



**Cork
Counselling
Services**
Training Institute

STUDENT HANDBOOK 2023-2024

YEAR 2

BSc (HONS) COUNSELLING & PSYCHOTHERAPY

VALIDATED BY COVENTRY UNIVERSITY

IACP ACCREDITED



Irish Association for Counselling and Psychotherapy

Cork Counselling Services
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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 five compulsory modules, namely:</p> <ol style="list-style-type: none"> 1. Personal Development, Social Awareness and Lifespan Development. 2. Counselling Skills. 3. Counselling Theory and Ethics. 4. Professional and Ethical Development and Cultural Awareness. 5. Introduction to Research. <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
PROGRAMME LEADERS	See Training Programme Staff .

EDUCATIONAL AIMS

The B.Sc. (Hons) Counselling & Psychotherapy programme aims to:

- Bring students from the personal exploration and understanding gained in their Year 1 to the study and practice of counselling and psychotherapy in Year 2. The focus is on gaining skills, learning theories and experiencing practice towards achieving their BSc Integrative Humanistic Counselling & Psychotherapy.
- Develop students' understanding of the Integrative Humanistic paradigm through the sourcing, discussion, critical evaluation and application of current and new literature and research findings in the areas of Integrative Humanistic counselling, relational approaches, and assessment paradigms.
- Encourage students to apply their understanding, of this literature and research into practice, through the 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 sociocultural-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' lives 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.
- Resource students in developing an applied and critical understanding of a wide range of established research methods.

REFERENCES

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

TRAINING PROGRAMME STRUCTURE: Year 2

Integration is at the core of our experiential philosophy of learning. In line with the integrative nature of the course, personal and professional development, theoretical understanding, cultural awareness and counselling practice are interwoven throughout learning and assessment opportunities. The programme is founded on an underlying modular structure which supports and explains this design. Year 2, BSc (hons) Counselling and Psychotherapy Programme consists of five compulsory modules, namely:

- CCS4006: Applied Humanistic Integrative Theory, Social Awareness & Inclusion.
- CCS4007: Research Methods and Ethics.
- CCS5001: Applied Personal Development.
- CCS5002: Counselling Practice.
- CCS5003: Advanced Professional and Ethical Development.

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 Specification. These specifications tightly define what is required of students. Later in this training handbook you will see how each module above maps to the course component laid out below.

MODE OF STUDY

The programme is offered on a part-time basis. However, students need to be aware that considerable time in addition to attendance at workshops is required for completion of course requirements.

EDUCATION DELIVERY

There may 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 your learning outcomes are met.

The following section outlines the structure of the one-day; weekend; 3-day; 4-day and 5-day workshops on the course. A full workshop day usually consists of three sessions.

TRAINING TIMES

Session	Residential	Non-residential
Morning	09:30 – 12:30	09:30 – 12:30
Afternoon	14:00 – 17:30	14:00 – 17:00
Evening	19:00 – 21:00	18:00 – 20:30

It may happen that the dates, times, order or 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 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.

ONE-DAY SEMINARS

One-Day workshops start at 09:30 and finish at 17.00 following the session schedule outlined above.

WEEKEND WORKSHOPS

Non-residential weekend workshops start on the Saturday morning at 09:30 and finish at 12.30 on Sunday following the session schedule outlined above. Sunday's finishing time is subject to the Sunday availability requirements as outlined on the next page.

Residential weekend workshops start on the Friday evening. All students are expected to be at the venue no later than 18:00 on the Friday, to start at 18.30. Sunday's finishing time is 12:30, subject to the availability requirements outlined below. Note that attendance at Sunday lunch is part of the requirements of the workshop.

3-DAY WORKSHOPS 19.5 STAFF/STUDENT CONTACT HOURS

Both residential and non-residential three-day workshops start on the Friday morning at 09:30. Friday and Saturday follow the full workshop day schedule as outlined above. Sunday consists of a morning session, finishing at 12:30.

For residential workshops students have the option to arrive at the venue the night before if it is more convenient than arriving on the Friday morning. Sunday's finishing time is subject to the Sunday availability requirements as outlined below. Please note that attendance at Sunday lunch is part of the requirements of a residential workshop.

4-DAY WORKSHOPS – 23.5 STAFF/STUDENT CONTACT HOURS

Both residential and non-residential four-day workshops start on Thursday morning at 09:30. Thursday follows the full workshop day schedule. Friday consists of a morning and an afternoon session following the session schedule outlined above. Students are given Friday evening to themselves, but for residential workshops are expected to sleep at the venue. Saturday follows the full workshop day schedule and Sunday consists of a morning session, finishing at 12:30.

For residential workshops students have the option of arriving at the venue the night before if that is more convenient. Sunday's finishing time is subject to the Sunday availability requirements as outlined below. Please note that attendance at Sunday lunch is part of the requirements of a residential workshop.

5-DAY WORKSHOPS – 29 STAFF/STUDENT CONTACT HOURS

Both residential and non-residential five-day workshops start on the Wednesday morning at 09:30. Wednesday and Thursday follow the full workshop day schedule. Friday consists of a morning session. Students are given Friday afternoon and evening to themselves, but for residential workshops are expected to sleep at the venue. Saturday follows the full workshop day schedule and Sunday consists of a morning session, finishing at 12:30.

For residential workshops students have the option of arriving at the venue the night before if that is more convenient. Sunday's finishing time is subject to the Sunday availability requirements as outlined below. Please note that attendance at Sunday lunch is part of the requirements of the workshop.

SUNDAY AVAILABILITY

Please note that for some workshops, students may be free to start making their way home from non-residential workshops at the close of the afternoon session and from residential workshops after lunch on Sunday. However, if the workshop has not been concluded by that time the group will need to meet for a further session to complete the workshop. If this should happen, students need to be available to stay later Sunday. It is important that students don't schedule commitments that need to be honoured directly after the workshop.

CHANGES TO THE WORKSHOP SCHEDULE

For a variety of reasons, it may happen that the order or structure of workshops may need to be altered before or during an academic year. 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.

ONGOING LEARNING

In addition to these attendance requirements all students will engage in ongoing learning, independent reading and study.

ASSIGNMENTS

This academic year (See Assignment Calander for more details)

COURSE COMPONENTS

This section will give a brief outline of the workshops and will describe what students can expect in Year 2. Training is delivered across ten workshops, one seminar and three tutorials. Of the workshops, two are one-day in duration, two are weekend workshops, three are 3-day workshops, one is a 4-day workshop, and two are 5-day workshops.

1	Seminar
3	Tutorials
10	Workshops (outlined below)

2	1 Day Workshops
2	Weekend Workshops
3	3 Day Workshops
1	4 Day Workshops
2	5 Day Workshops

The following section outlines the aims and methods of each workshop.

INTRODUCTION WORKSHOP 3 DAYS, 19.5 STAFF / STUDENT CONTACT HOURS

The aims of this workshop are to give the training group an opportunity to re-group following the summer break, to establish ground rules for the forthcoming year, to plan the year ahead and to address issues that may be arising for individuals or the group. This will be done through the use of creativity, group discussion and a good dose of fun.

