



**Cork  
Counselling  
Services**  
Training Institute

**CCSTI YEAR 1 TRAINING HANDBOOK 2023/2024  
BSc (HONS) COUNSELLING & PSYCHOTHERAPY**

**VALIDATED BY COVENTRY UNIVERSITY**

**IACP ACCREDITED**



*Irish Association for Counselling and Psychotherapy*



**CERTIFICATE IN INTRODUCTION TO COUNSELLING &  
PSYCHOTHERAPY STUDIES**

**VALIDATED BY COVENTRY UNIVERSITY**

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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 &amp; Psychotherapy was designed to meet the requirements of:</p> <ul style="list-style-type: none"> <li>• Irish Association for Counselling and Psychotherapy Course Accreditation Criteria 2015.</li> <li>• Psychological Therapies Forum Submission on Statutory Registration of Counsellors and Psychotherapists in Ireland.</li> <li>• Quality Assurance Agency (QAA) UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications (FHEQ Standards) of UK Degree-Awarding Bodies.</li> <li>• QAA subject benchmark statement: Counselling and psychotherapy</li> <li>• Quality and Qualifications Ireland (QQI) Award Standards: Counselling and Psychotherapy.</li> <li>• Quality and Qualifications Ireland (QQI) National Framework of Qualifications (NFQ).</li> </ul>
MODULES	<p>The year carries a total of 90 credits. It consists of five compulsory modules, namely:</p> <ol style="list-style-type: none"> <li>1. Personal Development, Social Awareness and Lifespan Development.</li> <li>2. Counselling Skills.</li> <li>3. Counselling Theory and Ethics.</li> <li>4. Professional and Ethical Development and Cultural Awareness.</li> <li>5. Introduction to Research.</li> </ol> <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><b>Primary Training Venues</b></p> <ul style="list-style-type: none"> <li>• Cork Counselling Training Institute, The Centre, 7 Father Mathew Street, Cork.</li> <li>• Northridge House Education &amp; Research Centre, St. Luke's, Castle Road, Mahon, Cork.</li> <li>• The Crann Centre, Classis, Ovens, Co. Cork.</li> <li>• Nano Nagle Conference Centre, South Presentation Centre Ltd, Nano Nagle Place, Douglas Street, Cork.</li> </ul> <p><b>Residential Venues</b></p> <ul style="list-style-type: none"> <li>• Ballyvaloo Retreat and Conference Centre, Blackwater, Enniscorthy, Co. Wexford.</li> <li>• Mount St. Anne's Retreat and Conference Centre, Killenard, Portarlinton, Co. Laois.</li> </ul>
PROGRAMME LEADERS	See Training Programme Staff.

## EDUCATIONAL AIMS

YEAR ONE OF THE BSC (HONS) COUNSELLING & PSYCHOTHERAPY PROGRAMME AIMS TO:

- Introduce students, in Year 1 to professional counselling, and support them to begin to develop and enhance openness and commitment to personal awareness and encourage an appreciation of its central and essential role in the students' future practice with clients.
- Introduce students to basic counselling skills and provide a forum to observe and practice these, both in the training group and in a variety of learning settings.
- Support students to begin to develop and enhance openness and commitment to personal awareness and encourage an appreciation of its central and essential role in the students' future practice with clients.
- Foster the development of social awareness, encouraging students to develop the ability to identify and evaluate their impact on the social world and its concurrent influence on their beliefs and values.
- Support students in building a critical knowledge of developmental theory and its interpretation and application to the students' own lives.
- Foster professional development, personal responsibility, and personal power such that students begin to interpret, experience, and uphold the requirements of ethical practice and develop cultural and diversity awareness.
- Resource students in their development of knowledge of the theory of counselling. Specifically, to promote active learning and presentation of the historical context and philosophical concepts underpinning the main paradigms and to develop familiarity with their major proponents, to explore their application to practice and to identify their strengths and limitations.
- Develop students' knowledge and understanding of the humanistic integrative paradigm and how it compares and contrasts with other models.
- Emphasize the role of research in counselling and psychotherapy, resourcing students to identify different types of research data and understand the different research methodologies used to investigate them.
- Develop students' knowledge and understanding of crisis intervention, crisis prevention and crisis resolution, and support students to design interventions and implement them appropriately.
- Emphasize and foster an ability to assess personal development in themselves and others and the capacity to deliver constructive verbal and written feedback which is meaningful to the receiver.

IN ADDITION, THROUGH SUBSEQUENT YEARS OF STUDY, THE AIMS ARE TO:

- 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 to 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.
- Emphasize 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 socio-cultural-political factors in human experience and the necessity to consider these factors in the counselling relationship (IACP Code of Ethics and Practice, 2018).
- Emphasize and support students lived 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.

#### REFERENCE

Irish Association for Counselling & Psychotherapy. (2018). Code of Ethics and Practice for counsellors/ psychotherapists. [www.iacp.ie/iacp-code-of-ethics](http://www.iacp.ie/iacp-code-of-ethics)

# TRAINING PROGRAMME STRUCTURE: YEAR 1

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. There are, however, occasions where focus is placed on a discrete component. The programme is founded on an underlying modular structure which supports and explains this design. Year 1, BSc (Hons) Counselling & Psychotherapy Programme consists of five compulsory modules, namely:

1. CCS4001: Personal Development, Social Awareness and Lifespan Development.
2. CCS4002: Counselling Skills.
3. CCS4003: Counselling Theory and Ethics.
4. CCS4004: Professional and Ethical Development and Cultural Awareness.
5. CCS4005: Introduction to Research.

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 manual you will see how each module above maps to the course work components 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. See the handouts for Programme timetable and assignment calendars.

## 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 that your safety needs and learning outcomes are met. CCSTI has ensured there are some equivalent methods of assessment, which allow you to demonstrate your learning and potential when required to work online.

## ATTENDANCE

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.

The following section outlines the structure of the one-day seminars; weekend; 3-day; 4-day and 5-day workshops on the course. A full workshop day usually consists of three sessions. (NB: Students, please note the hours and times specified here relate to workshops in real time. For online workshops, the timetable for hours will be changed to correspond with the needs of the platform on which the training is being delivered. We will supply altered times for length of workshops once the altered level of operation is identified.)

## ONE-DAY SEMINAR

One-Day Seminars (two working sessions) start at 9.30am and finish at 17.00pm.

## WEEKEND WORKSHOPS

Non-residential weekend workshops start on Friday evening at 18.30pm, and finish on Sunday at 12.30pm. Non-residential workshops start Saturday morning at 09:30am, include a Saturday evening session, and finish at 17.30pm on Sunday. Sunday's finishing time for all non-residential workshops is subject to the Sunday availability requirements as outlined on the next page. Residential weekend workshops start on Friday evening. All students are expected to be at the venue no later than 18:00pm on the Friday, to start at 18.30pm. Saturday has three sessions including an evening session. Sunday's finishing time is 12:30pm, subject to the availability requirements outlined below. Note that attendance at Sunday lunch is part of the essential requirements of every residential workshop.

## 3-DAY WORKSHOPS 19.5 STAFF/STUDENT CONTACT HOURS

Residential three-day workshops start on Friday morning at 09:30am. Friday and Saturday follow the full workshop day schedule with three sessions each day. Sunday consists of a morning session, finishing at 12:30pm. For residential three-day 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 essential requirements of a residential workshop.

## 4-DAY WORKSHOPS: 23.5 STAFF/STUDENT CONTACT HOURS

Residential four-day workshops start on Thursday morning at 09:30am. Thursday follows the full workshop day schedule (3 sessions). Friday consists of a morning and an afternoon session. Students are given Friday evening to themselves but are expected to sleep at the venue. Saturday follows the full workshop day schedule and Sunday consists of a morning session, finishing at 12:30pm. For four-day 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 essential requirements of a residential workshop.

## 5-DAY WORKSHOPS: 29 STAFF/STUDENT CONTACT HOURS

Residential five-day workshops start on Wednesday morning at 09:30am. Wednesday and Thursday follow the full workshop day schedule (3 sessions). 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 12:30pm. For residential five-day 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 essential requirements of workshops.



## SUNDAY AVAILABILITY

Please note that for many workshops, students may be free to start making their way home from non-residential workshops at the close of the last session and from residential workshops after lunch on Sunday. Students are expected to stay for Sunday lunch, this is part of the essential requirements of a residential workshop. At any workshop, however, if it should happen that the workshop has not been concluded by the finishing time, the group may need to meet for a further session in order to complete the workshop. If this should happen, students need to be available to stay later on Sunday. It is important that students don't schedule commitments that need to be honored 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 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. For additional training provided students will be asked for additional fees. 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

Students will have completed all requirements within 10 months of commencing this year (See Assignment Calendar for more details).

