

**Cork Counselling Services Training Institute**  
**YEAR TWO**  
**IACP Accredited Validated by Coventry University**  
**BSc (Hons) Counselling & Psychotherapy**  
**Module CCS5003: Advanced Professional and Ethical Development**  
**Presentation & Essay Assignment Guidelines**

**ASSIGNMENT AIMS**

The aims of this assignment are twofold. Firstly, to enable and support students in professional and ethical practice, fostering professional development where students begin to apply, uphold, and experience the requirements of ethical practice. Students will gain an understanding of the complexity of professional and ethical issues and dilemmas that arise in clinical work and will explore diverse philosophical and professional perspectives related to these dilemmas. The second aim is that students will further develop competence in professional presentation and writing skills.

**ASSIGNMENT INTENDED LEARNING OUTCOMES**

Upon completion of this presentation and essay the student should be able to:

- Deliver a professional and ethical practitioner presentation where the student critically presents one of the multifaceted dilemmas associated with issues arising from humanistic integrative practice, incorporating theory, research, personal relevance and application to work with clients (ILO 1).
- Demonstrate a commitment to taking responsibility for their duty of care to prospective clients, and work collaboratively with clients in attending to dilemmas and following ethical decision-making processes (ILO 2).
- Manage 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 (ILO 3).
- Exhibit an understanding of the predominance of the medical and psychiatric models of mental health (ILO 4).
- Show an understanding of the need for supervision, demonstrating knowledge of the aims, functions and processes of supervision involved in negotiating an effective supervision relationship and effectively engaging in supervision (ILO 8).
- Students will further develop the skill of giving and receiving feedback along with taking part in group questions and answers sessions on each topic covered during the Professional and Ethical Practitioner Workshop.

**ASSIGNMENT COMPONENTS**

**Professional and Ethical Practitioner Presentation**

During the Professional and Ethical Practitioner Workshop students will co-present in subgroups on an ethical issue arising in humanistic integrative practising. During

the 45-minutes timeframe students are expected to manage the time boundary and ensure adequate space (appropriately 15-minutes) is allowed for a questions and answers session and peer feedback. The Professional and Ethical Practitioner Presentation will be audiotaped and assessed during the Professional and Ethical Practitioner Workshop by trainers with critical feedback and evaluation also provided by peers. The presentation titles express real dilemmas faced by student and novice counsellors. Students should consider, explore and develop tools for addressing the relevant issues. The presentation delivery should be reflective, creative and experiential in nature. By the end of the workshop students will compile a personal book of ethics in humanistic integrative counselling and psychotherapy. 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.

### **Professional and Ethical Practitioner Essay**

Students will submit a 3000-word professional practitioner essay for marking using their presentation as part of this assignment. The essay on the ethical topic reflects the students' commitment to humanistic integrative values and integrates theory, research and critical application to practice and supervision.

### **FORMAT FOR PROFESSIONAL AND ETHICAL PRACTITIONER PRESENTATION**

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

- **Use of a variety of media**

The student appropriately uses a variety of media in bringing the presentation to life namely:

- PowerPoint
- Flipchart
- Wallcharts
- YouTube videos/music
- Audience participation
- Role play
- \*Please note that all visual displays must be legible to your audience

- **Time Management**

Appropriate use of the time frame allocated to include the presentation, a questions and answers session and feedback.

- **Knowledge of the Topic**

Demonstrate an understanding of topic and how the topic relates to professional practice (a list of topics will be provided during your introduction workshop). The student can critically evaluate the subject matter giving their own personal opinions on the subject, and highlighting strengths and weaknesses, opportunities and limitations, where necessary.

- **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.

## **FORMAT FOR PROFESSIONAL AND ETHICAL ESSAY**

### **1. Front Title Page**

This page should contain:

- The title of the module and the title of the professional essay: CCS5003 etc. Professional and Ethical Practitioner essay.
- 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. Contents Page**

This page contains the contents of your work and the page number for each section.

### **3. The Essay**

You can find tips on how to write an essay in the Appendices of the student manual. The typing should be double-spaced. All pages must be numbered. Provide give some useful website addresses for tips on handout.

### **4. The Reference Section**

This section needs to contain full and correct references for all books, journals, articles, websites etc., to which you refer in the main body of your essay. References should be listed in alphabetical order. Instructions on how to format this section correctly are in Appendices of the student manual.

## **THE CONTENTS OF THE ESSAY**

The markers are looking for evidence that:

- The student has read widely on their chosen topic (a list of topics will be provided during your Introduction Workshop).
- The student can apply the chosen professional and ethical issue to practice.
- The student demonstrates the application of their learning by critically evaluating and identifying the impact of these clinical issues as they arise in the work.
- The student can evaluate theory and practice by clearly outlining the strengths and limitations.
- Student has included an extensive up to date reading list, and current applicable resources.
- The student attempts to actively make sense of how theory supports professional had ethical practice.