RESEARCH 1 WORKSHOP ONE 1 DAY, 6 STAFF / STUDENT CONTACT HOURS

This module aims to build on learning from the Year 1 module, Introduction to Research, by focussing on research in counselling practice. Students will explore current and past literature for examples of the ways in which counselling is researched using quantitative methods. They will learn simple data collection tools for quantitative data and experience ways of analysing material generated; these will include critical application and appraisal of specific types of statistical analysis techniques.

RESEARCH 2 WORKSHOP TWO

PROFESSIONAL AND ETHICAL PRACTITIONER WORKSHOP 5 DAYS, 29 STAFF / STUDENT CONTACT HOURS

Day 1 of this workshop will be dedicated to Research Workshop 2. This will be followed on Day 2 with Group Supervision and Supervision Training followed by the Professional and Ethical Practitioner Workshop. Research Workshop 2 resources students to understand and critically evaluate published research articles. The Professional and Ethical Workshop provides students with the opportunity to creatively present and explore professional and ethical practitioner issues relevant to practicing as a humanistic integrative counsellor. Students will give and receive feedback as well as take part in group question and answer sessions on each topic covered. A list of possible topics will be made available to you during the introduction workshop.

SKILLS WORKSHOP 3 DAYS, 19.5 STAFF / STUDENT CONTACT HOURS

This workshop will begin with a Research Presentation followed by Group Supervision and Supervision Training. The aim of this Skills Workshop is to facilitate students to further develop and practice counselling skills using small and large group work and role-play. There will also be a discussion and demonstration of humanistic integrative approaches to practice. Students will focus on ways to establish and maintain meaningful therapeutic relationships with clients, identifying emotions and conveying empathy.

ABUSIVE SYSTEMS WORKSHOP 5 DAYS, 29 STAFF / STUDENT CONTACT HOURS

The aim of this workshop is to develop an understanding of abuse and abusive systems. In addition, students will explore the potential for abuse within the counsellor/client relationship. In a safe and supportive environment, students will be invited to define, discuss and creatively understand what abuse is and how it impacts relationship dynamics.

MIDWAY FEEDBACK AND ASSESSMENT WORKSHOP WEEKEND 14.5 STAFF/STUDENT CONTACT HOURS

Mutual feedback is an integral part of humanistic integrative practice. The aim of this workshop is to provide students with an opportunity to further develop the skill of

giving and receiving face-to-face positive and negative feedback. This feedback should be based on the assessment criteria students receive prior to this workshop. In addition, students use this forum as a means of assessing their ongoing progress in training. Trainers will also give feedback to students which will include areas of their personal development that need to be developed further in order to be ready to work with clients.

An amber light warning is given to students if significant issues arise in any components of training. This warning remains in place until such time as it is removed by trainers. A warning indicates that there could be some impediment to successful completion of Year 2.

GENDER & SEXUALITY WORKSHOP 3 DAYS 23.5 STAFF / STUDENT CONTACT HOURS

The aim of this workshop is to gain an understanding of gender, gender identity, and sexuality using creativity, sculpting, and group discussions. Students will collaboratively explore how they came to an understanding of what it is to be a man/woman as well as how gender and sexual identity are individually and socially understood. Prejudices and biases/assumptions are explored experientially.

COUNSELLING SESSION ASSESSMENT WORKSHOP 1 DAY, 6 STAFF / STUDENT CONTACT HOURS

The Counselling Session Assessment Workshop is a one-day non-residential workshop. At the beginning of Year 2, each student will choose one day to attend. The workshop will begin with students showing the chosen 10-minute clip of their counselling session recording to the group, assessing their work, and receiving feedback from their peers and trainers. Students are required to include the feedback from this workshop in the final Counselling Session Analysis write-up. A handout covering all relevant aspects of the Counselling Session, Transcript and Analysis assignment will be given to students at the appropriate workshop in accordance with the assignment calendar.

ENDINGS WORKSHOP 3 DAYS, 19.5 STAFF/STUDENT CONTACT HOURS

The aim of this workshop is to give students an opportunity to expand their awareness of the importance of endings and the potential for hurt and complaints when endings are avoided or mismanaged in life and in humanistic integrative practice. This will be done using creativity, individual reflection, and group discussion. In keeping with the theme this workshop provides an opportunity for student to explore and process any unfinished business in their group with a view to moving toward closing in the next workshop.

CLOSING WORKSHOP 3 DAYS, 19.5 STAFF/STUDENT CONTACT HOURS

Prior to this weekend, students will have submitted in writing their personal progress report, covering all aspects of their training over the past 2 years. They should also submit a detailed plan of how they propose to complete their counselling practice with clients. Included in the written feedback will be feedback to the Training Institute, the training programme, the administration team, the library, the library supervisor and their trainers in Year 2. The aims of the closing weekend are to provide a forum for students to creatively present their personal progress reports and to celebrate the completion of Year 2. In response to their personal progress report and based on the criteria for successful completion of Year 2, students will be informed whether they have passed or failed Training Year 2. If outstanding issues remain, students have the right to request a meeting with trainers to further discuss their feedback and application to Training Year 3.

ADDITIONAL SEMINAR: INDUCTION TO COUNSELLING PRACTICE SEMINAR

1 DAY, 8 STAFF/STUDENT CONTACT HOURS

A series of Induction to Counselling Practice Seminars are scheduled, of which students must attend one. These seminar days take place in Cork Counselling Services on a weekend day and are 8 hours in duration. The day aims to induct students in the roles and responsibilities they will have when doing the Sit-Ins and will focus on welcoming the client, establishing safety and trust, compiling a co-created contract, fees, confidentiality and breaches to confidentiality.

ASSESSMENT

The full Regulatory Framework and Quality Assurance Handbook for CCSTI detailing the academic and assessment regulations is available to you online at:

www.corkcounsellingservices.ie/student-resources/

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 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 each academic year students are provided with an overview of the programme and year of study, details about attendance requirements, and a calendar of assignment submission dates. As far as possible the assignments are spread across each academic year 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 Descriptor. At the appropriate juncture students are also provided with clear guidelines and a set of carefully constructed marking criteria for each assignment.

PARITY AND EQUITY OF ASSESSMENT

The Degree 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 that their knowledge, cognitive skills and practical skills for each of the learning outcomes across the modules.

SUCCESSFUL COMPLETION OF YEAR 2

To successfully complete Year 2 of the BSc (Hons) Counselling & Psychotherapy, IACP accredited, and Coventry University validated, students must pass all five modules of training:

- CCS4006: Applied Humanistic Integrative Theory, Social Awareness & Inclusion.
- CCS4007: Research Methods and Ethics.
- CCS5001: Applied Personal Development.
- CCS5002: Counselling Practice.
- CCS5003: Advanced Professional and Ethical Development.

If a student fails any one of these modules, they will be deemed to have failed Training Year 2. The final decision regarding assessment and progression rests solely with the training team. Students can only repeat Training Year 2 once. Because the primary focus in this model of counselling is on the relationship between counsellor and client, the ability of the trainee counsellor to create meaningful, therapeutic relationships is paramount. This is not a professional role that can be adopted but rather is a way of being. Students will practise and demonstrate this capability across all elements of training. Whilst outlined here as distinct components of training, students will understand that their personal and professional development is an integrated process.