## TRAINING TIMES

(Again, training times outlined below refer to real face to face workshop settings. For online delivery the timetable will be altered to suit the platform of delivery for the workshop. Altered workshop times will be conveyed to the students as quickly as possible.)

Unless otherwise specified in the training programme calendars and/or agreed by the training group and facilitators the working times for workshops are:

### NON-RESIDENTIAL WORKSHOP:

Morning 09.30 – 12.30

Afternoon 14.00 – 17.00

Evening 18.00 – 20.00

Sunday 09.30 – 12.30

This finishing time may be extended to ensure all the workshop content is complete. See Sunday Availability section.

### RESIDENTIAL WORKSHOP:

Morning 09.30 – 12.30

Afternoon 15.00 – 17.30

Evening 19.00 – 21.00

Sunday 09.30 – 12.30

This finishing time may be extended to ensure all the workshop content is complete.

Please note that students are expected to stay for Sunday lunch, this is part of the requirements of a residential workshop.

For exceptional reasons, 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. (Please note if additional training required students will incur a fee). The final decision, however, rests solely with the training team.

## COURSE COMPONENTS

This section will give a brief outline of the workshops and will describe what students can expect in Year 1. Training is delivered across 9 workshops, 2 seminars and 5 tutorials. The workshops comprise:

- Two weekend workshops.
- Four 3-day workshops (all starting on Friday morning).
- One 4-day workshop (starting on Thursday morning).
- Two 5-day workshops (starting on Wednesday morning).

### REMOTE LEARNING

There are two half days of training held online to introduce students to the basics of remote learning, the practice and principles and guidelines regarding confidentiality and safety. Students will learn how to submit their assignments through the student portal for marking.

### INDUCTION

An introductory day is held at the outset of the course. This provides an opportunity for students to meet with the other group members, the trainers, and support staff. Induction information covers:

- Introduction to Cork Counselling Services Training Institute its background and history.
- Introduction to Coventry University and the collaborative partnership.
- The ethos and model from which the training operates and the implication of these for students in training.
- The structure of the Training Institute and the roles of the training team and support staff.
- Programme outline and attendance requirements.
- Academic requirements.
- Student support services.
- Library, computer, and study facilities.

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

### WORKSHOPS AND TUTORIALS

Trainer input and facilitation takes place over a series of workshops scheduled, between September and June each year. These components will incorporate training group participation, didactic teaching, and reflective and experiential exercises. Each learning opportunity will be specifically designed to assist individuals and the group to engage experientially with the topic at hand and to achieve the intended learning outcomes.

*Introduction and Contracting: 3-Day, 19.5 staff/student contact hours.*

This is the first workshop of training Year 1. The aims of this workshop are for people to be welcomed, meet one another, start the process of forming a training group and

create the ground rules for the group. This will be done using creative exercises, small group work, discussion, debate, and a good dose of fun. In preparation for midway feedback students receive the detailed assessment criteria for passing Year 1.

*Research Seminar: 1-Day, 6 staff/student contact hours.*

The aims of this workshop are to introduce students to research, to situate research within the broader context of inquiry and to explore how this knowledge is essential to the development of the counselling profession. Students will also be instructed and supported in navigating research and literature databases and sourcing and accessing published research articles to support their learning.

*Personal Power: Weekend 14.5 staff/student contact hours.*

Workshops titles beginning with "Personal" means that there is a focus on student's personal development with significant unstructured time in the workshop to address issues arising for the group and/or its individual members. The way that these issues are addressed is largely dependent on the nature of the issues, and the needs of the group and its individual members. In this workshop on Personal Power space will be given to discuss personal power, the use of power and the power balance in the group.

*Personal History (How I Became the Person That I Am): 3-Day, 19.5 staff/student contact hours.*

The aim of this workshop is to facilitate students to begin exploring the influences that have contributed to them becoming the people they are. As a result of this exploration, we hope students will be able to re-discover some of their lost creativity and ability to express a broad range of emotions. In the workshop we will be exploring themes such as values, beliefs, attitudes, and motivation for being a helper. Throughout the workshop we will be using large and small group work along with a strong emphasis on creative exercises.

*Skills Training: 5-Day, 29 staff/student contact hours.*

The evening sessions of most workshops will be given to counselling skills practice. The aim of this workshop is to give further in-depth time to the development of skills. Students will explore, discuss, and practise some of the fundamental skills of effective counselling. Students will focus on developing meaningful therapeutic relationships with clients, identifying emotions and conveying empathy.

*Research Seminar 2: 1-Day, 6 staff/student contact hours.*

*Midway Feedback and Assessment Workshop: 2-day, 14.5 staff/student contact hours.*

Day one, Research Seminar 2 enables students to understand and critically evaluate published research articles.

Day two and three focusses on Midway Feedback and Assessment. The Midway Feedback and Assessment Workshop provides a forum for students to practise two of the important skills of counselling, namely assessment and communication of assessment. In practising assessment, students first engage in self-assessment and then assessment of others.

Students give and receive positive and negative feedback to self and others. This feedback will be based on the assessment criteria students received prior to this workshop.

Facilitators will also give feedback to students, based on the above criteria. The facilitators' feedback and students' own self-assessment at this point forms part of the overall assessment of whether students pass the requirements of Training Year 1. If there are concerns about a student's progress it is important that this is communicated clearly to the student. An amber light warning is given to students if significant issues arise in any elements of training. The warning means that, at present, there is a possibility that these issues could prevent successful completion of Year 1 and/or progression to Year 2. This amber light warning remains in place until such time as it is removed by trainers. Students are encouraged to explore, clarify, and work on the issues identified.

*Crisis Intervention Workshop: 5-Day, 29 staff/student contact hours.*

The aims of this workshop are for students to develop an understanding of crises, how they develop and how to intervene safely and constructively in a crisis. In a safe supportive environment, students will be invited to explore what they already know about crisis. Through small and large group work and creative exercises, students will build on their existing knowledge.

*Personal Development (Hot Seat): 3-Day, 19.5 staff/student contact hours.*

This is the workshop where students take the 'Hot Seat' in the group for a specified time and share the essence of who they are with the group. Additional time will be given to address issues arising for the group and/or its individual members as a result of this personal work. The way that these issues are addressed will vary, based on the needs of the group and its members.

*Culture and Diversity: 4-Day, 23.5 staff/student contact hours.*

The aim of this workshop is to provide a safe forum to look at how students deal with difference and their own experiences of being different or belonging to a minority group.

In addition to looking at this on an individual level, students are also encouraged to examine their own culture's response to these issues. Students examine how they deal with difference or privilege in themselves and/or others. Do they acknowledge or reject and avoid these realities? Race, racism, discrimination, sexism, and prejudice are all examined in this workshop, as well as celebration and inclusion of difference. Students examine their strengths and weaknesses in their attitudes, relationships and beliefs in this area and explore how this will influence their counselling work. Each student will develop an action plan for managing outstanding issues.

*Feedback and closing: 3-Day, 19.5 staff/student contact hours.*

Prior to this weekend, students will have written and submitted their assessments and feedback for one another, their facilitators and themselves. Each student will arrive at the weekend having done an extensive self-assessment and received personal feedback

from peers in written form. They will also have received their facilitators' feedback and end of year assessment. This will form part of what determines whether a student has passed or failed Training Year 1, based on the criteria for successful completion of Year 1. The aim of the assignment is to practice further skills of assessment feedback delivery and ability to work with feedback. The workshop provides a forum for the feedback to be processed, the ethics and skills of endings explored and for the group to formally close and celebrate the completion of Year 1. If outstanding issues remain, students have the right to request a meeting with trainers to further discuss their feedback and application to Training Year 2.

## TUTORIALS

The first tutorial focuses on working remotely. The remaining four tutorials exist to assist students with the academic component of the course. Attendance at all tutorials is compulsory. Students are required to attend all five tutorials. Tutorials may take place in person or on zoom.

### *The Academic Writing Tutorial:*

This tutorial will introduce students to the research, writing and referencing style required for all assignments. There is a short formative assignment linked to this tutorial to ensure that the basics of academic writing are mastered before engaging with more significant pieces of work. While it must be completed and submitted, it will not be marked.

Three further tutorials will run in preparation for Year 1 assignments:

1. *Theory Essay Tutorial.*
2. *Lifespan Development Essay Tutorial*
3. *Culture and Diversity presentation and end of year feedback.*

The aims of these tutorials are:

- To assist trainees in structuring and planning the academic component of the course.
- To promote relationship building in the training group.
- To encourage trainees to take responsibility for their learning needs.

By the end of the Induction Evening students will have formed tutorial groups. It is the responsibility of the tutorial group to select a convenor, agree times and dates and provide a venue for the meeting. This venue may be booked by contacting the administrator in The Centre. The Training Institute will provide the facilitator for the tutorial group. It is the job of the convenor to make contact with the assigned facilitator and agree a date suitable for the tutorial.

