). *On being a supervisee: Creating learning partnerships* (2nd ed.). Vukani.

Knox, R., & Cooper, M. (2015). *The therapeutic relationship in counselling and psychotherapy*. Sage.

Recommended Reading

Bond, T., & Mitchels, B. (2015). *Confidentiality and record keeping in counselling and psychotherapy*. Sage.

British Association of Counselling and Psychotherapy. (2018). *Ethical framework for the counselling professions*. Lutterworth: BACP

Corey, G., Schneider Corey, M., & Corey, C. (2018). *Issues and ethics in the helping professions* (10th ed.). Cengage Learning.

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.

Hawkins, P. & Shohet, R. (2013). *Supervision in the helping professions* (4th ed.) Open University.

Herman, J.L. (1997). *Trauma and Recovery: The aftermath of violence from domestic abuse to political terror*. Basic Books.

Inskipp, F., & Proctor, B. (1993). *Making the most of supervision*. Cascade.

Irish Association for Counselling and Psychotherapy (2011). *Record-keeping guidelines*. IACP

- Irish Association for Counselling and Psychotherapy (2018). *Code of ethics and practice*. IACP
- Kepner, J., (2003). *Healing Tasks: Psychotherapy with Adult Survivors of Childhood Abuse*. Analytic Press.
- McCluskey U. (2018). *To be met as a person: The dynamics of attachment in professional encounters*. Routledge.
- Mearns, D., & Cooper, M. (2018). *Working at relational depth in counselling and psychotherapy*. Sage.
- Murdin, L. (2018). *Managing difficult endings in psychotherapy*. Routledge.
- Norcross, J. C., & Lambert, M.J. (Eds.). (2019). *Psychotherapy relationships that work: Evidence-based responsiveness (3rd Ed.)* Oxford University.
- Proctor, G. (2017). *The dynamics of power in counselling and psychotherapy. Ethics ,politics and practice (2nd Ed.)* PCCS Books.
- Wosket, V. (2017). *The therapeutic use of self: Counselling practice, research and supervision*. Routledge.

Marking Criteria

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

The portfolio demonstrates evidence that the students has the ability to:

1. establish, maintain and end a therapeutic relationship with a client,
2. recognise the development of the counselling relationship over time and identify what is appropriate at any given stage,
3. listen, attune, be with, empower and follow the client as opposed to solving problems: identify the client's presenting issues and aims, placing the client's aims at the heart of the therapeutic work and reviewing the process in light of these aims
4. locate their practice within appropriate theory
5. be and stay in contact with themselves and clients during the process. Demonstrate an awareness of how their own personal process is evoked and consider how it impacts the counselling relationship
6. assess the strengths and weakness of their counselling practice including the appropriateness of their interventions and suggest suitable alternatives.
7. an awareness of a lived commitment to ethical and professional standards, including the assumption of responsibility for their duty of care to clients.
8. demonstrate the use of supervision, and effectively engage in applying to practice their supervision considerations
9. professionally present and write about their reflections on their counselling work, utilizing appropriate creativity in line with our humanistic integrative training model.

Grading classifications

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

This portfolio is exceptionally good. In addition, in order to obtain marks of 85%, 90% or 95% the work would need to contain original insights, so as to merit publication with valid suggestions or opinions, and other outstanding relevant merits.

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

These portfolios are very competent.

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

These case study portfolios are basically competent in the area set.

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

These case study portfolios are acceptable but display weaknesses in most areas

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

These portfolios 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 being overly brief, containing few relevant points, displaying little evidence of the students own self- reflection and the impact of their self- awareness on the relationship with and/ or understanding of their clients. It shows poor, absent or limited use of supervision.

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 or a limited or absent therapeutic relationship. It may also contain transgressed professional or ethical boundaries, limited contact and/or little appropriate awareness of same. The written work may contain virtually no accurate and relevant theoretical material within the subject area.