### **GRADING CRITERIA FOR PROFESSIONAL AND ETHICAL PRACTITIONER PRESENTATION**

<b>Module title:</b>	
<b>Assignment type:</b>	
<b>Due date:</b>	
<b>Student number:</b>	
<b>Marker:</b>	
<b>Provisional Mark:</b>	
<b>Overall Comments:</b>	

<b>Learning outcome</b>	<b>Not met</b>	<b>Partially met</b>	<b>Fully met</b>	<b>Exceeded</b>	<b>Any additional comments</b>
The presentation demonstrates knowledge and understanding					

on the chosen topic.					
The student shows an ability to critically evaluate the topic, giving their own personal opinions and highlighting strengths and weaknesses.					
The student grasps and explores important concepts and theories of the chosen topic and relates them to practice.					
The student demonstrates an appreciation of individual differences and cultural diversity and considers the implications of such factors in practice.					
The student uses a variety of presentation methods, incorporating suitable creativity.					

The student demonstrates creativity throughout the presentation, capturing and holding the audience's attention and attempts to encourage their participation.					
The student attempts to respond questions, discussion and feedback.					

### GRADING CRITERIA FOR PROFESSIONAL AND ETHICAL PRACTITIONER ESSAY

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%
<b>Reflecting on development</b>						
The student really grasps and explores, to a very high standard, the most important concepts and addresses the essay title.						
1	2	3	4	5	6	
The student displays evidence of extensive reading with an in-depth knowledge of the theories relevant to the essay title, and addresses these fully, in an original and novel piece of work.						
1	2	3	4	5	6	
The student is actively thinking and assessing the theories and demonstrates their ability to link these theories and relate them fully to their own personal story.						
1	2	3	4	5	6	
The student relates the theories to counselling practice. He/she demonstrates an awareness of the implications for counselling practice, as well as the limitations of each theory.						
1	2	3	4	5	6	
The student offers a critique and evaluation of the subject matter giving their own personal opinions on the subject and highlighting the strengths and weaknesses where necessary.						
1	2	3	4	5	6	
The student demonstrates an appreciation of individual differences and cultural diversity and considers the implications of such factors in each theory's application to counselling practice.						
1	2	3	4	5	6	
The student uses suitable creativity to produce an individual and personal piece of work that captures the reader's attention from the start.						
1	2	3	4	5	6	
<b>General academic writing and presentation</b>						
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
<b>Marker's summary:</b>			

**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:** \_\_\_\_\_

**Essential Reading**

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

Corey, G., Schneider Corey, M. & Corey, C. (2018). *Issues and ethics in the helping professions* (10<sup>th</sup> 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.  
Reeves, A., & Bond, T. (2021). *Standards & ethics for counselling in action* (5<sup>th</sup> ed.). Sage.

### **Recommended Reading**

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

*EU GDPR data protection regulations*. (online) [www.eugdpr.org/key-changes.html](http://www.eugdpr.org/key-changes.html)

Hawkins, P. & Shohet, R. (2020). *Supervision in the helping professions* (5<sup>th</sup> 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.

Proctor, G. (2021). *The dynamics of power in counselling and psychotherapy* (2<sup>nd</sup> ed.) PCCS Books.

Remley, T. P. & Herlihy, T. P. (2020). *Ethical, legal and professional issues in counselling*. (6<sup>th</sup> 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* (8<sup>th</sup> ed.). John Wiley.

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

IACP (2018) IACP Code of Ethics and Practice

[www.iacp.ie/index.php/page/file\\_dwn/9/IACP%20Code%20of%20Ethics%20%20Practice%20for%20Practitioners%202018.pdf](http://www.iacp.ie/index.php/page/file_dwn/9/IACP%20Code%20of%20Ethics%20%20Practice%20for%20Practitioners%202018.pdf)

BACP (2019) Ethical Guidelines for Research in the Counselling Professions

[www.bacp.co.uk/media/3908/bacp-ethical-guidelines-for-research-in-counselling-professions-feb19.pdf](http://www.bacp.co.uk/media/3908/bacp-ethical-guidelines-for-research-in-counselling-professions-feb19.pdf)

EU GDPR data protection regulations [www.eur-lex.europa.eu/legal-](http://www.eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3A0J.L_.2016.119.01.0001.01.ENG&toc=OJ%3AL%3A2016%3A119%3ATOC)

[content/EN/TXT/?uri=uriserv%3A0J.L\\_.2016.119.01.0001.01.ENG&toc=OJ%3AL%3A2016%3A119%3ATOC](http://www.eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3A0J.L_.2016.119.01.0001.01.ENG&toc=OJ%3AL%3A2016%3A119%3ATOC)