Module specification

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Module Code	COU420
Module Title	Skills for Counselling Placement
Level	4
Credit value	20
Faculty	Social & Life Sciences
HECoS Code	100495
Cost Code	GASC

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Diploma of Higher Education in Counselling	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	38 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	**38** hrs
Placement / work based learning	0 hrs
Guided independent study	162 hrs
Module duration (total hours)	**200** hrs

For office use only	
Initial approval date	30th March 2021
With effect from date	1st September 2021
Date and details of revision	July 2023 – Removed pass/fail assessment element and LO4 and updated Module Aims section

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Version number	2

Module aims

To provide an opportunity to explore and develop students current skills practice with peer clients (with appropriate consent) and related theoretical understanding through regular practice sessions and recorded and evaluation of practice sessions.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Negotiate a placement and supervisory contract and provided evidence of this to the University via a signed placement pack.
2	Maintain a framework for practice based in theoretical and ethical understanding and improved clinical skills
3	Evaluate a recorded segment of 20 minutes skills practice from a minimum 50-minute session with a peer as 'client' demonstrating understanding of personal strengths and areas for development

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Evaluate a 20 minute extract from a 50 minute audio recording of a 'helping' session with a peer 'client' from the training group.

This evaluation should consider both the helpful and less helpful aspects of your practice related to the theory of therapy (the necessary and sufficient conditions). It should also pay attention to the process of therapy (such as Rogers, Barrett-Lennard or Mearns and Thorne's consideration of process stages).

The practical work must Pass in order for placement to be commenced.

Attendance: attendance and participation are requirements of the course because they evidence the number of training hours received for potential future individual accreditation with professional bodies such as BACP.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3	Coursework	100
2		Attendance	Pass / Fail

Derogations

Credits shall be awarded by an Assessment Board for those modules in which all elements have been passed and a pass grade of 40% has been achieved.
Not eligible for RP(E)L

Learning and Teaching Strategies

Experiential learning through group work. Practical counselling and listening skills being developed through live practice with peers applying theory (from module COU421 Contemporary Person-Centred Counselling Theory which runs concurrently) in practice.
Community meeting / Home Group
Listening practice groups including triads, peer and tutor observations and feedback
Audio recordings
Transcript and analysis
Independent reading and reflection
Optional personal journal
Personal therapy/support activities
Pre-Placement Practice and Assessment Groups (Continuing Practice Improvement).
Tutorials

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.

Indicative Syllabus Outline

Practice sessions with peer and tutor observation and feedback
Skills theory as appropriate
Visits from placement providers
Approaching and applying for placements

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Mearns, D. and Thorne, B. (2013), Person-Centred Counselling In Action. 4th edition. London: Sage Publications Ltd

Rogers, C. (1957) The necessary and sufficient conditions of therapeutic personality change. Journal of Consulting Psychology Vol.21, No. 2

Rogers, C. (1959) A Theory of Therapy, Personality, and Interpersonal Relationships as developed in the Client-Centred Framework. In S. Koch (ed), Psychology, a Study of Science (Vol. 3 Formulations of the person and the social context, pp. 184-256). New York. McGraw Hill Book Company.

Electronic resources are made available via the VLE for each module. These include links to

video clips, presentations and lecture / seminar handout as well as digitised texts where appropriate.

Other indicative reading

BACP Ethical Framework available to download: www.bacp.co.uk/ethical_framework/

Bor, R. & Watts, M. (2011), *The Trainee Handbook: A Guide for Counselling & Psychotherapy Trainees* 3rd edn. London. Sage

Barrett-Lennard, G. (1998) *Carl Rogers Helping System: Journey and Substance*. London. Sage

Keys, S. and Walshaw, T. (eds.) *The Person-Centered Counselling Primer*. Ross-on-Wye: PCCS Books.

Purton, C. (2007) *The Focusing-Oriented Counselling Primer: A Concise, Accessible, Comprehensive Introduction*. Ross-on-Wye: PCCS Books.

The module handbook will offer further suggested reading.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Engaged
Enterprising
Creative
Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets
Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence

Communication