ASSESSMENT COMPONENTS

Students on the Degree programme participate in a range of formative (developmental) and summative (evaluative) assessments. At all stages of progression during the course, students are encouraged to participate in their own assessment. Students engage in self-assessment throughout the training. They also receive feedback from others at various intervals during the course. Trainers engage in assessment of students on an ongoing basis. An amber light warning will be given to a student if concerns in any of the elements of training have arisen or successful completion of the year is in doubt. 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 follows below:

- Professional suitability and fitness to practice.
- Progress in personal development.
- Attendance.
- Successful completion of all assignments.
- Successful completion of all other requirements.

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 workshop, seminar, tutorial, and research seminar session. In exceptional circumstances, a student may miss a workshop, seminar, or group 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. In all circumstances more than two missed workshops, seminars or group sessions will result in an automatic fail.

MODULE DESCRIPTORS

The following five Module Descriptors are important as they carefully define what is required by students. They outline the subject matter of Year 2 which is delivered in five modules made up of various Course Work (CW) components – a mix of ongoing learning, workshops, seminars, tutorials and assignments.

CCS4006: Applied Humanistic Integrative Theory, Social Awareness & Inclusion

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

Aims and Summary

The aims of this module are to promote the students' understanding and appreciation of humanistic integrative theory, its meaning and application to professional practice. Students are directed to literature originating in a range of counselling approaches and related disciplines in order to inform their own personal humanistic integrative model of counselling based on theory, literature and research as well as their unique life experiences, culture, values and practice.

Students will continue to increase their social awareness with an understanding and sensitivity to diversity (with emphasis on gender and sexuality) and an awareness of personal and cultural biases. Students will further enhance their awareness of abuse and how it manifests, at personal, systemic and societal levels.

Intended Module Learning Outcomes

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

1. Discuss the meaning and theory of integration from a humanistic perspective.
2. Critically evaluate Humanistic Integrative theory and research, its personal relevance and its application in counselling practice.
3. Demonstrate that they have read widely exploring Humanistic Integrative theory, other counselling approaches and related disciplines (e.g., Psychology, Sociology, Politics, etc.).
4. Understand the Humanistic Integrative view of counsellor-client dynamics including the influence of the person of the counsellor and the power of relating in the here-and-now.

5. Appreciate and recognise the possible powerful transfer of past learning into present relationships and be familiar with the terminology and philosophical origin of transference and countertransference.
6. Exhibit an advanced, applied understanding of the place of social awareness and inclusion in Humanistic Integrative counselling.
7. Demonstrate an awareness of abuse and how it manifests itself in individual behaviour and in its systemic influence on families, organisations, and groups; identify their own ongoing experiences and tendencies of abusing, being abused, and enabling abuse; be aware of the implications for intervention.
8. Comprehend how gender and sexual identity is personally and socially understood, display awareness of assumptions, biases and prejudices in self and others, and demonstrate an ability to work empathically and inclusively with issues of gender, gender identity, sex and sexuality.

Indicative Content

- Integration.
- Literature and research on the principles underpinning the Humanistic Integrative model and their application to practice.
- Counsellor personal development in professional practice.
- Counsellor factors, life experiences, personal values, and culture.
- The Humanistic view of counsellor-client dynamics.
- Relating in the here-and-now.
- Ethics.
- Literature originating in other counselling approaches and related disciplines (e.g., Psychology, Sociology, Politics, etc.).
- The philosophical origins of transference and countertransference.
- Social awareness and inclusion in Humanistic Integrative counselling.
- Prejudice.
- Abuse and abusive systems.
- Naming abuse and intervening professionally and ethically.
- The drama triangle.
- Gender identity, sexual identity and sexual practices.
- Commitment to non-abusive living.

Teaching and Learning

The module is composed of workshops, an academic tutorial, and self-guided work. Workshops include experiential group participation, self-reflection, experiential and creative exercises, didactic teaching, group discussion, small group work, and the development of a non-abusive charter. The Tutorial support students in critically evaluating theory, forming and expressing opinions and writing to professional standards. Self-guided work includes independent reading, writing and essay preparation.

Method of Assessment

The intended learning outcomes are normally assessed as follows:

Assessment	Weight	Learning Outcomes							
		1	2	3	4	5	6	7	
CW 1 – Attendance at Workshops and Tutorial	Pass/ Fail		☒				☒	☒	☒
CW 2 – Humanistic Integrative Essay (3000 words) (100% weighting).	100%	☒	☒	☒	☒			☒	

Re-assessment: As original

Repeat Criteria

CW 1 – Attendance at Workshops and Tutorial

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

Humanistic Integrative Essay Tutorial

A series of Humanistic Integrative Essay Tutorials are scheduled of which students must attend one. Students who are unable to attend their chosen Humanistic Integrative Essay Tutorial for exceptional circumstances will be required to let the Institute know as soon as possible. Students will be firstly offered attendance at another Humanistic Integrative Essay Tutorial in the same academic year. If all tutorials have completed, then a specially constructed tutorial will be provided in the same academic year. Failure to attend any repeat opportunity will result in automatic failure of the module and training will be terminated.

Gender and Sexuality Workshop and Abusive Systems Workshop

Attendance at the Gender and Sexuality Workshop and the Abusive Systems Workshop is compulsory. Failure to attend either 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 the workshop at the next available opportunity will result in automatic failure of the module and training will be deemed to be terminated.

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

CW 2 – Humanistic Integrative Essay (3000 words) (100% weighting)

Students are required to submit an essay (3000 words) on applied Humanistic Integrative Theory discussing integration from a humanistic perspective and exploring its application to counselling practice including appreciation of the centrality of the person of the counsellor and the influence of personal development on professional practice. The numerical grade for the Applied Humanistic Integrative Theory, Social Awareness and Inclusion Module will be that received for the Humanistic Integrative Essay. Students are required to achieve a minimum of a pass grade in their Humanistic Integrative Essay. Students who fail in the Humanistic Integrative Essay will be allowed to repeat the assignment once within an agreed timeframe.

Assessment

Composition of module mark: 100% Coursework
Pass requirements: Overall module mark must be at least 40%
CW 2 must achieve at least 40% and all other components must be passed.

Essential Reading

- Cooper, M., O'Hara, M., Schmid, P.F. & Bohart, A.C. (2013). *The handbook of person-centred psychotherapy and counselling*. Palgrave-Macmillan.
- Devaney, J. & Lazenbatt, A. (2016). *Domestic violence perpetrators*. Routledge.
- Herman, J. (2015). *Trauma and recovery: The aftermath of violence. From domestic abuse to political terror*. Basic.
- Finlay, L. (2016). *Relational integrative psychotherapy: Engaging process and theory in practice*. John Wiley & Sons.
- Lowe, F. (Ed.). (2019). *Thinking space: Promoting thinking about race, culture and diversity in psychotherapy and beyond*. Karnac.
- Lapworth, P. & Sills, C. (2010). *Integration in counselling & psychotherapy: Developing a personal approach* (2nd ed.). Sage.

