MODULE SPECIFICATION FORM

Module Title: Key Issues in Counselling Skills for Education	Level: 6	Credit Value: 20

Module code: EDC621	Cost Centre: GAEC	JACS2 code: X300

Trimester(s) in which to be offered: 1/2	With effect from: September 2017

Office use only: To be completed by AQSU:	Date approved: September 2015 Date revised: September 2017 Version no: 2

Existing/New: New	Title of module being replaced (if any):

Originating School: Social and Life Sciences	Module Leader: Alison Woolf

Module duration (total hours)	200	Status: core/option/elective (identify programme where appropriate):	Core in BA (Hons) Education (Counselling Skills and Psychology)
Scheduled learning & teaching hours	40		
Independent study hours	130		
Placement hours	30		

Programme(s) in which to be offered: BA (Hons) Education (Counselling Skills and Psychology)	Pre-requisites per programme (between levels): None

Module Aims

To enable students to:
- Continue to develop counselling skills, particularly in the area of self-awareness, and reflect critically on the use and impact of counselling skills in education
- Gain via feedback an appreciation of the strengths of their counselling skills, along with indicators for their future development

- Gain some basic introductory training in a range of key issues that impact on the psychological needs of children and young people, and critically reflect on a choice of interventions for young people with differing presenting concerns and mental health needs;
- Reflect critically on adult responses to key issues, particularly being able to identify their own personal response to these issues and to the different presenting behaviours of pupils, and critically reflect upon the professional and ethical considerations to be addressed when education staff work therapeutically with pupils

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and understanding:

1. Critically evaluate key issues that affect the well-being, inclusion and achievement of children and young people
2. Examine assessment, record keeping and evaluation tools appropriate to a range of interventions, population groups and presenting issues.
3. Reflect critically on the use of counselling skills in education and of their own strengths and difficulties in using counselling skills with pupils affected by a variety of key issues
4. Critically reflect on one's own developing competency in counselling skills; learning from demonstration, practice and feedback.

Assessment:

1. Practical demonstration (20 minutes) and evaluation of counselling skills with written reflective report which demonstrates personal learning and skills development, particularly in the area of self-awareness.

2. Essay describing one key issue for children and young people to include an evaluation of appropriate therapeutic interventions, and monitoring systems, with the illustration of one child in context.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	3, 4	Project	50%		2,000 equivalent
2	1, 2	Essay	50%		2,000

Learning and Teaching Strategies
- Keynote lectures to introduce key ideas;
- Set readings to support module content and the development of the assessed task;
- Whole class and small group discussion of key ideas;
- Whole group and small group critical debate on key philosophical principles and ethics in counselling and therapeutic interventions in schools;
- Video observation where appropriate;

- Peer group presentation of work-in-progress.
- Paired peer skills practice session with structured feedback

Use of ICT:
A Module Handbook and Virtual Learning environment (VLE);
The module will draw on published books, journals and web resources in the field;
Small group work will be facilitated through the use of an online learning environment;
Online discussion of personal response to module content.

Syllabus outline

- Introduction to key presenting issues for children and young people accessing counselling services
- Critical analysis of the role of education settings in addressing the psychological needs of pupils
- Ethical considerations of dual role with pupils
- Knowledge of support services available for key presenting issues and of when and how to refer on.
- Introduction to assessment, monitoring and evaluation tools for using counselling skills for education and where appropriate for use with key issues
- Practical demonstrations and practice of techniques, with tutor and peer feedback;
- Critical awareness of pertinent limitations and ethical issues.
- Knowledge of approaches that include outside agencies, families, peers and other staff members.
- Developing self-awareness
- Developing reflective writing skills.

Bibliography

Essential reading:

Kotter, J & Kotter, E (2007) *Counseling Skills for Teachers*. Second Edition Thousand Oaks, CA: Corwin Press Inc.

