

Cork Counselling Centre Training Institute
B.Sc (Hons) Counselling & Psychotherapy
Validated by Coventry University

CCS5005: Advanced Practice & Counselling Issues

Assignment

Special Topics Presentation

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Aim

On successful completion of this module component students will have developed and demonstrated an in-depth, critical understanding of the theory and literature on a range of advanced counselling issues and complex relational dynamics.

Intended Learning Outcomes

On completion of this module component students should be able to:

- 1) demonstrate detailed knowledge of up-to-date literature and research in the area of advanced clinical issues and complex dynamics emerging in the counselling relationship (ILO 1).
- 2) demonstrate systematic knowledge of the development and manifestation of counselling issues within themselves and others (ILO 2).
- 3) demonstrate the application of their learning by critically evaluating and identifying the impact of these clinical issues and relational dynamics on the counselling relationship (ILO 2).
- 4) demonstrate the ability to make professional presentations (ILO 7).

Presentation

Students will research, prepare and deliver one 30 or 45-minute presentation on an advanced clinical issue/ complex relational dynamic. (Length of presentation depends on number of presenters, 2-4). All presentations will be audiotaped for the external examiner

Possible topics

Students may choose one of the topics listed below. Alternatively students are invited to discuss with the facilitators other topics of particular interest to them. Overlap should be avoided where possible.

- Conflict and anger
- Countertransference in Psychotherapy
- Existential Issues in Psychotherapy
- Bereavement and Loss
- Power in psychotherapy

- Projective Identification
- Sexuality/Erotic transference
- Shame within relational processes & psychotherapy
- Suicide and Related Issues
- The use of Self in Psychotherapy
- Trauma
- Spiritual Threads in Psychotherapy Work
- Sexual Identity
- Shadow aspects of psychotherapy: e.g. lying, re-enactments, etc.
- Ethical/Legal Issues in psychotherapy

Format

1. All presentations should be creative and experiential in nature. Students are expected to impart information in a number of different ways. PowerPoint, where used, should be limited to 30% of the presentation.
 - a. The presentation should include some experiential exercises, which the trainee facilitates. Your ability to keep the group interested and in contact with you is an important counselling skill. The exercises should be carefully chosen (e.g. consideration should be given to time needed, issues that might be raised for participants, etc.).
 - b. As well as the experiential exercises to involve the group, trainees are encouraged to use creative media to enhance their presentation (e.g. posters, clay, video, drama, music, mime, overhead projectors, PowerPoint, poetry, storytelling etc.). This creativity *must be relevant* to the topic being presented.
2. Student presenters are then expected to facilitate questions and discussion from group members.
3. The facilitators will supplement the group's learning with additional information by way of didactic teaching and/or the development of experiential exercises for the group, as appropriate, if required.
4. Students should prepare a presentation handout for their fellow students, and one for the facilitators. This should at the very least outline the main points of the presentation and include a list of relevant suggested reading material for fellow trainees.
5. Presenters will assess themselves before inviting feedback from group members. All feedback should be delivered in a sandwich format consisting of positive feedback, negative feedback and ending with another positive.

Suggested Reading

To follow

Marking Criteria

Though presenting in a group, students will be marked individually. The marker(s) are looking for evidence of the following:

Understanding of topic: The student really grasps and explores the most important concepts, theories and practice relating to the counselling issue and directly uses this information to address the presentation requirements.

Breadth of reading: The student displays evidence of extensive reading with an in-depth knowledge of the theories, literature and research relevant to the presentation topic.

Ability to relate theory to practice: The student is able to relate the theory and research findings to counselling practice in a clear and concise manner. He/she is aware of the many complex relational dynamics associated with the counselling issue and the implications for counselling practice.

Critical evaluation: The student can critically evaluate the subject matter giving their own personal opinions on the subject, and highlighting strengths and weaknesses, opportunities and limitations, where necessary.

Appreciation of individual differences: The student demonstrates an appreciation of individual differences and cultural diversity, and considers the implications of such factors in addressing the relational issue in counselling practice.

Presentation method: The student uses a variety of presentation methods, incorporating suitable creativity, in an innovative and appropriate manner, in order to produce an individual and personal presentation.

Time management: The student manages the available time for the presentation with a suitable balance of all the necessary elements, e.g., theory, visual display, creative exercises, and audience participation.

Relational ability: The student involves the audience creatively and appropriately in his/her presentation, capturing and holding the audience's attention and encouraging their participation, so as to augment their learning and enhance the experience for all. The student actively encourages and appropriately responds to questions, discussion and feedback.

Quality of handout: The written piece of work is professionally presented and well structured with attention given to spelling, sentence construction, punctuation and referencing/bibliography.

Grading classifications

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

These presentations 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%, 68%)

These presentations are very competent.

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

These presentations are basically competent in the area set.

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

These presentations are acceptable but display marked weaknesses.

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

These presentations 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 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 contain virtually no accurate and relevant material within the subject area.