Recommended Reading

- Adams, M. (2014). *The myth of the untroubled therapist*. Routledge.
- American Psychological Assoc. (2015). Guidelines for psychological practice with transgender & gender nonconforming people. *American Psychologist*, 70(9), 832-864.
- Baldwin, M. (2013) *The use of self in therapy* (3rd ed.). Routledge.
- Corey, M.S. & Corey, G. (2020). *Becoming a helper*. (8th ed.). Centage Learning.
- Crowther, S. & Singer, D. (2019). *Working with asylum seekers and refugees: What to do. What not to do and how to help*. Jessica Kingsley.
- Davis, D. & Neal, C. (2000). *Pink Therapy 2: Therapeutic perspective on working with lesbian, gay and bisexual clients*. Open University.

- Faris, A. & Van Ooijen, E. (2012). *Integrative counselling and psychotherapy: A relational Approach*. Sage.
- Feltham, C. (2010). *Critical thinking in Counselling & Psychotherapy*. Sage.
- Friel, J. & Friel, L. (2010). *Adult children: The secrets of dysfunctional families*. Health Communications.
- Hennessy, D. (2012). *How he gets into her head: The mind of the male intimate abuser*. Cork University Press.
- Holden, C. (2013). *The drama triangle*. Whole Deen.
- Irish Association for Counselling & Psychotherapy (2018). *Code of ethics and practice*. Author.
- McNeil, J., Bailey, L., Ellis, S. & Regan, M. (2013). *Speaking from the margins: Trans mental health and wellbeing in Ireland*. TENI.
- Norcross, J. C. & Goldfried, M. R. (2019). *Handbook of psychotherapy integration* (3rd ed.). Oxford University.
- Schore, A. (2011). *The science of the art of psychotherapy*. New York: W.W. Norton.
- Siegel, D. (2017). *Mind: A journey to the heart of being human*. W.W. Norton.
- Thiem, Annika (2020) Conspiracy Theories and Gender Sexuality. In Butter, Michael & Knight, Peter. In, *Routledge Handbook of Conspiracy Theories*. Routledge.
- Verhaeghe, P. (2014). *What about me: The struggle for identity in a market - based society*. Scribe.

CCS4007: Research Methods and Ethics

Module size	10 credits
Total student study hours	100
Excluded combinations	None

Aims and Summary

This module aims to build on learning from the Year One module, *Introduction to Research*. Students will learn to identify the hallmarks and principles of quantitative research, and experience ways of analysing quantitative material generated when employing quantitative research methods. Students will also explore and identify ethical principles applied to research in counselling and psychotherapy. They will gain an understanding of assessing the application of ethical principles to live research data sets as part of quantitative research papers. They will learn basic data collection tools. The students learning includes a critical application and appraisal of basic types of statistical analysis. The emphasis on quantitative methods is complemented by an equally strong focus on qualitative research methods in the Year Three module, *Researching Counselling Practice*.

Intended Learning Outcomes (ILOs)

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

1. Students will gain knowledge of the concepts and principles underlying quantitative research and be able to critically appraise quantitative research papers. (ILO 1).
2. They will be able to communicate and describe ways in which counselling has been, and is, researched using quantitative research methodology (ILO 2).
3. Express clearly the core ethical considerations essential to counselling research and be able to describe the ways in which quantitative counselling researchers meet these conditions (ILO 3).
4. Describe the differences and evaluate the appropriateness of a variety of quantitative data collection tools used in research practice, (ILO 4).
5. Understand and evaluate basic quantitative data analysis (ILO 5).
6. Take personal responsibility as part of a structured study group to prepare and present their groups findings on a particular topic in relation to quantitative research data, (ILO 6).

Indicative Content

- Literature exploration and comparisons of quantitative research methods.
- Ethics in counselling research practice (BACP and IACP Codes).
- The role of the local research ethics committee in ensuring ethical practice.
- Quantitative tools, instruments and methods for collecting and analysing data.
- Literature on appraising quantitative research.

Teaching and Learning

The module is composed of seminars, learning sets, peer-led presentations and self-guided work. Seminars include didactic teaching and experiential learning using practical methods to demonstrate quantitative data collection and data analysis. The group will form learning sets in which group learning takes place culminating in a peer-led oral presentation. Self-guided work includes independent reading and accessing existing literature relevant to quantitative methods culminating in writing a research report.

Method of Assessment

The intended learning outcomes are normally assessed as follows:

Assessment	Weight	Learning Outcomes					
		1	2	3	4	5	6
CW1 – Attendance at two research seminars and three research presentations	None	☒	☒	☒	☒	☒	☒
CW2 - Research Oral Presentation	50%	☒		☒	☒	☒	☒
CW3 – Research Report	50%	☒		☒	☒	☒	

Re-assessment: As original

Repeat Criteria

CW1 – Attendance at Two Research Seminars and Three Research Presentations (Pass / Fail)

Students must pass the attendance requirements. 100% attendance is expected. This will be assessed by students' attendance record, taken at each workshop and presentation. Students who are unable to attend a research seminar or a research presentation for exceptional circumstances, and at the discretion of the module leaders, will be required to let the Institute know as soon as possible. Sections of the research seminar or the research presentations will be rescheduled with the rest of the group in the same academic year so that students will receive time to attend the seminar or present their research topic. 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 seminars or group sessions across all modules will be deemed to have failed the course and training will be terminated.

CW2 – Oral Research Presentation (50% weighting)

Working in learning sets, each student will deliver a 15–20-minute presentation on a predetermined quantitative research topic. The presentation will be audiotaped. The research presentation contributes to 50% of the numerical grade for the research methods and ethics module. Students who are unable to present at their allocated time, for exceptional circumstances, and at the discretion of the module leader, will be allowed one further opportunity to complete the task in the same academic year. Students are required to achieve a minimum of a pass grade in their research presentation on ethics. Students who receive a fail grade on their research presentation will be allowed to repeat the assignment once. Time will be scheduled in conjunction with their group in the same academic year for the student to deliver their repeat presentation. Failure to attend any rescheduled session and/or failure to deliver the repeat presentation will result in automatic failure of the module and training will be deemed to be terminated.

CW3 – Research Report (50% weighting)

Each student will submit a written research report. The report must include a discussion and critical evaluation of the quantitative research methods employed in an existing piece of counselling research. The research report contributes to 50% of the numerical grade for the research methods and ethics module. Students are required to achieve a minimum of a pass grade in their research report. Students who fail the research report will be allowed to repeat the assignment once within an agreed timeframe.

Assessment

Composition of module mark:	100% coursework
	CW2 50% weighting
	CW3 50% weighting
Pass requirements:	Overall module mark must be at least 40%
	CW2 must achieve at least 40%
	CW3 must achieve at least 40%

Essential Reading

- BACP (2019). Ethical Guidelines for Research in the Counselling Professions
<https://www.bacp.co.uk/media/3908/bacp-ethical-guidelines-for-research-in-counselling-professions-feb19.pdf>
- Bergin, T (2018). *An Introduction to Data Analysis: Quantitative, Qualitative and Mixed Methods*. Sage.
- IACP (2018). IACP Code of Ethics and Practice
https://iacp.ie/index.php/page/file_dwn/9/IACP%20Code%20of%20Ethics%20%20Practice%20for%20Practitioners%202018.pdf.
- McLeod, J. (2016). *Using Research in Counselling and Psychotherapy*. Sage.

