

Cork Counselling Services Training Institute
YEAR TWO
IACP Accredited Validated by Coventry University
B.Sc. (Hons) Counselling & Psychotherapy
Module CCS5002: Practice Session
Transcript and Transcript Analysis Assignment Guidelines

ASSIGNMENT AIMS

The primary aim of this assignment 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 in light of these aims. Students will assess the strengths and weaknesses of all of their practice, the appropriateness of interventions and will propose alternatives.

ASSIGNMENT INTENDED LEARNING OUTCOMES

Upon completion of this assignment the student should be able to:

- 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 (ILO 1).
- Focus on listening to, attuning to, being with and following the client as opposed to solving problems (ILO 2).
- 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 in light of these aims (ILO 3).
- 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 (ILO 4).
- Assess the strengths and weakness of their counselling practice including the appropriateness of their interventions and will be able to suggest suitable alternatives (ILO 7).
- 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 (ILO 8).

- Identify the theoretical framework that influenced an intervention as well as the impact it had on the client.
- Continue a commitment (exploring, verbalising, and acting) to uphold and practice ethical and professional standards (ILO 9).
- Articulate and document the content of counselling sessions, maintaining data and notes in line with professional and legal standards (ILO 10).
- Students will further develop their ability to give and receive constructive feedback to themselves and their group members.

ASSIGNMENT COMPONENTS

Presentation at Practice Session Workshop

Students will choose, transcribe and analyse a 10-minute section from the 30-minute counselling session with a peer-client. Students will transcribe verbatim this 10-minute clip and distribute a copy to the group members and markers at the Practice Session Workshop. Before showing the 10-minute clip, students will briefly introduce the clip by providing a brief overview of the client, the client-counsellor relationship and their aims for the session.

After showing the 10-minute clip, students are required to:

- Identify the theoretical framework that influenced an intervention, and the impact it had on the client.
- Identify the process that was happening for themselves as trainee counsellor at the time of the intervention.
- Critique the dynamic process between counsellor and client from a humanistic integrative perspective.
- Self-assess their strengths and weaknesses in the 10-minute clip.

Students will give themselves a mark and feedback (pass/fail). Students will receive a mark (pass/fail) and feedback from group members. Students will receive their final mark and feedback from markers (pending agreement from the External Examiner). Feedback is given constructively, identifying strengths, weaknesses and suggestions for improvement. Each student has 45-minutes to introduce and present the 10-minute clip, discuss interventions, and give and receive their mark and feedback.

Transcript & Transcript Analysis

Students are required to:

- Record a 30-minute Practice Session onto a USB/Flashdrive.
- Transcribe a 10-minute clip verbatim from your 30-minute Practice Session. Students transcribe verbatim the 10-minute clip of their choosing. There is no word count for the transcript. The transcript is to be submitted to your trainers prior to counselling session workshop (date on assignment calendar). This transcript must be distributed to group members at the Practice Session Workshop.
- Write a 2000-word transcript analysis of the 10-minute clip. This analysis should be an overall exploration of the counselling experience to include an understanding of the theoretical framework(s) that influence you when making interventions with your client as well as an exploration of the impact your interventions had on your client. Students will also need to include a reflection on how it was for them, that the client was a peer.
- Students will mark and self-assess their work in terms of strengths and weaknesses and receive feedback from group members. Markers will assign a mark in accordance with the marking guidelines.
- Throughout training Year 2 students undertake skills practice in small groups. Each trainee counsellor forms and maintains an ongoing therapeutic relationship with a client drawn from your fellow students within your small group.
- **In keeping with professional boundaries the room used for recording the Practice Session should be carefully prepared. The room should meet the professional requirements of a therapeutic space and both counsellor and client need to be clearly visible in the camera shot. Counselling rooms in the Centre and the tutorial room in Hanover Street are available if students cannot secure an appropriate venue elsewhere for this purpose.**
- Students should take time to prepare for the session and give due consideration to their aims for the session. These aims should reflect the integrative humanistic model in which you are training.
- Neither counsellor nor client should role-play for the session. The peer-client should bring a real and personal issue to the session, all the while being mindful to choose an issue that they feel comfortable being viewed by others involved in the training and assessment process.
- Student must evidence that they have sought and gained consent from the peer-client to record the session and present it for assessment purposes.

TRANSCRIPT ANALYSIS FORMATTING GUIDELINES (2000 WORDS)

The Practice Session Transcript Analysis should clearly state the conditions of confidentiality outlined above and should include the following:

1. Front Title Page

This page should contain:

- The title of the module and the title of the essay: CCS5002 etc. Practise Session Transcript and Analysis
- Presented in part fulfilment of the requirements for IACP Accredited Validated by Coventry University B.Sc. (Hons) Counselling & Psychotherapy, at Cork Counselling Services Training Institute
- Your name
- Your student number
- Your year of study (Year Two 2023/24)
- The date of submission
- Word count

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

2. Introduction

Introduce the client ensuring you anonymise any identifying information? Evidence that you sought and gained consent from the peer-client to record the session and present it for assessment purposes. Identify the nature of your therapeutic and relationships? Discuss what is happening for you in the lead up to the session and as the 10-minute clip begins? Outline the aims for the session? Were they realised?

