

**Cork Counselling Services Training Institute**  
**Year One B.Sc. (Hons) Counselling & Psychotherapy/**  
**Certificate in Introduction to Counselling and Psychotherapy Studies**  
**IACP Accredited & Validated by Coventry University**  
**CCS4003: Counselling Theory and Ethics**  
**Theory Presentation**

**Aims**

The aim of this module is to promote awareness that the study of counselling theory is an essential activity that continues throughout professional life. Students will develop a broad and solid theoretical understanding of the main paradigms of counselling and psychotherapy with particular emphasis on the humanistic integrative model, evaluating it in comparison with other paradigms, in terms of history, philosophy, theorists, principles, perspectives, applications and issues in modern practice. Students will also discover the philosophy and common principles behind ethical codes and how these apply to counselling and psychotherapy.

**Presentation**

Students will research, prepare and deliver one 30 or 45-minute presentation on a theory /issue in theory (45 minutes for Psychoanalytic and Humanistic Integrative Paradigms and 30 minutes for the remainder) . All presentations will be audiotaped for the external examiner.

Possible theory/ topics for presentation

Students may choose one of the theory/ topics listed below.

- Psychoanalytic paradigm – history, philosophy, theorists, principles
- Cognitive behavioural paradigm – history, philosophy, theorists, principles
- Humanistic integrative paradigm including Gestalt, Existential and Person-Centred approaches – history, philosophy, theorists, principles
- Systemic and family therapy paradigms – history, philosophy, theorists, principles
- Attachment paradigm – history, philosophy, theorists, principles
- Politics class and feminist approaches – history, philosophy, theorists. principles
- Ethics and Ethical codes in Counselling & Psychotherapy
- Research and research theory paradigms in Counselling & Psychotherapy



## **Assignment Aims**

On completion of this module component students should be able to

1. Appreciate that theory is integrated and reflects the ongoing professional development and social context of the counsellor and discover how this is also true of the founding theorists (IL1)
2. Demonstrate the ability to verbally discuss and debate theoretical and ethical issues and become familiar with concurrent theoretical and ethical terminology (IL2)
3. Evaluate and describe various counselling models; how they are similar and different in their historical context and founders; their concepts and view of human nature; their beliefs of how change occurs; and modern theorists of each approach (IL3)
4. Develop familiarity and an appreciation of theory paradigms and research
5. Demonstrate understanding of the historical and philosophical beliefs underlying ethical codes in counselling and show familiarity with the ethical codes of IACP & BACP (IL5)
6. Design and deliver oral presentations and concurrent presentation material to professional standards. Specifically, students will have the ability engage their audience creatively, structure material, and manage time boundaries (IL6)
7. Be an active audience participant, engaging in their own reading and questions about each approach

## **Presentation Content**

Each presentation is expected to cover:

1. Background to the theory, including brief life story of the founding theorist(s) (Remember to include at least one example of a modern theorist). Describe the social context out of which the theory developed.

Or

if presenting a topic:

Background / history of the topic, including brief life story of the pioneers in this area (Remember to include at least one example of a modern author who is writing about this topic currently). Include a consideration of the social context out of which the topic developed.

2. Main concepts of the theoretical approach
  - How does the theory perceive human nature?
  - How does personal development/change occur?
  - What causes distress/dysfunction/abnormality?
  - How is it similar or different to another approach?

Or

if presenting a topic:

- Main themes relevant to the topic
- What are the most important issues to consider in relation to the topic?

3. Practical implications of this approach

- How does change occur?

Or

if presenting a topic:

- Why is this topic important in counselling?

4. Issues raised for a) counselling, b) counsellors

5. Critical evaluation

### **Presentation Format**

1. All presentations should be creative and experiential in nature. Students are expected to impart information in a number of different ways. PowerPoint, where used, should be limited to 30% of the presentation.
  - a) The presentation should include some experiential exercises, which the trainee facilitates. The student's ability to keep the group interested and in contact with him/her is an important counselling skill. The exercises should be carefully chosen (e.g. consideration should be given to time needed, issues that might be raised for participants, etc.).
  - b) As well as the experiential exercises to involve the group, trainees are encouraged to use creative media to enhance their presentation (e.g. posters, clay, video, drama,

music, mime, overhead projectors, PowerPoint, poetry, storytelling etc.). This creativity must be relevant to the topic being presented.

2. Student presenters are expected to facilitate questions and discussion from group members.
3. The facilitators will supplement the group's learning with additional information by way of didactic teaching and/or the development of experiential exercises for the group, as appropriate, if required.
4. Students should prepare a presentation handout for their fellow students, and one for the facilitators. This should at the very least outline the main points of the presentation and include a list of relevant suggested reading material for fellow trainees. The handout should clearly indicate which student is responsible for each part.
5. Presenters will assess themselves before inviting feedback from group members. All feedback should be delivered in a sandwich format consisting of positive feedback, critical feedback and ending with further positive feedback.

What is required of group members who are in the audience?