Recommended Reading

- Danchev, D. and Ross, A. (2013). *Research Ethics for Counsellors, Nurses & Social Workers*. Sage.
- Kumar, R. (2019). *Research Methodology: A Step by Step Guide for Beginners*. Sage.
- Vossler, A & Moller, N. (2015). *The Counselling and Psychotherapy Research Handbook*. Sage.

CCS5001: Applied Personal Development

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

Aims and Summary

The aim of this module is to support students' personal and professional development in preparation for client work. Students move from focusing solely on the personal sphere and come to understand the impact and influence of their personal development and patterns of relating on professional practice and therapeutic relationships. They will work creatively and at depth, responding to implicit, symbolic and metaphoric expressions. The development of an internal supervisor will be nurtured with all the concomitant skills within: practicing deep self-reflection, enhancing their ability to be still and self-aware, critical self-assessment, as well as seeking, incorporating and giving constructive feedback. Upon successful completion of this module students will be able to assess themselves and their colleagues' readiness to begin client work.

Intended Module Learning Outcomes

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

1. Appreciate the influence of personal development on professional practice.
2. Practice self-reflection, enhancing their ability to be still and self-aware.
3. Identify and understand their own personal style of relating and blocks to contact and recognise the influence of these patterns on therapeutic relationships.
4. Critically assess their readiness to begin client work and invite and incorporate feedback from others.
5. Identify and take steps to address their personal and professional development needs.
6. Articulate their needs and assume responsibility for their well-being whilst simultaneously being aware of and attending to their responsibility to others.
7. Challenge others, clearly and directly articulate limits and boundaries, and deliver constructive positive and negative feedback whilst maintaining the relationship.
8. Communicate clearly and directly in the group context, introducing personal issues as they arise and deal with them in the training group in preparation for supervision.
9. Show openness, empathy and care in their interactions with others.

10. Work creatively, enhancing their capacity to recognise implicit communication, to work at depth and to respond to symbolic and metaphorical expression in themselves and clients.

Indicative Content

- Counsellor factors in the Humanistic Integrative paradigm.
- The influence of the counsellor's personal development on counselling practice.
- Stillness and self-reflection in counselling.
- Internal supervisor.
- Self-awareness and impact on client work.
- Gestalt cycle of experience and blocks to contact.
- Appropriate contextual emotional expression in counselling practice.
- Assessment, challenge, setting boundaries with counselling clients and colleagues.
- Giving and receiving feedback to professional colleagues and clients.
- Working at relational depth with clients.
- Implicit communication, and symbolic and metaphorical expression in counselling and psychotherapy.
- Working with creative media including clay, paint, music, poetry, objects in nature, smells, dress-up, physical movement and silence as part of counselling practice.

Teaching and Learning

The module is composed of workshops, personal counselling, and self-guided work. Workshops include experiential group participation, self-reflection, the development of a personal learning map, experiential and creative exercises, didactic teaching, group discussion, small group work, and the giving and receiving of constructive feedback. Personal counselling is undertaken with an IACP-recognised counsellor or equivalent. Self-guided work includes independent reading, writing, preparation of a self-assessment report and peer, trainer, and course feedback, and maintenance of a personal reflective journal.

Method of Assessment

The intended learning outcomes are normally assessed as follows:

Assessment	Weight	Learning Outcomes									
		1	2	3	4	5	6	7	8	9	10
CW 1 – Attendance at Workshops	Pass/ Fail		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CW 2 – Personal Counselling	Pass/ Fail		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>					
CW 3 – Maintenance of a Personal Journal	Pass/ Fail					<input checked="" type="checkbox"/>					
CW 4 – Self-Assessment Report	Pass/ Fail	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CW 5 – Trainer’s Assessment of Personal and Professional Development	Pass/ Fail				<input checked="" type="checkbox"/>						
CW 6 – Self, Peer and Trainer Assessment and Feedback	Pass/ Fail				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

Re-assessment: As original

Repeat Criteria

CW1 – Attendance at Workshops

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

Introduction Workshop

Students who are unable to attend the Introduction Workshop 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 group learning tasks. 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.

Midway Assessment and Feedback Workshop

Students who are unable to attend the Midway Assessment and Feedback Workshop for exceptional circumstances will be required to let the Institute know as soon as possible. Sections of the workshops will be rescheduled with the rest of the group in the same academic year so that students will receive time give and receive their assessment and feedback. Failure to attend any rescheduled session will result in automatic failure of the module and training will be deemed to be terminated.

Time will be scheduled in conjunction with the group in the same academic year for the student to contract with the group and commit to the ground rules, and to present their personal learning roadmap for the year. Failure to attend any rescheduled session will result in automatic failure of the module and training will be terminated.

Closing Workshop

Students who are unable to attend the Closing Workshop for exceptional circumstances will be required to let the Institute know as soon as possible. Sections of the workshops will be rescheduled with the rest of the group in the same academic year so that students will receive time to present their personal and professional development and to close with the group. 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.

CW 2 – Personal Counselling

Students will be 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.

CW 3 – Maintenance of a Personal Journal

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

CW 4 – Self-Assessment Report

This will comprise a written self-assessment by the student on their personal and professional development including an assessment of their readiness to begin client work. Students are required to achieve a pass grade in their self-assessment. Students who fail the self-assessment may repeat the assignment once within an agreed timeframe.

CW5 – Trainers' Assessment of Personal and Professional Development

This will comprise ongoing feedback from the facilitators in line with specified criteria on the student's level of personal and professional development and formal feedback given at the Midway Assessment Workshop and in response to the student's Self-Assessment Report. Students are required to achieve a pass grade in their Personal

and Professional Development and be assessed as ready to begin client work.

Students who are at risk of failing the Personal and Professional Development assessment and/or may not be ready to begin client work receive clear feedback from the facilitators that this is likely. Students who fail the Personal and Professional Development assessment may repeat the relevant workshops, group sessions and assessment reviews once at the next available opportunity in the following academic year.

CW6 – Peer and Trainer Assessment and Feedback

Students are required to deliver verbal midway assessment and feedback of themselves, their peers and their facilitators on their personal and professional development in line with specified criteria. At the end-of-year students are required to submit a written appraisal of their facilitators, the Training Programme and the Training Institute. Students are required to achieve a pass grade in their assessment and feedback. Students who fail the assessment and feedback may repeat the assignment once within an agreed timeframe.

Assessment

Composition of module mark: 100% Coursework (Pass/ Fail)

Pass requirements: All coursework must be passed.

Essential Reading

- Johns, H. (2012). *Personal development in counsellor training* (2nd ed.). Sage.
McLeod, J. & McLeod, J. (2014). *Personal and professional development for counsellors, psychotherapists and mental health practitioners*. Open University.
Wosket, V. (2017). *The therapeutic use of self: Counselling practice, research and supervision*. Routledge.