The purpose of the tutorial is to explore material relevant to presentations and essays. It is recommended that individual members prepare for tutorials by researching and presenting relevant material to the tutorial group and providing clearly referenced notes to all group members. The group can then expand their learning by questioning, debating, exploring, and discussing the issues of interest to them. It is the responsibility of the group to provide the material which provides the basis for this work. It is the role of the tutor to facilitate the exploration and keep the group focused on the work.

Trainees will review tutorials as part of their review process of the training.

## NOTE-TAKING IN THE GROUP

At specified workshops during the year students will be required to take turns in making notes on individual and group contributions in the group. The aims of note taking are to help students to:

- Observe the group process and work of their peers more clearly.
- Enhance their understanding of the counselling process and group dynamics in general.
- To practice standing outside the process and to learn about their strengths and weaknesses in doing this.

Please note that the notes do not serve as traditional minutes or a formal record of the group. This is a process-orientated subjective training exercise for the group.

## PERSONAL JOURNAL

From the beginning until the end of the course students are expected to keep a personal journal. The aims of keeping the journal are:

- To use it as a tool in documenting personal development and experiences in general throughout the training.
- To provide practice in assessing one's own awareness and needs.

It is important for students to be aware that the journal is for their own use only. While the trainers will not actually read the journal, the External Examiner requires proof of its existence. Students will be required to bring their journal to the closing workshop of Training Year 1.

## PERSONAL COUNSELLING

Students are required to complete a minimum of 100 personal one-to-one counselling hours with an IACP or IAHIP accredited counsellor before graduating from the IACP Accredited BSc (Hons) Counselling & Psychotherapy. 25 of these hours must be completed in each year of the programme. Students enrolled on the Certificate in Introduction to Counselling & Psychotherapy Studies are equally required to complete 25 hours of personal one-to-one counselling. Students are asked to start their personal counselling as soon as training begins and are required to attend on a weekly basis.

Students experience and explore what it is like to source a counsellor and to build a relationship with him/her. Students are asked to discuss their choice of counsellor with their facilitators. The chosen counsellor will need to be IACP or IAHIP accredited. As the training course is based on a humanistic integrative approach, the chosen counsellor should mainly be working out of this model.

Please note that in the interest of professional boundaries neither trainees nor their family members/loved ones may attend Cork Counselling Services as clients for the duration of training. Neither may they attend former trainers/counsellors nor graduates of Cork Counselling Services, unless such a person has had no professional relationship with The Centre for 5 years or more.



## THEORY STATEMENTS AND QUESTIONS

For optimum learning, students are required to read in advance the relevant material for each Theory Presentation and to come prepared with statements and questions. At a bare minimum, we expect students 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.

For each presentation (unless otherwise instructed) group members are expected to produce six statements worth making about the model under consideration. Group members are also expected to put forward three questions worth asking about this model. Students are encouraged to put these questions to the presenters. These statements and questions 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.

## SKILLS PRACTICE

Students are required to actively participate in skills practice across all workshops. Students will be introduced to basic listening and counselling skills. Regular forums will be provided to build a skill base through participation in the training group, observation of skills demonstrations and participation in supervised role-plays, with students taking turns in the roles of counsellor, client, and observer(s).

## INTRODUCTION TO SUPERVISION

Introductory supervision sessions are scheduled during each workshop. Students are required to attend and take turns in presenting in respect of their Skills Practice. Here, they will develop an applied appreciation of the role of supervision in the counselling profession. Students will assess their own strengths and weaknesses in counselling practice and receive feedback from peers and facilitators.

## AUDIO-VISUAL RECORDING OF A PRACTICE COUNSELLING SESSION

An audio-visual recording of a practice counselling session is part of the course requirements in Year 2 of the BSc (Hons) Counselling & Psychotherapy. In preparation for this assignment, midway through Year 1 students are asked to prepare and submit a 'first attempt' 30-minute audio-visual recording of a practice counselling session. Students will work in pairs where each act as a peer-client for the other, working on real personal issues from their lives with which they feel comfortable. Students are required to submit this practice recording for review. The audio-visual recording must be of a satisfactory audio and visual quality. The aim of this formative assignment is to allow students to familiarize themselves with the recording equipment, to see and hear themselves on screen, to discuss their performance and to become more comfortable in preparation for the Year 2 assignment.

## CULTURAL AND DIVERSITY PRESENTATION

To be an effective counsellor means we need to be aware of and sensitive to the diverse nature of human beings. Such an awareness, however, is meaningless without an accompanying commitment to explore our own experience of and response to diversity and to be able to identify and own our prejudices and stereotypes.

The formative Cultural and Diversity Presentation will give students the chance to explore issues such as culture, sexuality, race, ethnicity, social and educational.

background. In preparation for this presentation, students are invited to acquaint themselves with either a marginalized or minority group in their community, or a cultural group different to their own. Students are invited to immerse themselves in their chosen topic, read, talk, watch films, visit, eat and taste. How students contact the people that they meet and the consideration they give to the impact of their needs on the lives of those they get to know is of utmost importance. Students have an ethical responsibility when approaching ethnic minority/marginalized groups.

The resulting presentation should be a reflective and experiential insight into the student's experience of approaching and engaging with a minority group. The presentation will be /recorded.

#### SELF-ASSESSMENT

Students are required to submit a self-assessment report prior to the final workshop. The aims of the self-assessment report are:

- To document each student's own sense of their personal development progress over the year.
- To identify areas of their personal development requiring further work.

The self-assessment report is based on the previously supplied personal development criteria.

#### PEER AND TRAINER ASSESSMENT AND FEEDBACK

Students are required to assess and deliver verbal midway feedback to their peers and their facilitators on their personal and professional development in line with specified criteria. At the end-of-year students will write a feedback assessment for group members, their facilitators, and the training programme to date. The aims of writing this feedback are:

- To provide students with an opportunity to develop assessment skills both for themselves and for others.
- To give students the experience of writing clear positive and negative personal feedback.
- To provide students with an opportunity to practice receiving constructive feedback. In addition, students learn how to deal appropriately with unhelpful feedback.
- To allow students to gain insight into themselves and how other people experience them.
- To provide a forum in which students can relay feedback to their facilitators and the training team.

#### TRAINERS' ASSESSMENT REPORT ON PERSONAL DEVELOPMENT

Students will receive feedback from their facilitators and will be assessed against the personal development criteria required for professional practice previously supplied. Students who are in danger of failing the personal development report, receive clear feedback from their trainers that this is likely with an amber light warning at midway

review or subsequent workshops. Students who fail will be offered the opportunity to repeat Year 1 in the following academic year.

#### INDEPENDENT READING

Students will undertake independent reading throughout the course and a list of recommended reading will be supplied.

## ASSESSMENT

The full Regulatory Framework and Quality Assurance Handbook for Cork Counselling Services Training Institute detailing the academic and assessment regulations is available to you online at:

[www.corkcounsellingservices.ie/student-resources/](http://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 Services 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 students are provided with an overview of the programme, details about attendance requirements, and a calendar of assignment submission dates. As far as possible the assignments are spread across the programme 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 their knowledge, cognitive skills, and practical skills for each of the learning outcomes across the modules.

#### SUCCESSFUL COMPLETION OF YEAR 1

To successfully complete Year 1 of the BSc (Hons) Counselling & Psychotherapy, IACP accredited, and Coventry University validated, students must pass all five modules of training:

1. CCS4001: Personal Development, Social Awareness and Lifespan Development.
2. CCS4002: Counselling Skills.
3. CCS4003: Counselling Theory and Ethics.
4. CCS4004: Professional and Ethical Development and Cultural Awareness.
5. CCS4005: Introduction to Research.

If a student fails any one of these modules, they will be deemed to have failed Training Year 1. The final decision regarding assessment and progression rests solely with the training team. Students can only repeat Training Year 1 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 participate in a range of formative (developmental) and summative (evaluative) assessments. At all stages of progression students are encouraged to participate in their own assessment. Students engage in self-assessment, and they 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. Assessment components are outlined 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. 100% attendance is expected at all components. This will be assessed by students' attendance record taken at each workshop, seminar, tutorial, and research seminar sessions. 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. For specific details of attendance requirements and repeat criteria see Training Programme Module Descriptor. 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 1 which is delivered in five modules made up of various Course Work (CW) components – a mix of ongoing learning, workshops, seminars, tutorials, and assignments. You will note that each module cites essential and recommended reading lists. Additional reading lists are also supplied by module leaders.