1. Group members are expected to read in preparation for the presentation. At bare minimum students are expected to have studied the primary textbook on the topic. However, we strongly encourage students to continually go beyond this level and so allow their integration of theory and practice to begin to develop.
2. For each presentation (unless otherwise instructed) group members are expected to produce six statements worth making about the model under consideration. These should be written and will form part of an ongoing theory manual which will be presented to trainers at mid-way and at the end of the year.
3. Group members are expected to put forward three questions worth asking about this model. Students are encouraged to put these questions to the presenters. These questions will form part of their theory manual along with the presentation handouts and will build throughout the year.

4. Group members will be asked to evaluate their fellow students' performance and to give positive and negative feedback.

Reading List will be supplied by module leaders.

### **Grading Criteria for Theory Presentations**

Distinction:

- An excellent piece of work, which displays that the student fully grasps and explores, to a very high standard, the most important concepts, theories and practice relating to the professional issue and directly uses this information to address the presentation title.
- The student displays evidence of extensive reading with an in-depth knowledge of the theoretical and practical issues relevant to the presentation topic and addresses and presents these fully in an original and novel way.
- The student is able to relate the professional issues to counselling practice in a clear and concise manner. He/she is aware of the many facets of the dilemmas associated with the client-counsellor relationship and the implications for counselling practice.
- The student demonstrates an advanced appreciation of individual difference and cultural diversity, and considers the implications of such factors in addressing the professional issue in counselling practice.
- The student offers an advanced critique and evaluation of the subject matter. They are able to demonstrate how the approach is similar or different to one other approach, giving their own personal opinions on the subject, and highlighting the strengths and weaknesses, where necessary.
- The student uses suitable creativity, in an innovative and appropriate manner, in order to produce a very individual and personal presentation that captures and holds the audience's attention from the start.
- The student fully involves the audience creatively and appropriately in his/her presentation, encouraging their participation, so as to augment their learning and enhance the experience for all.
- The student manages the available time for the presentation exceptionally well, with a suitable balance of all the necessary elements, e.g., theory, visual display, creative exercises, and audience participation.

- The student actively encourages and is able to comprehensively answer questions from the audience.

#### Merit

- A very good piece of work, which displays that the student grasps and explores the most important concepts, theories and practice relating to the professional issue and directly uses this information to address the presentation title.
- The student displays evidence of reading with a good knowledge of the theoretical and practical issues relevant to the presentation topic and addresses and presents these in an original and novel way.
- The student is able to relate the professional issues to counselling practice in a clear and concise manner. He/she demonstrates an awareness of most facets of the dilemmas associated with the client-counsellor relationship and the implications for counselling practice.
- The student demonstrates a good appreciation of individual differences and cultural diversity and considers the implications of such factors in addressing the professional issue in counselling practice.
- The student can critically evaluate the subject matter. They are able to demonstrate how the approach is similar or different to one other approach giving their own personal opinions on the subject, and highlighting the strengths and weaknesses where necessary.
- The student uses suitable creativity, in an innovative and appropriate manner, in order to produce an individual and personal piece of work.
- The student involves the audience to an extent, creatively and appropriately in his/her presentation, encouraging their participation, so as to augment their learning and enhance the experience for all.
- The student manages the available time for the presentation with a suitable balance of all the necessary elements, e.g., theory, visual display, creative exercises, and audience participation.
- The student actively encourages and is able to answer most questions from the audience.

Pass:

- An acceptable piece of work, it displays that the student shows enough understanding and exploration of the important concepts, theories and practice relating to the professional issue and links these to the presentation title.
- The student displays evidence of reading with some knowledge of the theoretical and practical issues relevant to the presentation topic, and/or it contains some minor mistakes and/or some issues/themes have not been explored sufficiently.
- The student attempts to relate the professional issues to counselling practice and develops this sufficiently. He/she is aware of some facets of the dilemmas associated with the client-counsellor relationship and the implications for counselling practice and/or this could have been further developed.
- The student demonstrates some appreciation of individual differences and cultural diversity. He/she considers the implications of such factors in addressing the professional issue in counselling practice and/or this could have been further developed.
- The student makes an effort to critically evaluate the subject matter with the beginnings of awareness of how the approach might be similar or different to other approaches, with some personal opinions on the subject, and some awareness of the strengths and weaknesses, where necessary, and adequately explores these.
- The student uses creativity to some extent in the work, and/or fails to use this in a manner that enhances the work and captures the audience's attention.
- The student involves the audience in his/her presentation, but this does not necessarily augment their learning and enhance their experience.
- The student manages the available time for the presentation, though not necessarily with a balanced mix of all the necessary elements.
- The student does not encourage but attempts to answer questions from the audience

Fail:

- An unacceptable piece of work, the student shows a poor understanding and is unable to grasp the important concepts, theories and practice of the presentation topic.



- The student doesn't display evidence of sufficient reading and doesn't have enough knowledge of the theoretical and practical issues relevant to the presentation topic.
- The student makes a poor effort to critically evaluate the subject matter with few personal opinions on the subject and shows limited awareness of the strengths and weaknesses.
- The student demonstrates no awareness of how their approach is similar or different to another approach.
- The student fails to relate the topic to counselling practice.
- The student demonstrates a poor appreciation of individual differences and cultural diversity and does not consider the implications of such factors in counselling practice.
- The presentation lacks creativity and fails to capture the audience's attention.
- The student does not involve the audience or encourage their participation in the presentation.
- The student fails to manage the available time for the presentation.
- The student discourages and/or fails to answer questions from the audience.