Recommended Reading

- Adams, M. (2014). *The myth of the untroubled therapist*. Routledge.
Baldwin, M. (2013). *The use of self in therapy* (3rd ed.). Routledge.
Clarkson, P. (2003). *The therapeutic relationship* (2nd ed.). Whurr.
Cole, P.H. & Reese, D. (2018). *New directions in gestalt group therapy: relational group, authentic self*. Routledge.
Cozolino, L. (2004). *The making of a therapist: A practical guide for the inner journey*. W.W. Norton.
De Mello, A. (1990). *Awareness*. Fount.
Kottler, J. A. & Beau, D. S. (1989). *The imperfect therapist*. Jossey-Bass Publishers.
Mearns, D. & Cooper, M. (2018). *Working at relational depth in counselling and psychotherapy* (2nd ed.). Sage.
Siegel, D. (2017). *Mind: a journey to the heart of being human*. W.W. Norton.

CCS5002: Counselling Practice

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

Aims and Summary

The aim of this module is to prepare the student counsellor for practice with clients. To this end, students will develop the ability to establish, maintain and end therapeutic relationships. Relational practice will be emphasised including attuning to and being with the client and staying in contact with themselves and their clients despite uncomfortable processes. Students will form collaborative assessments, maintaining the client's identified aims at the heart of the therapeutic work and reviewing the work considering these aims. Students will also learn to recognise and have an introduction to understanding ways of working with trauma. Students will assess the strengths and weaknesses of all their practice, the appropriateness of interventions and will propose alternatives.

They will develop recordkeeping processes that are in keeping with ethical and professional standards.

Intended Module Learning Outcomes

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

1. Establish, maintain and end a therapeutic relationship with a peer-client recognising the development of the counselling relationship over time and what is appropriate at any given stage.
2. Focus on listening to, attuning to, being with and following the client as opposed to solving problems.
3. Form collaborative assessments with the client, identify the client's presenting issues and aims, place the client's aims at the heart of the therapeutic work and be able to review the process considering these aims.
4. Be and stay in contact with themselves and clients when they are experiencing and expressing uncomfortable emotions and silence without moving to minimise, rescue, distract, or fix. They will be able to assess the difference between allowing appropriate silence for reflection and disconnecting and abandoning the client.
5. Simultaneously participate in and stand outside the group process in order to assess the interpersonal and group dynamics.
6. Recognise trauma and have an initial understanding of responding safely to it.
7. Assess the strengths and weakness of their counselling practice including the appropriateness of their interventions and will be able to suggest suitable alternatives.

8. Appreciate the limits of knowledge and skills in the field of counselling and psychotherapy and in their own current student status, exhibit the capacity to not know and, where appropriate, to find out.
9. Continue a commitment (exploring, verbalizing and acting) to uphold and practice ethical and professional standards.
10. Articulate and document the content of counselling sessions, maintaining data and notes in line with professional and legal standards.

Indicative Content

- The counselling process.
- Humanistic Integrative principles in practice.
- The counselling relationship in Humanistic Integrative Counselling.
- Establishing therapeutic contact.
- Self-reflection.
- Attunement and empathy.
- Silence, interruption and abandonment.
- Collaborative assessment and reviews.
- Counsellor-client dynamics.
- Interpersonal and group dynamics.
- Contact and interruptions to contact.
- Ethical and legal guidelines on notetaking and data processing.
- Trauma, shame and dissociation.
- Effective use of supervision.
- IACP Code of Ethics and Practice.

Teaching and Learning

The module is composed of workshops, a tutorial, counselling practice, supervision and self-guided work. Workshops incorporate experiential and creative exercises, live demonstrations, role play self-reflection, observation of group dynamics, didactic teaching and group discussion. Counselling practice involves monthly independent per-led small group skills practice simulating counselling sessions with peer-clients. Supervision involves monthly experiential group supervision of the small group skills practice sessions. Self-guided work includes independent reading, writing and preparation of an audiovisual recording of a practice counselling session.

Method of Assessment

The intended learning outcomes are normally assessed as follows:

Assessment	Weight	Learning Outcomes									
		1	2	3	4	5	6	7	8	9	10
CW 1 – Attendance at Workshops, Seminar and Tutorial	Pass/ Fail				☒	☒	☒		☒		
CW2 – Observation of Group Dynamics	Pass/ Fail					☒	☒				
CW3 – Small Group Skills Practice	Pass/ Fail	☒	☒	☒	☒					☒	
CW4 – Group Supervision	Pass/ Fail							☒	☒	☒	
CW5 – Note-taking on Counselling Practice	Pass/ Fail										☒
CW6 – Audiovisual Recording of Practice Counselling Session & Transcript	Pass/ Fail	☒	☒	☒	☒			☒		☒	
CW6 - Analysis of Transcript	100%										
CW7 – Sit Ins	Pass/ Fail	☒	☒	☒	☒			☒		☒	☒

Re-assessment: As original

Repeat Criteria

CW1 – Attendance at Workshops, Seminar and Tutorial.

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

Skills Workshop

Students who are unable to attend the Skills Workshop 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 group learning tasks. 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. Time will also be scheduled with the group in the same academic year for the student to participate in experiential counselling skills practice. Failure to attend any rescheduled session will result in automatic failure of the module and training will be terminated. Alternatively, the student may, at the discretion of the Module Leader, opt defer the Skills Workshop and attend it at the next available opportunity in the following academic year. This will result in the simultaneous deferral of the Counselling Session Assessment Tutorial, Counselling Session Assessment Workshop, Audiovisual Recording of Practice Counselling Session, Transcript and Analysis, Induction to Counselling Practice Workshop, and Sit-ins. 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.

Counselling Session Assessment Tutorial

A series of tutorials are scheduled of which students must attend one. Students who are unable to attend their chosen Counselling Session Assessment Tutorial for exceptional circumstances will be required to let the Institute know as soon as possible. Students will be firstly offered attendance at another Counselling Session Assessment Tutorial in the same academic year. If all tutorials have completed, then a specially constructed tutorial will be provided in the same academic year. Failure to attend any repeat opportunity will result in automatic failure of the module and training will be terminated.

Group Supervision

Students are required to attend monthly Group Supervision in respect of their peer-led Small Group Skills Practice. Students who are unable to attend Group Supervision 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 group learning tasks. 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.

Counselling Session Assessment Workshop

A series of Counselling Session Assessment Workshops are scheduled of which students must attend one. Students who are unable to attend their chosen Counselling Session Assessment Workshop for exceptional circumstances will be required to let the Institute know as soon as possible. Students will be firstly offered attendance at another Counselling Session Assessment Workshop in the same academic year. If all workshops have completed, then a specially constructed workshop will be provided in the same academic year. Failure to attend any repeat opportunity will result in automatic failure of the module and training will be terminated.