3. Transcript Analysis

- What are the reasons for choosing the particular 10-minute clip?
- Discuss the theoretical framework that influenced your interventions and the impact they had on your client.
- What happened after the 10-minute transcript? If your 10 minutes do not represent the last 10 minutes of the session, describe how the session ended.
- Make sense of the dynamic process (including non-verbal communication) between yourself and the client. How were you impacted by your client, their story, and their particular way of presenting themselves?

4. Self-Assessment

Students will self-assess, outlining their strengths and weaknesses as a trainee counsellor during the 10-minute clip. How did these manifest in the counselling sessions and how did impact the peer-client? How do you propose that you will attend to these personal and professional development needs?

GRADING CRITERIA FOR TRANSCRIPT ANALYSIS

Assessment Feedback Form						
Student ID:			Date:			
Marker:			Mark:			
RATINGS KEY:						
Rating	Descriptor				Associated mark range	
6= Excellent	highly commended aspect of the work showing evidence of advanced competence.				72,75,80, 85, 95%	
5=Very good	solid aspect of the work, relevant area is demonstrated very well.				62, 65, 68%	
4 = Good	the relevant area is demonstrated well.				58-62%	
3= Satisfactory	adequate demonstration of relevant area with room for improvement.				52, 55, 58%	
2= Pass	some demonstration of the relevant area, but significant improvement is needed.				42, 45, 48%	
1= Inadequate	the required level of competency is not adequately demonstrated.				0-38%	
Reflecting on development						
The student introduces the peer-client in a manner that respects confidentiality and demonstrates a commitment to ethical practice and the IACP Code of Practice.						
1	2	3	4	5	6	
The student explores and critiques dual relationships within the counselling relationship.						
1	2	3	4	5	6	

The student very competently conveys empathy, sensitivity and immediate attunement to the client, identifying and tracking the key themes as they emerge in the work and showing a desire to gain a deep understanding of the client's world						
1	2	3	4	5	6	
The student demonstrates an advanced understanding of the theoretical basis for each intervention and the resultant effect on the client.						
1	2	3	4	5	6	
What happened after the 10-minute transcript? If your 10 minutes do not represent the last 10 minutes of the session, describe how the session ended.						
1	2	3	4	5	6	
What are the reasons for choosing the particular 10-minute clip?						
1	2	3	4	5	6	
Make sense of the dynamic process (including non-verbal communication) between yourself and the client. How were you impacted by your client, their story, and their particular way of presenting themselves?						
1	2	3	4	5	6	
General academic writing and presentation						
The presentation/writing style are clear, comprehensible and of a suitable academic level, with minimal typographical errors.						
1	2	3	4	5	6	
Referencing/citations complete and consistent with APA style			Submission is within the specific word count			
Yes		No		Yes		No
Marker's summary:						

Presentation: Students, please note the very first criterion that needs to be achieved in order to pass the assignment is for the work to be presented at a professional standard.

Plagiarism

Plagiarism is basically taking other people’s ideas, opinions, research, thoughts and writings and passing them off as your own, without acknowledging the original source or author.

While it is unacceptable to steal other people’s work, there is also a professional issue about students’ ability to trust themselves to make sense of, and express the ideas they encounter, in their own words and in the light of their own life experience.

Commitment

Please include the following signed commitment on all written assignments submitted to the Cork Counselling Services Training Institute.

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

Student signature: _____

Date:

Presentation

Students please note the very first criterion that needs to be achieved in order to pass the assignment is for the work to be presented at a professional standard. See first point under pass criteria.

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Plagiarism is basically taking other people's ideas, opinions, research, thoughts and writings and passing them off as your own, without acknowledging the original source or author.

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Commitment

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

Student signature: _____ **Date:** _____

ESSENTIAL READING

- Bond, T. & Mitchels, B. (2021). *Confidentiality and record keeping in counselling and psychotherapy* (3rd ed.). Sage.
- 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.
- Wosket, V. (2017). *The therapeutic use of self: Counselling practice, research and supervision*. Routledge

RECOMMENDED READING

- Beisser, A. R. (1970). The Paradoxical Theory of Change. In J. Fagan and I. Shepherd (Eds.). *Gestalt therapy now*. Science and Behaviour.
- Clarkson, P. & Cavicchia, S. (2014). *Gestalt Counselling in action*. (4th ed.) Sage.
- De Young, P. (2015). *Relational psychotherapy* (2nd ed.). Routledge.
- Erskine, R. G., Moursund, J. & Trautmann, R. (2014). *Beyond empathy: A Therapy of Contact-in Relationships*. Routledge.
- Fiscer, J. (2017) *Healing the fragmented selves of trauma survivors*. Routledge.
- Feltham, C., Hanley, T. & Winter, L. A. (2017). *The Sage handbook of counselling and psychotherapy* (4th ed.). Sage.
- 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.
- Lapworth, P., Sills, C. & Fish, S. (2010) *Integration in counselling & psychotherapy* (2nd ed.). Sage.
- 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.
- Ogden, T. (2018) *Projective Identification and psychotherapeutic technique*. Routledge.
- Sanderson, C. (2015). *Counselling skills for working with shame*. Jessica Kingsley.
- Van Der Kolk, B. (2015). *The body keeps the score*. Penguin.
- Wallin, D. J. (2007). *Attachment in psychotherapy*. Guilford.

