

## Module specification

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Module Code	COU618
Module Title	Counselling Supervision Theory
Level	6
Credit value	40
Faculty	FSLS
HECoS Code	100495
Cost Code	GACG

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Standalone module aligned to DipHE in Counselling for QA and assessment purposes.	Option
WU Certificate of Continuing Education in Counselling Supervision on completion of COU618 Counselling Supervision Theory and COU619 Counselling Supervision Practice	Core

## Pre-requisites

Applicants must be qualified in their field. The minimum qualification is professional counsellor at Diploma Level. Applicants must have 450 hrs of practice post qualifying counselling practice. The Counselling Supervision Practice module must be completed in conjunction with this module.

## Breakdown of module hours

Learning and teaching hours	72 hrs
Placement tutor support	10 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>82 hrs</b>
Placement / work based learning	10 hrs

Guided independent study	308 hrs
<b>Module duration (total hours)</b>	400 hrs

<b>For office use only</b>	
Initial approval date	17/11/2023
With effect from date	
Date and details of revision	
Version number	1

## Module aims

The aim of this module is to provide the participants with the theoretical knowledge and understanding of the tasks, functions, and purpose of supervision. To provide participants with an overview of different process models of supervision, with a focus on Hawkins & Shohet's Seven Eyed Model for the Helping Professions.

To enable participants to understand the professional responsibilities of the supervisor when working with legal and ethical dilemmas and enable them to respond appropriately to the supervisee's individual needs (attending to any issues around EDI) and stage of development/competence in the profession. Participants will learn how to monitor and review the supervisory alliance.

To support and aid learning, participants will be provided with a background of contemporary research and literature.

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

1	Develop a critical understanding of the theory behind the purpose of supervision in counselling and the helping professions
2	Demonstrate knowledge, understanding and awareness of power in the supervisory alliance and the ability to work collaboratively, empower, and foster equality
3	Describe and critically engage with the different 'Eyes' of the seven eyed model and identify how this can be adopted in supervision practice
4	Identify and describe and evaluate the responsibilities held by the supervisor and supervisee, when working with ethical and legal issues.
5	Articulate an understanding of the differences between therapy and supervision in terms of contracting, its' limitations and the context within which it will serve

## Assessment

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### 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.

Written assessment to total approximately 4,000 words. The first part of the assessment will focus on theoretical frameworks in relation to supervision. Students will be required to engage critically with the theory. The second part of the assessment will require the student to reflect on how theory relates to practice. Students will be expected to demonstrate the application of the ethical framework for supervision in relationship to the theories they present.

Students will design a poster to support a 20 minute presentation. The poster and presentation will enable them to demonstrate their understanding of the difference between counselling and supervision. Students should also demonstrate their understanding of equality and diversity through supervisory practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 3, 4	Written Assignment	70
2	2, 5	Presentation	30

## Derogations

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None

## Learning and Teaching Strategies

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By supporting a culture of active and engaged students, participants will be provided with varied opportunities for independent and student led learning within the programmes of study. Incorporating the principles of ALF (Active Learning Framework), it is hoped the course will be primarily on campus, with some learning activities taking place on-line, to include:

- Lectures
- Experiential workshops
- Independent reading and reflection
- Practice Journal
- Support activities as appropriate
- Clinical Supervision
- Tutorials
- Use of VLE



## Indicative Syllabus Outline

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- Theoretical concepts of supervision
- Defining supervision, the benefits and limitations
- The responsibility and impact of supervision on the supervisor
- Ethical and professional considerations

## Indicative Bibliography:

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

### Essential Reads

Reid, H., & Westergaard, J. (2013). *Effective Supervision for Counsellors: An introduction*. Learning Matters.

Hawkins, P. & McMahon A. (2020). *Supervision in the Helping Professions*. Open University Press.

### Other indicative reading

Borders, L.D. & Brown, L.L. (2022). *The New Handbook of Counselling Supervision*. Routledge.

Driver, C. & Martin, E. (2002). *Supervising Psychotherapy: Psychoanalytic and psychodynamic perspectives*. London: Sage.

Dryden, W. & Reeves, A. (2008). (Eds.) *Key Issues for Counselling in Action*. (2nd edition). London: Sage.

Falender, C.A. & Shafranske, E.P. (2009). *Clinical Supervision: A competency-based approach*. Washington, APA.

Gilbert, M. & Evans, K. (2000). *An Integrative Relational Approach to Psychotherapy Supervision*. Open University

Holloway, E.L. (1995). *Clinical Supervision: A systems approach*. London: Sage.

Inskipp, F. & Proctor, B. (1995). *Becoming a Supervisor*. Twickenham: Cascade.

Jenkins, P. (2007). *Counselling, Psychotherapy and the Law*. London: Sage.

Jones, C. et al (2001). *Questions of Ethics in Counselling and Therapy*. Open University.

Page, S. & Wosket, V. (2001). *Supervising the Counsellor: A cyclical model*. (2<sup>nd</sup> edition). London: Brunner-Routledge.

Scaife, J. (2019). *Supervision in Clinical Practice: A practitioner's guide*. Oxon, Routledge

Wheeler, S. & Richards, K. (2007). *The Impact of Clinical Supervision on Counsellors and Therapists, Their Practice and Their Clients: A systematic review of the literature*. Lutterworth, BACP.

## **Employability – the University Skills Framework**

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Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University 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