Induction to Counselling Practice Seminar

A series of Induction to Counselling Practice Seminars are scheduled, of which students must attend one. Students who are unable to attend their chosen Induction to Counselling Practice Seminar for exceptional circumstances will be required to let the Institute know as soon as possible. Students will be firstly offered attendance at another Induction to Counselling Practice Seminar in the same academic year. If all seminars have been completed, then a specially constructed seminar will be provided in the same academic year. Failure to attend any repeat opportunity will result in automatic failure of the module and training will be terminated.

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

CW2 – Observation of Group Dynamics

At specified workshops during the year students will be required to simultaneously participate in and observe the group process in order to assess the interpersonal and group dynamics. Students will take turns in making notes on individual and group contributions and implicit and explicit process. This will be assessed by a record of completion. Any student who fails to undertake observation of group dynamics at the specified workshops will be offered one further opportunity to complete the task at a subsequent workshop in the same academic year. Failure to undertake any repeat opportunity will result in automatic failure of the module and training will be deemed to be terminated.

CW3 – Small Group Skills Practice

Students are required to participate in eight monthly peer-led Small Group Skills Practice sessions, establishing, maintaining and ending a practice therapeutic relationship as a counsellor with a peer-client. All sessions should be recorded. Assessment is by a cumulative record of completion. Students who fail to undertake eight Small Group Skills Practice will be deemed to have failed this component. Students will be allowed one further opportunity to complete this requirement within an agreed timeframe.

CW4 – Group Supervision

Students attend group supervision in respect of their peer-led Small Group Skills Practice. Students play a clip of a session, explore the counsellor-client dynamics, articulate the theoretical framework that guides their interventions, assess their own strengths and weaknesses in counselling practice as evidenced by the clip and receive feedback from peers and facilitators. Failure to present a clip of a Small Group Practice Session during Group Supervision will require the student to scheduled time in conjunction with their group and the facilitators in the same academic year to deliver their repeat clip. Failure to attend any rescheduled session will result in automatic failure of the module and training will be terminated.

CW5 – Note-taking on Counselling Practice

Students will be taught about the professional and legal requirements of notetaking. Students will maintain notes on each of their Small Group Skills Practice sessions. These notes are submitted to the facilitators for formative assessment and review. Students who fail to submit notes in line with professional and legal requirements will be given feedback and allowed a further opportunity to submit their notes within an agreed timeframe.

CW6 – Audiovisual Recording of Practice Counselling Session.

Transcript and Analysis (100% weighting)

This will comprise of a 30-minute recording of a counselling session with their ongoing peer-client from their Small Group Skills Practice, a transcript of a 10-minute clip, and a report on the student's overall competence in counselling practice as evidenced in the recording. Students are required to achieve a minimum of a pass grade in this assignment. Students who receive a fail grade in this assignment will be allowed to repeat the assignment once within an agreed timeframe.

CW7 – Sit-ins

Students will accompany a qualified practicing counsellor into a minimum of three and a maximum of six live counselling sessions with clients in Cork Counselling Services. Students will actively assume the role of counsellor focusing on establish therapeutic contact and will record notes on the client sessions afterwards. Self-evaluation and formative feedback will be provided after each session. Assessment will be a formalised assessment by the counsellor in line with a specified checklist. Students are required to pass their Sit-ins. Students who fail their Sit-ins will be required to undertake further personal and professional development as appropriate and will be allowed one further attempt within an agreed timeframe.

Successful completion of attendance at Gender and Sexuality Workshop (Applied Humanistic Integrative Theory, Social Awareness and Inclusion Module) and Attendance at Abusive Systems Workshop (Applied Humanistic Integrative Theory, Social Awareness and Inclusion Module) is required prior to participation in Sit-ins.

Assessment

Composition of module mark:	100% Coursework
Pass requirements:	Overall Module Mark must be at least 40% CW6 must achieve at least 40% and all components must be passed.

Essential Reading

- Irish Association for Counselling and Psychotherapy (2018). Code of ethics and practice. Author
- Irish Association for Counselling and Psychotherapy (2011). Record-keeping guidelines. Author
- Mearns, D. & Cooper, M. (2017). *Working at relational depth in counselling and psychotherapy* (2nd ed.). Sage.
- Reeves, A. (2018). *An introduction to counselling and psychotherapy*. Sage.

Recommended Reading

- Clarkson, P. & Cavicchia, S. (2014). *Gestalt Counselling in action*. (4th ed.) Sage.
- Fiscer, J. (2017) *Healing the fragmented selves of trauma survivors*. Routledge.
- Joyce, P. & Sills, C. (2018). *Skills in Gestalt Counselling and Psychotherapy* (4th ed.) Sage.
- Kepner, J.I. (2003). *Healing Tasks: Psychotherapy with adult survivors of childhood abuse*. Gestalt Press.
- McCluskey U. (2018). *To be met as a person: The dynamics of attachment in professional encounters*. Routledge.
- Norcross, J. C. & Lambert, M.J. (Eds.). (2019). *Psychotherapy relationships that work: Evidence-based responsiveness* (3rd ed.) Oxford University.
- Sanderson, C. (2015). *Counselling skills for working with shame*. Jessica Kingsley.
- Van Der Kolk, B. (2015). *The body keeps the score*. Penguin.
- Wosket, V. (2017). *The therapeutic use of self: Counselling practice, research and supervision*. Routledge.

Required Equipment

Audiovisual recorder

Audiovisual player, speakers and screen

CCS5003: Advanced Professional and Ethical Development

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

Aims and Summary

The aims of this module are to enable and support students in professional and ethical practice. Students will gain an understanding of the complexity of professional and ethical issues and dilemmas that arise in clinical work; they will explore diverse philosophical and professional perspectives on these dilemmas and develop competence in ethical decision making. Students will particularly appreciate the importance of endings and how, if mismanaged ethical issues can arise. Students learn about their range of professional responsibilities and where their duty of care lies in relation to their prospective clients. As part of their continued ethical development, they will fully understand the aims, functions, and structure of supervision processes.

Intended Module Learning Outcomes

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

1. Identify professional and/or ethical issues, and critically discuss the multifaceted dilemmas associated with these issues in Humanistic Integrative practice, incorporating theory, research, research of practice, personal relevance and application to work with clients.
2. Assume responsibility for their duty of care to prospective clients and work collaboratively with clients *and colleagues* in attending to dilemmas and following ethical decision-making processes.
3. Discuss professional and/or ethical dilemmas and appreciate a range of philosophical perspectives on these dilemmas including those of the medical, psychiatric, biopsychosocial and humanistic models.
4. Understand the development of the predominance of the medical and psychiatric models of mental health.
5. Demonstrate knowledge and understanding of the National Children's First Guidelines including their legal position as a Mandated Person responsible for acting in line with the Children's First legislation.
6. Recognise the centrality of endings as a core ethical and theoretical concept within the Humanistic Integrative model and a fundamental theme in living and dying.

7. Appreciate the importance of good endings and the potential for hurt and complaints when endings are avoided or mismanaged.
8. 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.