### CCS4001: PERSONAL DEVELOPMENT, SOCIAL AWARENESS AND LIFESPAN DEVELOPMENT

**Module size** 20 credits

**Total student study hours** 200

**Excluded Combinations** None

#### **Aims and Summary**

The aim of this module is to introduce students to key aspects in counselling development – self-awareness and a consciousness of the students' impact and influence in the world. The ability to reflect, the ability to be in constructive healthy relationship with self and the ability to interact with and relate to others effectively are core components of this module. Students identify aspects of their responsibility in the dynamics of communication. They learn about their own internal emotions and effective ways to express themselves. They become aware of the group as a functioning social system and their role in it. Students learn to critically evaluate and interpret developmental theory in its application to their life experiences.

#### **Intended Module Learning Outcomes**

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

1. Verbalize and appropriately express emotional experiences.
2. Introduce personal issues and deal with them in the group context.
3. Show openness and care in their interactions in the group.
4. Show awareness of the training group as a social system and be able to describe group dynamics.
5. Explore and continue to make sense of the person they are.
6. Take care of themselves in a variety of situations.
7. Express themselves in interactive exercises and through creative media.
8. Articulate and write their theoretical knowledge and understanding of the different lifespan development stages and their application to themselves and the counselling relationship.

## Indicative Content

- Human Lifespan development.
  - Application of Lifespan stages.
  - Appropriate contextual emotional expression.
  - Self-awareness and social awareness and their concurrent impact on self and others.
  - Effective and appropriate challenge in relationships, components of personal responsibility in human interaction.
  - Description and name of group dynamics.
  - Self-exploration in relationships, its centrality and influence on relationship development.
- 
- Identification and negotiation of boundaries in therapeutic, training & social relationships.
  - Self-soothing strategies and pacing practices.
  - Employment of creative media for creative expression and the use of symbolism and metaphor.

## Teaching and Learning

The module is composed of attendance and participation in several interactive experiential workshops, didactic input, small group work, attendance at personal counselling and academic tutorials, personal journaling, oral presentations, use of creative media and self-expression. 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	8
CW 1 – Attendance at Workshops and Tutorial (Pass/ Fail)	None	<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 2 – Lifespan Development Essay (4000 words)	100%					<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
CW 3 – Personal Counselling (Pass/ Fail)	None	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			
CW 4 – Maintenance of Personal Journal (Pass/ Fail)	None	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			

CW 5 – Self Assessment of Personal Development (Pass/ Fail)	None	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
CW 6 – Trainer’s Assessment of Personal Development (Pass/ Fail)	None	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		

Re-assessment: As original

### **REPEAT CRITERIA**

#### **CW 1 – Attendance Workshops and Tutorial (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 tutorial group.

#### **Personal History (How I Became) Workshop**

Students who are unable to attend any part of the Personal History (How I Became) Workshop for exceptional circumstances, and at the discretion of the module leaders, will be required to submit an assignment within an agreed timeframe based on the group and individual learning tasks. Students who fail to submit an assignment of appropriate standard within the agreed timeframe will have failed the repeat opportunity and training will be deemed to be terminated.

#### **Personal Development (Hot Seat) Workshop**

Students who are unable to attend the Personal Development (Hot Seat) Workshop for exceptional circumstances will be required to let the Institute know as soon as possible. Sections of the workshop will be rescheduled with the rest of the group in the same academic year so that students will receive time to experience and undertake the Hot Seat and receive feedback from their peers. Failure to attend a rescheduled session will result in automatic failure of the module and training will be terminated.

#### **Lifespan Development Essay Tutorial**

Failure to attend the Lifespan Development Essay Tutorial will lead to the student being offered firstly attendance at another group tutorial in the same academic year. If all Lifespan Development tutorials have completed, then a specially constructed tutorial will be provided in the same academic year. Failure to attend the repeat opportunity will result in automatic failure of the module and training will be terminated.

Students who miss more than two workshops or one tutorial across all modules will be deemed to have failed the course and training will be deemed to be terminated.

#### **CW 2 – Lifespan Development Essay (4,000 words) (100% weighting)**

Students will receive an essay specification which includes tightly defined marking criteria. Students are required to achieve a pass grade in this assignment. Students who fail their essay will be allowed to repeat the assignment once within an agreed timeframe. Second failure is an automatic failure of the module.

### **CW 3 – Personal Counselling (Pass/ Fail)**

Students are 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 4 – Maintenance of Personal Journal (Pass/ Fail)**

Students are required to show their reflective personal journal to their trainers 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 5 – Self Assessment of Personal Development (Pass/ Fail)**

Students are required to submit a self-assessment of their personal development prior to the final workshop; this is based on the previously supplied personal development criteria. Students who are unable to submit their self-assessment within the agreed timeframe for exceptional circumstances will be required to let the Institute know as soon as possible. End-of-year student and trainer reports will be held until submission of this self-assessment. Another submission date will be arranged. Failure to submit the self-assessment at the rescheduled time will result in automatic failure of the module and training will be terminated.

### **CW 6 – Trainers' Assessment Report on Personal Development (Pass/ Fail)**

This will comprise feedback from the course trainers on the student's development on previously supplied personal development criteria. Students are required to achieve a pass grade in their Trainers' Assessment Report. Students who are in danger of failing the personal development report receive clear feedback from their trainers that this is likely with a formal warning at midway review or subsequent workshops. Students who fail will be offered the opportunity to repeat Year 1 in the following academic year.

### **Assessment**

Composition of module mark: 100% Coursework.

Pass requirements: Overall module mark must be at least 40%.

CW2 must be at least 40% and all other coursework must receive a passing mark.



## Essential Reading

- Berk, L. (2014). *Development through the lifespan* (6th ed.). Pearson.
- Boyd, D. & Bee, H. (2014). *Lifespan Development*. Pearson.
- Gardiner, H. W. & Kosmitzki, C. (2014). *Lives across cultures cross-cultural human development*. Pearson.

## Recommended Reading

- Amendt-Lyon, N. (2001). Art and creativity in gestalt therapy. *Gestalt Review* 5(4), 225-248.
- Bohart, A. C. (2021). *The art of Bohart: Person-centred therapy and the enhancement of human possibility*. PCCS.
- Das, C. (2021). *Integration and growth: Gestalt therapy*. Page Turner Press.
- Dreitzel, P. H. (2020). *Gestalt therapy practice: Theory and experiential learning*. Routledge.
- Erickson, E. (1994). *The life cycle completed*. W. W. Norton.
- Frankl, V. E. (2006). *Man's search for meaning*. Beacon.
- Hogan, S. (2016). *Art Therapy Theories: A Critical Introduction*. Routledge.
- Johns, H. (2012). *Personal development in counsellor training* (2nd ed.). Sage.
- Kincel, A. (2021). *Exploring masculinity, sexuality, and culture in gestalt therapy: An autoethnography*. Routledge.
- Kubala, A. & Karkou, V. (2018). *Art therapies in the treatment of depression*. Routledge.
- Miller, M. V. (2011). *Teaching a paranoid to flirt*. Gestalt Journal Press.
- Norcross, J. & Vandenbos, G. (2018). *Leaving it at the office: A guide to psychotherapist self-care*. Guilford.
- Oaklander, V. (2006). *Hidden treasure: A map to the child's inner self*. Karnac.
- Polster, E. (2020). *Enchantment in gestalt therapy: Partners in exploring life*. Routledge.
- Rogers, N. (2000). *The Creative connection: Expressive arts as healing*. PCCS.
- Rogers, N., Tudor, K., Embleton, L., & Keemar, K. (2012). Person-centred expressive arts therapy: A theoretical encounter. *Person-centred and experiential psychotherapy* 11(1), 31-47.
- Rouval, J. (2013). *Gestalt therapy clinical practice: From psychopathology to the aesthetics of contact*. FrancoAngeli.
- Schore, A. (2012). *The science of the art of psychotherapy*. W. W. Norton.
- Skottun, G., & Kruger, A. (2021). *Human interaction and emotional awareness in gestalt therapy: Exploring the phenomenology of contacting and feeling*. Routledge.
- Spagnuolo Lobb, M., & Amendt-Lyon, N. (2003). *Creative licence: The art of gestalt therapy*. Springer Verlag Wien.
- Zinker, J. (1978). *Creative process in gestalt therapy*. Vintage.

**Required Equipment None.**

**Module size** 20 credits

**Total student study hours** 200

**Excluded Combinations** None

### **Aims and Summary**

Whilst skills training is an ongoing thread across all the modules, this module focuses on the specifics of discrete training for the acquisition of key primary counselling skills. This module aims to facilitate the integrated development of counselling skills with a strong emphasis on being relational rather than becoming skill technicians. Students observe and practice listening, making contact, communicating information, creating safe environments, demonstrating empathy, identifying, and holding boundaries, recognising crisis, designing, and intervening appropriately in crisis, crisis prevention and crisis resolution, receiving and delivering assessment and feedback.

