Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	Supervised trainee counselling practice (2)	Level:	5	Credit Value:	20

Module code:	COU518	Is this a new module?	Yes	Code of module being replaced:	COU516

Cost Centre:	GASC	JACS3 code:	B940

Trimester(s) in which to be offered:	2,3	With effect from:	February 18

School:	Social & Life Sciences	Module Leader:	Jackie Raven

Scheduled learning and teaching hours	38 face to face
Guided independent study	102
Placement Clinical supervision	Max 5 client contact hours per week variable (50 est) Min 1.5 hours per month contracted to occur fortnightly. (10 est)
Module duration (total hours)	200

Programme(s) in which to be offered	Core	Option
Diploma of Higher Education in Counselling	✓	☐

Pre-requisites
Completion of sufficient modules at level 4

Module Aims
Students will continue clinical practice placements during this module. This will include working in placement and accruing client contact hours towards the required total of 100 clinical placement hours, once readiness and fitness for practice have been demonstrated. Students will participate in clinical supervision external to the University as well as Clinical Practice Improvement (CPI) groups and develop their ability to critically reflect upon clinical practice and to utilise session recordings and transcripts to aid reflection on the efficacy of their developing ability to put theory into practice.

Intended Learning Outcomes
Key skills for employability

KS1   Written, oral and media communication skills
KS2   Leadership, team working and networking skills
KS3   Opportunity, creativity and problem solving skills
KS4   Information technology skills and digital literacy
KS5   Information management skills
KS6   Research skills
KS7   Intercultural and sustainability skills
KS8   Career management skills
KS9   Learning to learn (managing personal and professional development, self-management)
KS10   Numeracy

At the end of this module, students will be able to		Key Skills	
1	Reflect on a portion of a clinical recording that demonstrates effectiveness of working therapeutically appropriate to a newly qualified counsellor in order to demonstrate the ability to integrate theory, practice, personal development and competent ethical practice.	1	4
		8	9
		10	
2	Write utilising Harvard style referencing and appropriate professional language to show readiness to work with professionalism. Demonstrating the ability to work autonomously as to a qualified counsellor	5	6
		8	9
3	Maintain a professional portfolio and log of practice evidence to demonstrate the ability to keep and manage appropriate professional records to provide supporting evidence of successful completion of counselling placement of 100 hours.	8	9
4	Demonstrate the ability to determine how best to handle challenging issues arising within the therapeutic relationship, and professional relationships and to manage these autonomously, including identifying areas for development and act on development needs appropriately.	2	3
		7	8
		9	

Transferable/key skills and other attributes

Derogations
Credits shall be awarded by an Assessment Board for those modules in which all elements have been passed and a pass grade has been achieved. (Bachelor Degrees, Diplomas, Certificates and Foundation Degrees). Not eligible for RP(E)L

Assessment:
1. Portfolio of evidence. Practical clinical skills assessment, 50 hour and 100 hour supervisor reports, log of placement hours signed by supervisor, log of supervision sessions signed by supervisor (minimum 1.5 hours per month contracted to happen at least fortnightly. sessions will be negotiated, contracted for and paid for by the student directly to the supervisor), Individual and group sessions can be counted, so long as no more than 4 supervisees are part of a group – in which case a 2 hour supervisions session can be counted as ½ hour by each supervisee present, satisfactory report from PD facilitator demonstrating purposeful and appropriate engagement, placement pack evidence signed by placement provider, supervisor, student and University signatory (programme leader, placement manager, module leader, tutor). 2. 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. 3. Once on placement audio recording of work with clients will commence.in order to gain feedback which will be used to develop practice. Audio recordings will be played to peers and tutors in CPI (Clinical Practice Improvement) groups and feedback gathered to aid critical analysis and development of reflective practice. This forms the practical assessment element of the assessment tasks. The in-class assessment 'readiness for professionalism' needs to be passed in order for the student to qualify.

Pass/fail marking means that weighting does not apply; however, it is necessary that all parts be passed.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Portfolio			3000
2		Attendance			
3	N/A	In class Test	Pass/Fail		

Learning and Teaching Strategies:

Community meeting / Home groups
Clinical supervision and practice development group
Audio recordings
Transcript and discussion
Independent reading and reflection
Optional Personal journal
Personal therapy/support activities as appropriate
Readiness to practice exercise (if not completed last term)
Clinical placement
Personal clinical supervision
Tutorials
Participation in personal development group

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.

Syllabus outline:

Ethics Groups
Practice Groups
Casework discussion groups

Bibliography:
Essential reading

Bond,T. (2010), *Standards and Ethics for Counselling in Action* 3rd edn London: Sage

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

Mearns, D. & Cooper, M. (2005), *Working at Relational Depth in Counselling and Psychotherapy*. London. Sage.

Sanders, P. (2003), *The Tribes of the Person-centred Nation: A Guide to the Schools of Therapy Associated with the Person-centred Approach.* London. SAGE.

Tudor, K (2008), *Brief Person-Centred Therapies*. London: SAGE
This book is available as an e-book. Please note that you will need to be logged in to Athens to access it. It should also be available in print in the library in Edward Llwyd Building, main campus:

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.

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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

The module handbook will offer further suggested reading

Relevant Journals

Websites
http://www.student.counselling.co.uk/links-source.html
www.bacp.co.uk