Indicative Content

- IACP Code of Ethics and Practice.
- Ethical Guidelines for Research in Counselling Professions.
- The identification of ethical dilemmas in practice and in research.
- Effective decision-making in ethical dilemmas.
- Collaborative practice.
- The philosophical perspectives of the medical, psychiatric, biopsychosocial and integrative humanistic paradigms.
- The development of the predominance of the medical model.
- Duty of care to the client.
- Children First Guidelines – the “mandated person”.
- Endings – in life and in death.
- Aims, functions and processes of supervision.
- Effective engagement with supervision.

Teaching and Learning

The module is comprised of workshops, academic tutorials, supervision training and self-guided work. Workshops incorporate didactic teaching, peer-led presentations, group discussions, and small group work. It also involves the production by students of an ethical portfolio, the assumption of appropriate duty of care in practice scenarios, sample ethical dilemmas and decision-making in practice and in research, self-reflection, and experiential and creative exercises. The academic tutorial supports students in the preparation of their assignments and includes critical discussions on previously read literature. Supervision training involves reflective, creative, and experiential exercises, didactic teaching, and directed reading. Self-guided work includes completion of the Children’s First e-learning training programme, independent reading, writing, presentation preparation, and essay preparation.

Method of Assessment

The intended learning outcomes are normally assessed as follows:

Assessment	Weight	Learning Outcomes								
		1	2	3	4	5	6	7	8	
CW1 – Attendance at Professional and Ethical Practitioner Tutorial, Professional and Ethical Practitioner Workshop, and Endings Workshop (Pass/Fail)	None		☒	☒	☒			☒	☒	
CW2 – Professional and Ethical Practitioner Presentation (Pass/Fail)	None	☒		☒	☒					
CW3 – Essay on Professional and Ethical Practitioner Chosen Topic	100%	☒		☒	☒					
CW4 – Completion of Children’s First Training (Pass/ Fail)	None					☒				
CW5 – Supervision Training (Pass/Fail)	None	☒	☒							☒
CW6 – Ethical Portfolio (Pass/Fail)	None	☒	☒	☒						

Re-assessment: As original

Repeat Criteria

CW1 – Attendance at Tutorial and Workshops

Students must pass the attendance requirements. 100% attendance is expected. This will be assessed by student’s attendance record, taken at each workshop and seminar.

Professional and Ethical Practitioner Tutorial

A series of Professional and Ethical Practitioner Tutorials are scheduled of which students must attend one. Students who are unable to attend their chosen Professional and Ethical Practitioner Tutorial for exceptional circumstances will be required to let the Institute know as soon as possible. Students will be firstly offered attendance at another Professional and Ethical Practitioner Tutorial in the same academic year. If all tutorials have been completed, then a specially constructed tutorial will be provided in the same academic year. Failure to attend any repeat opportunity will result in automatic failure of the module and training will be terminated.

Professional and Ethical Practitioner Workshop

Students who are unable to attend the Professional and Ethical Practitioner Workshop 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 topics of

the presentations of their peers. 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.

Time will also be scheduled in conjunction with the group in the same academic year for the student to deliver their own presentation. The presentation will be audio taped. Failure to attend any rescheduled session will result in automatic failure of the module and training will be terminated.

Endings Workshop

Students who are unable to attend the Endings Workshop 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 group learning tasks. 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 workshops, seminars or group sessions across all modules will be deemed to have failed the course and training will be deemed to be terminated.

CW2 – Professional and Ethical Practitioner Presentation (Pass/Fail)

This will comprise of one 30-minute presentation on a professional and/or ethical issue in Humanistic Integrative Practice. The Professional and Ethical Practitioner Presentation will be audiotaped. Students are required to achieve a minimum of a pass grade in their Professional and Ethical Practitioner Presentation. Students will distribute a handout to their peers with a list of references and resources used on their chosen topic/ This will form part of their ethical portfolio.

Students who receive a fail grade on their Professional and Ethical Practitioner Presentation will be allowed to repeat the assignment once. Time will be scheduled in conjunction with the group in the same academic year for the student to deliver their repeat presentation. Failure to attend any rescheduled session will result in automatic failure of the module and training will be deemed to be terminated.

CW3 – Essay on a Professional and Ethical Practitioner Chosen Topic (3000 words) (100% weighting)

Students are required to submit a 3000-word essay on the topic chosen for their professional and ethical presentation. The emphasis here is on ethics/ethical dilemmas in Humanistic Integrative Practice, integrating theory, research, personal relevance and application to practice. The numerical grade for the Advanced Professional and Ethical Development Module will be that received for the Professional Ethical Practitioner Essay. Students are required to achieve a minimum of a pass grade in their Professional and Ethical Practitioner Essay. Students who fail the Professional

and Ethical Practitioner Handout will be allowed to repeat the assignment once within an agreed timeframe.

CW4 – Completion of Children’s First Training

Students are required to undertake the Children’s First E-Learning Programme. Successful completion will be assessed by the submission of a certificate of completion issued by the programme.

Students who fail to submit a certificate of completion will be deemed to have failed this component. Students will be allowed one further opportunity to complete the programme and submit a certificate of completion by an agreed deadline.

CW5 – Supervision Training

Throughout the course, students will participate in seven sessions of discrete supervision training. Students must pass the attendance requirements. 100% attendance is expected. This will be assessed by the student’s attendance record, taken at each supervision training session.

Students who are unable to attend one of these supervision training sessions 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 topics of 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 workshops, seminars, or group sessions across all modules will be deemed to have failed the course and training will be deemed to be terminated.

CW6 – Ethical Portfolio

Students will collect all handouts from the Professional and Ethical Presentations. These, along with their Professional Ethical Essay become their individual Ethical Portfolio.

In order to pass this assignment, students are required to show their Ethical Portfolio to their year 2 trainers at the Ending Workshop. Failure to submit by the agreed date will result in an automatic failure of the module. Students who receive a fail grade on this will have one further opportunity to present their ethical portfolio at an agreed date. Failure to present their ethical portfolio at the agreed date 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%

CW3 must be at least 40%

All other components must receive a passing mark

Essential Reading

Reeves, A., & Bond, T. (2021). *Standards & ethics for counselling in action* (5th ed.). Sage.

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

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

Department of Children and Youth Affairs (2017) Children first: National guidance for the protection and welfare of children. Oireachtas.

Irish Association for Counselling and Psychotherapy. (2018). *IACP code of ethics and practice for counsellors/psychotherapists*. Author.

Wosket, V. (2017). *The Therapeutic Use of Self*. Routledge

Recommended Reading

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

EU GDPR data protection regulations. www.eugdpr.org/key-changes.html

Hawkins, P. & Shohet, R. (2020). *Supervision in the helping professions* (5th ed.) Open University.

Irish Association for Counselling and Psychotherapy. (2015). Code of ethics and practice for supervisors of counsellors and psychotherapists. Author.

Lynne, G. & Casemore, R. (2009). *Relational ethics in practice*. Routledge.

Remley, T. P. & Herlihy, T. P. (2020). *Ethical, legal and professional issues in counselling*. (6th Ed). Pearson.

Shohet, R. (2008). *Passionate Supervision*. Jessica Kingsley Publishers.

Sue, D. W., Sue, D., Neville, H.A. & Smith, L. (2019). *Counselling the culturally diverse: Theory and practice* (8th ed.). John Wiley.