### **Intended Module Learning Outcomes**

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

1. The ability to receive, welcome and set up the beginning of a counselling relationship, including imparting client confidentiality and its limits.
2. Active listening skills including direct and congruent communication skills.
3. Empathy with ability to paraphrase, reflect and summarize.
4. An ability to identify, maintain and respect boundaries and an interest in identifying issues that cause the student to lose them.
5. An initial understanding of appropriate endings.
6. The ability to recognize crises and to design and intervene appropriately in crises, crises prevention and crises resolution.
7. An ability to assess personal development in others.
8. The capacity to deliver constructive verbal and written assessment and feedback which is meaningful to the receiver, the application of this capacity to fellow students and trainers.
9. The capacity to receive constructive verbal and written assessment and feedback which needs to be heard, considered, and responded to and to deal appropriately with unhelpful feedback.
10. Take care of themselves both during and after group training sessions.

### **Indicative Content**

- Primary components of effective counselling practice.
- Live and audio-visual demonstrations of basic counselling skills.
- Role play and action methods of discrete counselling skills.
- Constructive verbal and written feedback on skills proficiency.
- Skills practice in different settings and counselling simulations.
- Literature on the theoretical basis and models of crisis intervention.
- Literature on specific crisis assessments and interventions e.g., suicide.

- Skills practice exercises in effective design and intervention in a crisis.
- Experiential and creative media exercises on helpers' crisis, crisis prevention and resolution.
- Literature on appropriate self-care, vicarious traumatization, and compassion fatigue.
- Group note-taking and observational practice.

### Teaching and Learning

The module is composed of workshops, practice, and self-guided work. Workshops incorporate didactic teaching, group discussion, counselling practice, experiential and creative exercises, self-reflection, and observation of group dynamics. Practice includes role play, simulated counselling sessions with peer-clients, crisis scenarios, and delivery of assessment and feedback to self and peers. Self-reflective work includes reflective work on crisis, boundary maintenance and self-assessment. Self-guided work includes independent reading, assimilation and application of crisis intervention models and risk assessment models, writing and preparation of audio-visual recording of a practice counselling session.

### Method of Assessment

The intended learning outcomes are normally assessed as follows:

Assessment	Weight	1	2	3	4	5	6	7	8	9	10
CW1 Attendance at Workshops (Pass/ Fail)	None										<input checked="" type="checkbox"/>
CW 2 – Audiovisual recording of a practice counselling session (Pass/ Fail)	None	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
CW 3 – Peer and trainer feedback (Pass/ Fail)	None							<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CW 4 – Note-taking in the Group (Pass/ Fail)	None				<input checked="" type="checkbox"/>						
CW 5 – Skills Practice (Pass/ Fail)	None	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				

Re-assessment: As original

### REPEAT CRITERIA

#### CW1 – Attendance at Workshops (Pass/ Fail)

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

### **Skills Training Workshop and Crisis Intervention Workshop**

Attendance at the Skills Training Workshop and Crisis Intervention Workshop is compulsory. Failure to attend either of these workshops due to exceptional circumstances, and at the discretion of the Module Leader will require students to attend the relevant 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.

### **Midway Feedback and Assessment Workshop**

Students who are unable to attend the Midway Feedback and Assessment Workshop for exceptional circumstances will be required to let the Institute know as soon as possible. Sections of the workshops will be rescheduled in the same academic year with the rest of the group so that students will receive time to deliver 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.

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 – Audiovisual Recording of a Practice Counselling Session (Pass/ Fail)**

Working in pairs, each student will submit a first-attempt 30-minute audiovisual recording of a practice counselling session as counsellor with a peer-client. The audiovisual recording must be of a satisfactory audio and visual quality with content that simulates a counselling session using real material from the peer-client's life.

Students who are unable to submit an audiovisual recording for exceptional circumstances will have one further attempt within an agreed timeframe. Failure to submit within the agreed timeframe will result in automatic failure of the module and training will be deemed to be terminated.

### **CW 3 – Peer and Trainer Feedback (Pass/ Fail)**

This will comprise of assessment and verbal delivery of mid-way feedback and written end-of-year feedback from the student to other group members on their level of personal development based on the previously supplied personal development criteria and to trainers on their professional competence.

Students who are unable to deliver midway feedback for exceptional circumstances will be required to let the Institute know as soon as possible. Sections of the Midway Assessment and Feedback Workshop will be rescheduled with the rest of the group in the same academic year so that students will receive time to deliver 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.

Students who are unable to submit their end-of-year feedback within the agreed timeframe for exceptional circumstances will be required to let the Institute know as soon as possible. End-of-year student and trainer reports will be held until submission of this feedback. Another submission date will be arranged. Failure to deliver feedback

at the rescheduled time will result in automatic failure of the module and training will be terminated.

#### **CW 4 – Note-taking in the Group (Pass/ Fail)**

At specified workshops during the year students will be required to take turns in making notes on individual and group contributions in the group. This will be assessed by a record of completion. Any student who fails to undertake notetaking 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.

#### **CW 5 – Skills Practice (Pass / Fail)**

Students are required to actively participate in skills practice across all workshops. This will be assessed by the trainer's accumulative record of completion. Students who are unable to participate in skills practice across the module for exceptional circumstances, and at the discretion of the Module Leader will be required to undertake an alternative skills exercise within an agreed timeframe. Failure to undertake the repeat opportunity within the agreed timeframe will result in automatic failure of the module and training will be deemed to be terminated.

#### **Assessment**

Composition of module            100% Coursework (Pass/Fail).

Pass requirements: All coursework must receive a passing mark.

#### **Essential Reading**

- Norcross, J. C., & Guy, J. D. (2018). *Leaving it at the office: A guide to psychotherapist self-care*. (2nd ed.). Guilford.
- Aquilera, D.C. (1998). *Crisis intervention: Theory and methodology* (8th ed.). Mosby.
- Cavaida, A., & Colford, E. (2018). *Crisis Intervention: A practical guide*. Sage.
- Carey, L. (2006). *Expressive and creative arts methods for trauma survivors*. Jessica Kingsley.
- Joyce, P. & Sills, C. (2014). *Skills in Gestalt counselling and psychotherapy* (3rd ed.). Sage.

#### **Recommended Reading**

- Egan, G. (2017). *The skilled helper* (2nd ed.). Cengage Learning.
- Feltham, C., Hanley, T., & Winter, L.A. (2017). *The Sage handbook of counselling and psychotherapy* (4th ed.). Sage.
- Fisher, J. (2017). *Healing the fragmented selves of trauma survivors*. Routledge.
- Herman, J (2015). *Trauma and recovery from domestic abuse to political power*. Basic.
- Levine, P. (2015). *Trauma and memory*. North Atlantic.
- Nelson-Jones, R. (2015). *Basic counselling skills: A helper's manual*. Sage.
- Rothschild, B. (2006). *Help for the helper: The psychophysiology of compassion*

- fatigue and vicarious trauma.* W. W. Norton.
- Sanderson, C. (2015). *Counselling skills for working with shame.* Jessica Kingsley.
- Treisman, K. (2018) *A therapeutic treasure box for working with Children and adolescents with developmental trauma.* Jessica Kingsley.
- Van der Kolk, B. A. (2014). *The body keeps the score: Mind, brain, and body in the transformation of trauma.* Penguin.
- Sanderson, C. (2015). *Counselling skills for working with shame.* Jessica Kingsley.

**Required Equipment**

Audiovisual recording equipment.

## CCS4003: COUNSELLING THEORY AND ETHICS

**Module size** 20 credits

**Total student study hours** 200

**Excluded Combinations** None

### **Aims and Summary**

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. Students evaluate the model 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.

### **Intended Module Learning Outcomes**

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

1. Appreciate that theory is integrated into the ongoing professional development of the counsellor.
2. Demonstrate familiarity with theoretical and ethical terminology.
3. Evaluate and describe various counselling models, their concepts and principles, historical context, and modern proponents.
4. Demonstrate understanding of the theory of humanistic integrative counselling and how it compares and contrasts with other models of counselling.
5. Demonstrate understanding of the basic philosophical tenets underlying the code of ethics and show familiarity with the specific ethical codes of IACP & BACP.
6. Deliver written and oral presentations to professionally portray complex information on counselling theory in a structured, engaging and time-bound manner, demonstrating creativity and audience participation as appropriate.

### **Indicative Content**

- 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.
- The philosophical tenets and elements of an ethical code.

- Research and research theory paradigms in Counselling & Psychotherapy
- IACP and BACP ethical codes.
- Professional presentation skills.

### Teaching and Learning

The module is composed of workshops, tutorials, and self-guided work. Workshops incorporate experiential and creative exercises, didactic teaching, peer-led presentations, group discussion on previously read literature, self-evaluation, and constructive evaluation from peers. Tutorials support students in evaluating theory, forming, and expressing opinions and writing and delivering presentations to professional standards. Self-guided work includes small group work, independent reading, writing and essay and presentation preparation.

