

Ysgol Cyfiawnder a Chynhwysiant Cymdeithasol
The School of Social Justice and Inclusion



BA (ANRH) ASTUDIAETHAU CWNSELA
BA (HONS) COUNSELLING STUDIES

Contemporary Context of Counselling Skill

Module: M4X00954

Llawlyfr y Modiwl
Module Handbook

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This handbook has been designed to provide you with the necessary information required for your progression throughout the module. It is very important that you keep this in a safe place as it is your essential guide to module content and the learning outcomes required to complete the module.

Good luck with your studies. If you have any queries regarding this module, please contact the module leader.

Module Title:	Contemporary Context of Counselling Skill M4X00954
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Module Leader	Andrea Williams
Level	4
Credit Value	20
Module Aims <i>The module aims to:</i> • Consider the definitions and distinctions of the roles and practices of Counselling within the fields of care, wellbeing and psychological health. • Locate the practices within contemporary professional practices. Module Learning Outcomes <i>Upon successful completion of this module students will be able to:</i> • Recognise health as a contested topic and Counselling's position in the discipline. • Evaluate a range of theories of causality relating to emotional distress and its impact on wellbeing. • Recognise the links between individual experience of health and health issues and the wider structural elements relevant to health and wellbeing. • Employ appropriate academic conventions in the production and presentation of work suitable for this level.	

Module Content

The module will explore the broad concept of 'health' and consider the social, political and economic influences which determine the shape of health care. Significantly the module will explore the contested understanding of such terms as 'well-being', health and care. In doing so the learner will be introduced to the arguments associated with the arguably under-represented voice of psychological well-being, and less resourced need within the wider frame of Health and Social Care. The module will consider Counselling's place within this construct and discuss the range of concepts, theories and practices that sit under the umbrella of 'psychological well-being'.

Indicative Content

The content of this module could contain the following themes:

- Defining health in the twenty first century.
- What is social policy and why does it matter?
- The multidisciplinary nature of health and social care.
- Values and expectations of health from a western and global perspective.
- Theories and concepts in social policy.
- What is meant by social care provision?
- The place of mental health within 'health'
- The increase of mental distress globally.
- A common interdisciplinary recognition of human need.
- Sociology, politics and economics of social care.
- Causes of emotional distress and reduction in well-being.

- Exploration of national and global healthcare systems.
- The economic and social significance that healthcare systems carry.
- Implications for sustainability.
- Professional development skills.

Teaching and Learning Strategy

A range of teaching and learning strategies, appropriate to the aims and learning outcomes of the module will be used to enable learners to develop the full range of skills and knowledge achieved in this module.

Lectures will introduce the learner to the concepts, principles and practices under consideration and seminars will illustrate with examples, which will be used to support the application, discussion, and critical evaluation of the topics. Tutorials will enable students to receive one-to-one support from lecturers and assignment supervision will offer focused support and discussion regarding assignments. In addition learners will work collaboratively in small groups, participate in workshops, role play and experiential and reflective activities.

Lecturers will provide pedagogic demonstrations and observation with formative feedback.

Lectures

Lectures will cover some of the key areas of Contemporary Contexts of Counselling Skill, it also needs to be recognised that some themes which underpin many of the areas of this module also need to be considered e.g., ethics, the validity of the ideas presented by the three main schools of thought and their compatibility or otherwise. Whilst these may not have specific lectures, we can consider them as themes

which will run across many of the lectures.

Seminars:

Seminars will include group exercises, workshops and practical tasks relating to different topics and themes. Small-group skills are necessary to develop skills in future life for employment and research where graduates will need to be familiar with a range of collaborative and group tasks. Seminars will be organised on the basis of small groups. Their purpose will be to:

- Enable students to consolidate material obtained from other sources and to clarify any problems that may arise.
- Ensure that students develop their interpersonal communication skills through debate, discussion and making presentations.
- To provide an interactive learning environment to ensure feedback between the tutor and all course members.
- Listen to others' ideas sympathetically and critically.

Supported Self Study: Self-study and directed reading will enable students to undertake reading that specifically relates to their own areas of expertise, develop independence in learning, feel confident about own ability and develop a strength of interest.

Group Project Work: Project work is largely focused on the summative assessments, with students being encouraged to develop their knowledge and ideas with both peers and the tutor.

Readings

Lectures and seminars can only provide you with a scaffold of information – it is your wider reading that will help you to develop a

comprehensive understanding of the topic. Each lecture comes with a series of recommended readings, it is expected that you carry out the reading for the lectures as we go along (it is recommended that you spend time reading the suggested texts before the lecture, to aid your understanding of the topic during the lecture). Additional reading will provide depth to your knowledge, and you are encouraged to engage with as many of these readings as possible. In addition, where indicated, you have been set readings for the seminars which will allow us to explore the topics in more depth. You will be required to prepare for seminars by researching and bringing information from relevant journal articles and academic texts.