King, G. (1999) *Counselling Skills for Teachers: Talking Matter*s. OU press

Hall, C, Hall, E. Hornby, G. (eds.) 2003) *Counselling Pupils in Schools: Skills and Strategies for Teachers* London: Routledge

Other indicative reading:

Camelot Foundation, (2004) *Truth Hurts - Report of the National Inquiry into Self-harm among Young People.* www.selfharmuk.org

Cattanach, A., (1992) *Play Therapy with Abused Children*. London: Jessica Kingsley

Cattanach, A., Stagnitti, K., & Cooper, R. (2009) *Play as Therapy: Assessment and Therapeutic Interventions.* London: Jessica Kingsley Publishers

Cooper, M. (2013) *School-based counselling in UK secondary schools: a review and critical evaluation.*
http://counsellingminded.com/wpcontent/uploads/2013/11/cooper_MindEd_report.pdf

Daniels, D. Jenkins, P. (2000) *Therapy with Children: Children's Rights, Confidentiality and the Law.* London: Sage

Delaney, M. (2009) *Teaching the Unteachable*. London: Worth Publishing.

Ecclestone, K., Hayes, D., (2008) *The Dangerous Rise of Therapeutic Education.* Abingdon: Routledge

Finney, D., (2006) *Stretching the Boundaries: Schools as Therapeutic Agents in Mental Health. Is it a Realistic Proposition?* In Pastoral Care in Education, Volume 24, Number 3, September 2006 , pp. 22-27(6) Publisher: Routledge, part of the Taylor & Francis Group

Fumoto, H. (2011) '*Teacher–child relationships and early childhood practice'*, Early Years, 31 (1), 19–30

Geldard, and Geldard, D. (2008). Counselling Adolescents. London: Sage.

Golding, K; Fain, J; Frost, A; Mills, C; Worrall, H; Roberts, N; Durant, E; Templeton, S; (2013) *Observing Children with Attachment Difficulties in School: A Tool for Identifying and Supporting Emotional and Social Difficulties in Children Aged 5-11* London: Jessica Kingsley

Hall, E., & Hall, C. (1988) *Human Relations in Education.* London: Routledge

Hunt, K.F. (2000) Playing Through Grief: Respecting the Wisdom of a Young Child, *Change: Transformations in Education,* Vol.3.2 November pp.81- 93

Hunt, K. (2006) Do You Know Harry Potter? Well, He is an Orphan': Every Bereaved Child Matters, Kathy Hunt in *Journal for Pastoral Care in Education: The International Journal for Pastoral Care & Personal-Social Education, Special Edition: Every Child Matters.* Vol.24 No.2 June

Jones, G. (2002) *Killing Monsters: Why children need fantasy, superheroes and make-believe violence.* New York: Basic Books.

Landreth, G., Sweeney, D., Ray, D., Homeyer, L. & Glover, G. (2nd Ed., 2005). *Play Therapy Interventions with Children's Problems.* Northvale, NJ: Jason Aronson, Inc.

Parsons, R.D. (2009) *Thinking like a Solution Focused School Counsellor.* London: Sage.
Parton, N. (2014) *The Politics of Child Protection: Contemporary Developments and Future Directions.* Basingstoke: Palgrave Macmillan

Perry, A (Ed) (2009) *Teenagers and Attachment.* London: Worth Publishing

Riley, P. (2010*) Attachment Theory and the Teacher-Student Relationship.* Oxford: Routledge

Schore, A. N. (1994) *Affect regulation and the origin of the self: The neurobiology of emotional development.* New Jersey: Lawrence Erlbaum Press.

Shafir, R. (2010) Mindful Listening for Better Outcomes. In Hick, S & Bien, T (eds) *Mindfulness in the Therapeutic Relationship* (reprint edition) (p215-231) NY: Guilford Press

Smyth, D. (2013). *Person Centred Therapy with Children and Young People.* London: Sage.
Thompson W, (2013) *School-Based Counselling in UK Primary Schools Counselling MindEd Report.*
http://counsellingminded.com/wpcontent/uploads/2014/04/thompson_MindEd_report.pdf

Relevant Journals
British Journal of Guidance and Counselling Childhood.
Counselling and Psychotherapy Research (BACP).
Pastoral Care in Education
British Journal of Special Education(BJSE)

Web based resources:
http://www.student.counselling.co.uk/links-source.html
www.bacp.co.uk
http://www.rcpch.ac.uk/minded
http://counsellingminded.com/
http://www.bapt.info/