### Method of Assessment

The intended learning outcomes are normally assessed as follows:

Assessment Weight		Learning Outcomes					
		1	2	3	4	5	6
CW1 – Attendance Theory Presentations and Tutorials (Pass/ Fail)	None	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
CW2 – Theory Presentation	50%			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CW3 – Theory Essay (2000 words)	50%			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
CW4 – Statements and Questions (Pass/ Fail)	None		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

Re-assessment: As original

### REPEAT CRITERIA

#### CW 1 – Attendance at Theory Presentations and Tutorials

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

#### Theory Presentations

Students are required to attend all theory presentations on counselling theory and one presentation on the theory of ethics. Students who are unable to attend a theory presentation for exceptional circumstances, and at the discretion of the Module Leaders 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.



### **Academic Writing Tutorial**

Students who are unable to attend the academic writing tutorial for exceptional circumstances will be required to let the Institute know as soon as possible. Failure can be addressed on a once-off basis by scheduling time with the tutor within an agreed timeframe on an individual or small group basis. Failure to attend this repeat tutorial will result in automatic failure of the module and training will be deemed to be terminated.

### **Theory Essay Tutorial and Theory Presentation Tutorial**

A series of Theory Essay Tutorials and Theory Presentation Tutorials are scheduled of which students must attend one of each. Students who are unable to attend their chosen tutorials for exceptional circumstances will be required to let the Institute know as soon as possible. Students will be firstly offered attendance at another theory essay tutorial or theory presentation tutorial in the same academic year as appropriate. 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.

Students who miss more than two workshops or one tutorial across all modules will be deemed to have failed the course and training will be deemed to be terminated.

### **CW 2 – Theory Presentation (50% weighting)**

Students deliver a presentation on one of the major schools of theory. Detailed assignment guidelines and marking criteria are provided. The presentation will be recorded and contributes to 50% of the numerical grade for the counselling theory and ethics module.

Students who are unable to deliver their theory presentation at the allotted time for exceptional circumstances will be required to let the Institute know as soon as possible. Time will be scheduled in conjunction with their group for the student to deliver their presentation on another presentation date in the same academic year. If all presentations have been completed, then a specially constructed presentation opportunity will be provided in the same academic year. Failure to attend any rescheduled session will result in automatic failure of the module and training will be terminated.

Students are required to achieve a minimum of a pass grade in their theory presentation. Students who receive a fail grade on their theory presentation will be allowed to repeat the assignment once. Time will be scheduled in conjunction with their group for the student to deliver their repeat presentation on the same topic within an agreed timeframe and this will be recorded. 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.

### **CW 3 – Theory Essay (50% weighting)**

This 2000-word essay asks students to write an essay on the Humanistic Integrative approach. Students are required to achieve a pass grade on their theory essay.

Students who fail their essay will be allowed to repeat the assignment once within an agreed timeframe.

#### **CW 4 – Statements and Questions**

Students are required to write six relevant statements and three relevant questions about the topic of each theory presentation (except the student's own presentation topic), prior to each presentation. Students are required to show their statements and questions to their trainers at the end of the year to pass the assignment. Failure to submit by 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. CW2 50% weighting. CW3 50% weighting.
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Pass requirements: Overall Module Mark must be at least 40%.  
CW2 must be at least 40%.  
CW3 must be at least 40%.  
All other coursework must receive a pass mark.

#### **Essential Reading**

- British Association of Counselling and Psychotherapy. (2018). *Ethical framework for the counselling professions* [www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/](http://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/)
- Corey, G. (2020). *Theory and practice of counselling and psychotherapy* (10th ed.). Cengage Learning.
- Corey, M. S., & Corey, G. (2021). *Becoming a helper* (8th ed.). Cengage Learning.
- Feltham, C., Hanley, T. & Winter, L. A. (2017). *The Sage handbook of counselling and psychotherapy* (4th ed.). Sage.
- Irish Association for Counselling and Psychotherapy. (2018). *IACP code of ethics and practice for counsellors/psychotherapists* [www.iacp.ie/iacp-code-of-ethics](http://www.iacp.ie/iacp-code-of-ethics)
- McLeod, J. (2019). *An Introduction to counselling* (6th ed.). Open University.

#### **Recommended Reading**

- Balint, E. (1993). *Before I was I: Psychoanalysis and the imagination*. Free Association Books.
- Chaplin, J. (1999). *Feminist counselling in action* (2nd ed.). Sage.
- Frankl, V. (1973). *Psychotherapy and existentialism: Logotherapy*.

- Pelican. Kearney, A. (2018). *Counselling, class, and politics: Undeclared influences in therapy*. PCCS.
- Polster, E., & Polster, M. (1974). *Gestalt therapy integrated*. Vintage.
- Schneider, K. J., & Pierson, J. F. (2015). *The handbook of humanistic psychology Theory research and practice*. Sage.
- Skottun, G., & Krüger, Å. (2021). *Gestalt Therapy Practice: Theory and Experiential Learning*. Routledge.

**Required Equipment**

Optional audiovisual presentation equipment (e.g., projector screens, speakers).

## CCS4004: PROFESSIONAL AND ETHICAL DEVELOPMENT AND CULTURAL AWARENESS

**Module size** 20 credits

**Total student study hours** 200

**Excluded Combinations** None

### **Aims and Summary**

The aims of this module are to foster professional development and to begin to apply, uphold and experience the requirements of ethical practice. As part of this professional and ethical development special attention is paid to the development of cultural and diversity awareness. The module is designed so that the ethical codes will not just be viewed as written guidelines; students will have experienced interpreting, applying, writing, debating, and living them. They will have a clear understanding about fitness to practice standards and know the importance and lifelong nature of supervision. In addition, they will have an appreciation of the impact of culture and diversity on their own life experience and be attentive to its influence on their values and the counselling relationship. The students will gain a lived understanding and knowledge of the different expressions of power, powerlessness, consent, and the absence of consent.

### **Intended Module Learning Outcomes**

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

1. Ethical awareness and the beginning of an appreciation of the complexity of ethical dilemmas.
2. Understanding of and adherence to professional suitability and fitness to practice standards appropriate to their trainee status.
3. An ability to facilitate the initiation and completion of counselling contracts effectively and aware of the importance and range of ethical issues in beginnings and endings.
4. Awareness and experience of upholding professional and ethical duties around confidentiality and its limits, continuity of care, safety, consent, the use/ misuse of power and the ability to identify and respect appropriate professional boundaries.
5. An insight into the dynamics of personal power in their own cultural history and how that is expressed in the immediacy of the training group.
6. An applied understanding and ability to identify the different expressions of power, powerlessness, consent, and the absence of consent.
7. Identification and acknowledgement of their personal and cultural biases, stereotypes and prejudices and a commitment to inclusive, non-discriminatory living.
8. Comprehension of the necessity of supervision.

## Indicative Content

- Ethical contracts and their role in client/ counsellor safety.
- Confidentiality and its limits.
- Ethical issues in beginning counselling contracts.
- Ethical issues in ending counselling contracts.
- Power in counselling and psychotherapy.
- Appreciating diversity, culture, and identity in counselling.
- Identifying and becoming familiar with minority populations.
- Recognising and owning prejudice, bias, and stereotyping.
- Supervision.
- Professional suitability and fitness to practice guidelines.

## Teaching and Learning

The module is composed of workshops, practice, supervision, peer-led presentations, and self-guided work. Workshops incorporate experiential and creative exercises, self-reflection, small group work, didactic teaching, peer-led presentations, and group discussion. Practice includes constructing an ethical and professional contract, and actively living and reviewing it, beginning, and ending relationships, committing to inclusive, non-discriminatory living, participating in practice supervision, and delivering a presentation. Self-guided work includes engagement with a minority group, presentation preparation, independent reading, and writing.

## 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 Workshops and Introduction to Supervision (Pass/ Fail)	None	<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 – Culture and Diversity Presentation (Pass/ Fail)	None						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
CW 3 - Professional Suitability and Fitness to Practice (Pass/ Fail)	None		<input checked="" type="checkbox"/>						

Re-assessment: As original

## REPEAT CRITERIA

### **CW 1 – Attendance at Workshops and Introduction to Supervision (Pass/ Fail)**

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

### **Introduction and Contracting Workshop**

Students who are unable to attend the Introduction and Contracting Workshop for exceptional circumstances will be required to let the Institute know as soon as possible. At the discretion of the Module Leader such students will be required to submit an assignment within an agreed timeframe based on the group and individual learning tasks. Time will also be scheduled with the group at the following workshop for the student to work with the group on specifically designed exercises to enable them to complete group learning tasks and integrate with the group. Failure to submit an assignment of an appropriate standard within the agreed timeframe and/or failure to attend any repeat group session will result in automatic failure of the module and training will be deemed to be terminated.