Contemporary Context of Counselling Skills

Module Learning Outcomes <i>Upon successful completion of this module, students will be able to:</i>	SILOs GILOs	Assessment Criteria <i>To achieve each outcome a student must demonstrate the ability to:</i>
Recognise health as a contested topic and counselling's position in the discipline.		Demonstrate a recognition of health as a contested topic and Counselling's position in the wider health discipline
Evaluate a range of theories of causality relating to emotional distress and its impact on wellbeing.		Demonstrate an evaluation of a range of theories of causality relating to emotional distress and its impact on well-being
Recognise the links between individual experience of health and health issues and the wider		Demonstrate recognition of the links between individual experience of health and health issues and the

structural elements relevant to health and wellbeing.		wider structural elements relevant to health and wellbeing.
Employ appropriate academic conventions in the production and presentation of work suitable for this level.		Demonstrate appropriate academic conventions in the production and presentation of work suitable for this level.
Contemporary Context of Counselling Skills Module Assessment Criteria		Weighting
1	Assessment Component One Written Assignment: Academic Essay Essay Question: ‘There is often a link between ill health and poverty; Discuss the social, economic and environmental influences that impact psychological health and well-being’ Word Count: 2,000 words +/-10% SUBMISSION DATE: 5th December 2017 at 12:00 Please Submit your Assignment through Turnitin	50%
2	Assessment Component Two Oral Presentation: Academic Poster and Presentation (15 minutes) Assessment Details: ‘Compare and contrast two therapeutic interventions and consider the impact of each, in relationship to working with psychological distress. Present your findings on an academic poster and demonstrate your understanding in a fifteen minute oral presentation’ SUBMISSION DATE: 5 th March 2018 at 12:00 Please submit your academic poster through Turnitin	50%

Essential Texts

Claringbull, N., 2010. *'What is Counselling and Psychotherapy?'* Exeter: Learning Matters. ebook

Feltham, C. and Horton, I., eds. 2012. *The Sage Handbook of Counselling and Psychotherapy*. 3rd ed. London: Sage.

Glasby, J., 2012. *Understanding Health and Social Care*. 2nd ed. Bristol: Policy Press.

Hartley, D., 2010. *Understanding Human Need (Understanding Welfare Series: Social Issues, Policy and Practice Series)*. Bristol: Polity Press.

McLeod, J. and McLeod, J., 2011. *Counselling Skills: a Practical Guide for Counsellors and Helping Professionals*. Maidenhead: McGrawHill/Open University Press.

McLeod, J. 2013. *An Introduction to Counselling and Psychotherapy*. 5th ed. Buckingham: Open University Press.

Morrison, V and Bennett, P., 2012. *An Introduction to Health Psychology* 3rd ed. England: Pearson Education Limited.

Ogden, Jane., 2012. *Health Psychology* (5th ed). Berkshire: Open University Press

Recommended Reading:

Adams, R., 2007. *Foundations of health and social care*. Basingstoke, Hampshire: Palgrave Macmillan.

Claringbull N., 2011. *Mental Health in Counselling and Psychotherapy*. Exeter: Learning Matters. ebook

Hothersall, S., and Bolger, J., 2012. *Social policy for social work, social care and the caring professions*. Farnham, Surrey: Ashgate Publishing .
Lago, C. 2006. *Race, Culture and Counselling*. Oxford: Oxford University Press.

Lister, R., 2010. *Understanding theories and concepts in social policy*. Bristol: Policy Press.

Reeves, A., 2013. *An Introduction to Counselling and Psychotherapy: From Theory to Practice*. London: Sage.

Rogers, A. and Pilgrim, D. 2010. *A Sociology of Mental Health and Illness 4th ed.* England: Open University Press. ebook

Yeates, N., and Holden, C., *The global social policy reader*. Bristol: Policy Press.

Pritchard, C., 2006. *Mental Health Social Work and Evidence-based practice*. London: Routledge **ebook**

Tew, J., 2005. *Social Perspectives in Mental Health: Developing Social Models to Understand and Work with Mental Distress*. London: Jessica Kingsley Pub
ebook

Examples of On-Line Journals

Therapy Today (BACP)

Person-centred & Experiential Therapies

Journal of Humanistic Psychology

Arts in Psychotherapy

American Journal of Family Therapy

British Journal of Guidance and Psychotherapy

Counselling and Psychotherapy Research (BACP)

Evidence Based Mental Health

Eco Psychology

International Journal of Philosophical Practice

Journal of Mental Health Counseling

Journal for Social Action in Counseling and Psychology

Journal of Multicultural Counseling and Development

Journal of Child Psychotherapy

Journal of Psychotherapy Practice and Research

Psychology and Psychotherapy: Theory, Research and Practice