### **Feedback and Closing Workshop**

Students who are unable to attend the Feedback and Closing Workshop for exceptional circumstances will be required to let the Institute know as soon as possible. At the discretion of the Module Leader such students will be required to submit an assignment within an agreed timeframe based on the group learning tasks. Sections of the workshop will also be rescheduled with the rest of the group within an agreed timeframe so that students will receive time to experience and undertake a closing and receive feedback from their peers. Failure to submit an assignment of an appropriate standard within the agreed timeframe and/or failure to attend any repeat group session will result in automatic failure of the module and training will be deemed to be terminated.

### **Personal Power Workshop**

Students who are unable to attend the Personal Power 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 be scheduled with the group within an agreed timeframe 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.

### **Culture and Diversity Workshop**

Attendance at the Culture and Diversity Workshop is compulsory. Failure to attend this 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 this workshop at the next available opportunity will result in automatic failure of the module and training will be deemed to be terminated.

### **Introduction to Supervision**

Students who are unable to attend the Introduction to Supervision for exceptional circumstances will be required to let the Institute know as soon as possible. An alternative date will be arranged within the same academic year. Failure to attend

supervision after two reasonable attempts to accommodate the student will result in automatic failure of the module and training will be deemed to be terminated.

### **CW 2 – Culture and Diversity Presentation (Pass/ Fail)**

This comprises of a reflective and experiential presentation on the student's experience of approaching and engaging with a minority group. The presentation will be audio taped. Students who fail to deliver a presentation in line with the assignment criteria will be allowed to repeat the assignment once. Time will be scheduled in conjunction with the group within an agreed timeframe 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.

### **CW 3 – Professional Suitability and Fitness to Practice (Pass/ Fail)**

This comprises assessment by the facilitators of a student's professional suitability and fitness to practice in line with the relevant policy criteria. Students who are in danger of failing the professional suitability and fitness to practice assessment receive a clear indication from their trainers at the midway review or subsequent workshops that this is likely with feedback on what changes are required and what behaviour needs to be demonstrated prior to the year end. Failure to address the issues or to make changes will result in a fail and training will be terminated.

### **Assessment**

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

Pass requirements: All coursework must receive a passing mark.

### **Essential Reading**

Extensive reading lists are supplied by module leaders; the following are examples of key, classic and recommended texts:

Bond, T. (2015). *Standards and ethics for counselling in action* (4th ed.). Sage.  
Proctor, G. (2017). *The dynamics of power in counselling and psychotherapy: Ethics, politics practice*. PCCS.

Reeves, S. (2018). *An introduction to counselling and psychotherapy* (2nd ed.). Sage.

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

### **Recommended Reading**

Neville, H., Worthington, R. & Spanierman, L. (2001). Race, Power, and Multicultural Counselling Psychology: Understanding White Privilege and Colorblind racial attitudes. In J. Ponterotto, J. Casas, L. Suzuki, & C. Alexander (Eds.) *Handbook of multicultural Counselling*. Sage.

Pack-Brown, S. & Braun Williams, C. (2003). *Ethics in a multicultural context*. Sage.

Totton, N. (2012). *Not a tame lion: Writing on therapy in its social and political context*. PCCS.

### **Required Equipment**

None.

## CCS4005: INTRODUCTION TO RESEARCH

**Module size** 10 credits

**Total student study hours** 100

**Excluded Combinations** None

### **Aims and Summary**

This module aims to develop an early understanding of research and its role in the wider world and in the arena of counselling; it fosters a belief as to why research is important in professional practice. It will introduce students to research terminology and enable them to differentiate between types of methodology. It will develop not only their skills in appraising a broad range of literature and scientific papers, but also their understanding of statistical terms and analytic processes.

### **Intended Module Learning Outcomes**

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

1. Situate research within the broader context of inquiry and how this knowledge is essential to the development of the profession.
2. Navigate research and literature databases and access resources to support their learning.
3. Distinguish and define common research methodologies and terms and refer to actual examples of their occurrence.
4. Demonstrate the ability to evaluate an article and when required to interpret numerical information.
5. Describe the process of research from question finding through to presentation in a journal article.

### **Indicative Content**

- Nature and role of inquiry.
- Research terminology and methodologies.
- Ways to access resources and access databases.
- Methods of evaluating and appraising literature.
- Introduction to statistics and ways to interpret.

### **Teaching and Learning**

The module is composed of experiential learning using practical examples to demonstrate key research principles. The group will be divided into learning sets, in which group learning takes place culminating in oral presentations. Self-guided work includes accessing databases, independent reading, appraisal of articles and writing a report.



## Method of Assessment

The intended learning outcomes are normally assessed as follows:

Assessment	Weight	Learning Outcomes				
		1	2	3	4	5
CW1 – Attendance at two research workshops and six research presentations	None	<input checked="" type="checkbox"/>				
CW2 - Research presentation	40%		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
CW3 – Research Article Review	60%	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Re-assessment: As original

### REPEAT CRITERIA

#### **CW1 – Attendance at Two Research Workshops and Six 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 workshop or a research presentation 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 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 or group sessions across all modules will be deemed to have failed the course and training will be deemed to be terminated.

#### **CW 2 – Research Presentation (40% weighting)**

Working in learning sets, each student will deliver a 15-minute presentation on a chosen aspect of research. The presentation will be audio taped. The research presentation contributes to 40% of the numerical grade for the Introduction to Research module.

Students are required to achieve a minimum of a pass grade in their research presentation. 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.

#### **CW 3 – Research Article Review (60% weighting)**

Each student, as part of their learning set, will deliver a written review of a research article. The review must include a discussion, appraisal, and interpretation of

statistical results obtained. Students are required to achieve a minimum of a pass grade in their research article review. Students who fail the research article review will be allowed to repeat the assignment once within an agreed timeframe.

**Assessment**

Composition of module mark:	100% Coursework
	CW2 40% weighting
	CW3 60% weighting

## Year 1 OAK Assignment Calander 2023- 2024

<b>Assignment</b>	<b>Distribution Date</b>	<b>Submission Date</b>	<b>Marking Deadline</b>
<b>Formative Essay (Formative Exercise)</b>	Academic Writing Tutorial 21 <sup>st</sup> October 2023	3 <sup>rd</sup> November 2023	This is not a marked piece, but feedback will be given.
<b>Theory Presentations</b>	Induction Evening 12 <sup>th</sup> September 2023	At Workshops 2, 3, 4, 5, 6, 7, 8 and 9	End of same workshop
<b>Research Presentation</b>	Research 1 22 <sup>nd</sup> October 2023	At Workshops 4,5,6,7,8 and 9	End of same workshop
<b>Theory Essay</b>	Induction Evening 12 <sup>th</sup> September 2023	8 <sup>th</sup> January 2024	19 <sup>th</sup> February 2024
<b>Research Review Article</b>	Research 2 9 <sup>th</sup> February 2024	23 <sup>rd</sup> February 2024	12 <sup>th</sup> April 2024
<b>Lifespan Development Essay</b>	Personal History Workshop 8 <sup>th</sup> – 10 <sup>th</sup> December 2023	8 <sup>th</sup> March 2024	22 <sup>nd</sup> April 2024
<b>Practice Counselling Session</b>	Skills Training 24 <sup>th</sup> – 28 <sup>th</sup> January 2024	9 <sup>th</sup> February 2024	Not Applicable
<b>Culture &amp; Diversity Presentation</b>	Mid-way Feedback 10 <sup>th</sup> – 11 <sup>th</sup> February 2024	9 <sup>th</sup> – 12 <sup>th</sup> May 2024	Not Applicable
<b>End of Year Assessment &amp; Feedback</b>	Crisis Intervention Workshop 29 <sup>th</sup> Feb – 4 <sup>th</sup> March 2024	31 <sup>st</sup> May 2024	Not Applicable

- **Any student who receives a deferral or a fail grade on an assignment should contact the Training Team to discuss and agree a date for resubmission. In all cases the final date for resubmission is 24<sup>th</sup> May 2024**

## Year 1 ASH Assignment Calendar 2023-2024

<b>Assignment</b>	<b>Distribution Date</b>	<b>Submission Date</b>	<b>Marking Deadline</b>
<b>Formative Essay (Formative Exercise)</b>	Academic Writing Tutorial 28 <sup>th</sup> October 2023	10 <sup>th</sup> November 2023	This is not a marked piece, but feedback will be given.
<b>Theory Presentations</b>	Induction Evening 26 <sup>th</sup> September 2023	At Workshops 3, 4, 5, 6 and 7	End of same workshop
<b>Research Presentation</b>	Research 1 29 <sup>th</sup> November 2023	At Workshops 4,5,6,7,8	End of same workshop
<b>Theory Essay</b>	Induction Evening 26 <sup>th</sup> September 2023	8 <sup>th</sup> January 2024	19 <sup>th</sup> February 2024
<b>Research Review Article</b>	Research 2 23 <sup>rd</sup> February 2024	8 <sup>th</sup> March 2024	22 <sup>nd</sup> April 2024
<b>Lifespan Development Essay</b>	Personal History Workshop 5 <sup>th</sup> – 7 <sup>th</sup> January 2024	8 <sup>th</sup> April 2024	20 <sup>th</sup> May 2024
<b>Practice Counselling Session</b>	Skills Training 31 <sup>st</sup> Jan – 4 <sup>th</sup> February 2024	16 <sup>th</sup> February 2024	Not Applicable
<b>Culture &amp; Diversity Presentation</b>	Mid-way Feedback Workshop 24 <sup>th</sup> – 25 <sup>th</sup> February 2024	16 <sup>th</sup> – 19 <sup>th</sup> May 2024	Not Applicable
<b>End of Year Assessment &amp; Feedback</b>	Crisis Intervention Workshop 13 <sup>th</sup> – 17 <sup>th</sup> March 2024	7 <sup>th</sup> June 2024	Not Applicable

- **Any student who receives a deferral or a fail grade on an assignment should contact the Training Team to discuss and agree a date for resubmission. In all cases the final date for resubmission is 24<sup>th</sup> May 2024**

## Year 1 OAK Workshop & Seminar Schedule 2023/2024

**Please Note: This is a provisional calendar and subject to change.**

Workshop/ Seminar	Component	Date	Location
Evening session	Induction Evening	Tuesday 12 <sup>th</sup> Sept 6pm-8.30pm	Online
<b>Workshop 1</b> 3-day workshop	Introduction and Contracting	Fri 15 – 17 Sep	Crann Centre
Tutorial & Seminar	Working Remotely Tutorial	Fri 20 Oct	Online
	Academic Writing Tutorial	Sat 21 Oct	
	Research Seminar 1	Sun 22 Oct	
<b>Workshop 2</b> Weekend Workshop	Personal Power	Fri 17 – Sun 19 Nov	Crann Centre
<b>Workshop 3</b> 3-day Workshop (Residential)	Personal History (How I Became)	Fri 8 – Sun 10 Dec	Mt St Annes
<b>Workshop 4</b> 5-day Workshop	Skills Training	Wed 24 – Sun 28 Jan	Crann Centre
Seminar	Research Seminar 2	Fri 9 <sup>th</sup> Feb	Crann Centre
<b>Workshop 5</b> 2-day Workshop	Midway Feedback	Sat 10 – Sun 11 Feb	
<b>Workshop 6</b> 5-day Workshop (Residential)	Crisis Intervention * Students to join	February 29 <sup>th</sup> – 4 <sup>th</sup> March	Ballyvaloo
<b>Workshop 7</b> 3-day Workshop (Residential)	Personal Development (Hot Seat)	Fri 5 – Sun 7 April	Ballyvaloo
<b>Workshop 8</b> 4-day workshop	Culture and Diversity *Student to join	Thurs 9 – Sun 12 May	Crann Centre
<b>Workshop 9</b> 3-day Workshop	Feedback and Closing	Fri 7 – Sun 9 June	Crann Centre

## Year 1 ASH Workshop and Seminar Schedule 2023/2024

**Please Note: This is a provisional calendar and subject to change.**

Workshop/ Seminar	Component	Date	Location
Evening session	Induction Evening (Online)	Tuesday 26 <sup>th</sup> Sept 6pm-8.30pm	Online
<b>Workshop 1</b> 3-day workshop	Introduction and Contracting	Fri 29/9 - Sun 1/10	Crann Centre
Tutorial & Seminar	Working Remotely Tutorial (Online)	Fri 27/10	Online
	Academic Writing Tutorial	Sat 28/10	Online
	Research Seminar 1	Sun 29/10	Online
<b>Workshop 2</b> Weekend Workshop	Personal Power	Fri 24/11 - Sun 26/11	Northridge
<b>Workshop 3</b> 3-day Workshop (Residential)	Personal History (How I Became)	Fri 5 <sup>th</sup> – Sun 7 <sup>th</sup> January	Ballyvaloo
<b>Workshop 4</b> 5-Day Workshop	Skills Training	Wed 31 <sup>st</sup> Jan – Sun 4 <sup>th</sup> Feb	Crann Centre
Seminar	Research Seminar 2	Fri 23 <sup>rd</sup> Feb	Crann Centre
<b>Workshop 5</b> 2-day Workshop	Midway Feedback	Sat 24 <sup>th</sup> – Sun 25 <sup>th</sup> Feb	Crann Centre
<b>Workshop 6</b> 5-day Workshop (Residential)	Crisis Intervention *Students to join	13 <sup>th</sup> – 17 <sup>th</sup> March	Ballyvaloo
<b>Workshop 7</b> 3-day Workshop (Residential)	Personal Development (Hot Seat)	Fri 19 <sup>th</sup> – Sun 21 <sup>st</sup> April	Ballyvaloo
<b>Workshop 8</b> 4- day workshop	Culture and Diversity *Student to join	Thurs 16 – Sun 19 May	Crann Centre
<b>Workshop 9</b> 3-day Workshop	Feedback and Closing	Fri 14 – Sun 16 June	Crann Centre

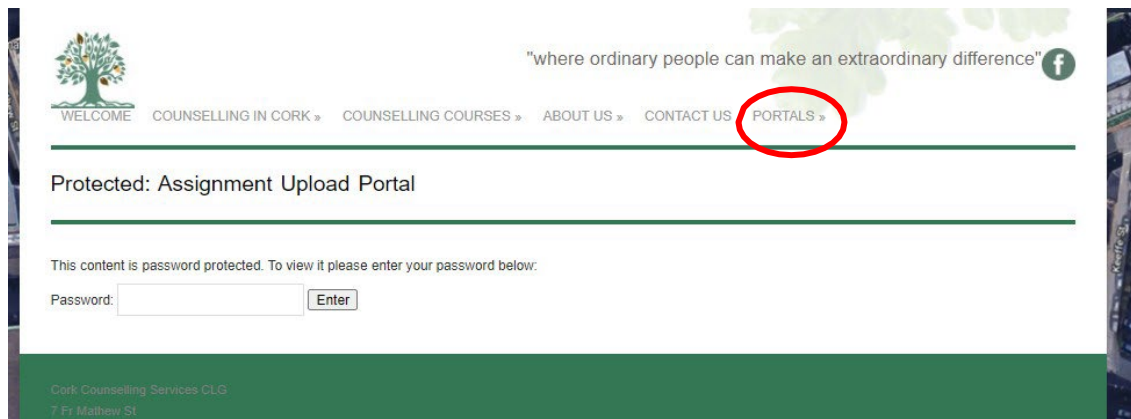
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Use this form to upload your assignments before the closing date. The marking coordinator will be informed and a record of your submission will be recorded. Please password protect your documents with standard password (from your trainer). Sending assignments as pdf's is best practice but word documents are acceptable also. Please note that if your assignment exceeds the maximum filesize it may be down to using overly high resolution images which will need to be removed.

General Help is available [here](#).

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First Last

**CU Student No. (usually 109xxxxx). Enter CCSTI Student No. if not reg with CU \***

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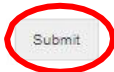
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Use this form to upload your assignments before the closing date. The marking coordinator will be informed and a record of your submission will be recorded.

Your assignment has been received and your marking coordinator notified.

Please note:

- Students must also include the anti-plagiarism declaration in assignments as per the assignment guidelines.
- Max upload size is 20MB. If your assignment size is larger than this, please contact Administration.
- The Marking Co-Ordinator is responsible for receiving and distributing assignments for marking.
- The 2023-2024 Marking Co-Ordinator is Karen Connolly and is contactable at [karenc@corkcounsellingservices.ie](mailto:karenc@corkcounsellingservices.ie).



- Please send assignment extension requests to Karen Connolly who will bring this request to the Training Team for consideration. This should also be discussed with your trainers.

### **Submitting coursework**

- You may also be required to submit coursework throughout the year such as peer feedback, self feedback, supplementary documentation etc. Please forward this to [sandra@corkcounsellingservices.ie](mailto:sandra@corkcounsellingservices.ie) in Microsoft Word or PDF format.
- Where peer feedback is being submitted, please ensure you use separate documents for each person.

### **Use of Passwords**

- Please password protect your document **only where identifiable personal information is included** – using the password: "student" (no inverted commas in password).
- Both Word format and PDF are accepted provided it is password protected if relevant.
- Please do not submit any coursework using cloud-based sharing technology without first discussing with administration.