

**BC Anrhydedd Sengl Sgiliau Cwnsela ac Astudiaethau
Rhyngddisgyblaethol Lefel 4
BA Single Honours Counselling Skill and Interdisciplinary
Studies Level 4**

**Embedded Counselling Practices
M5X00962**

**Llawlyfr y Modiwl
Module Handbook**

Academic Year 2017-18

Module Leader: Andrea Williams

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Please email to book an appointment prior to coming to be assured that I am available.

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	Embedded Counselling Practices
Module Leader	Andrea Williams
Module Code	M5X00962
Level	5
Credit Value	30
Module Aims <i>The module aims to:</i> • To develop skills of embedded practices. • To make an analysis of how these skills are used across a multidisciplinary spectrum. Module Learning Outcomes <i>Upon successful completion of this module students will be able to:</i> • 1. Determine, adapt and use appropriate methods and skills. • 2. Maintain and improve your professional knowledge, skills and practice. • 3. Exercise autonomy and judgment in the application of ethical principles, values and moral concepts inherent in health and social care practice. • 4. Employ appropriate academic conventions in the production and presentation of work.	

Module Content

Indicative Content

This module will build on the two foundational skills modules at level four. The module will enable the learner to communicate the main ideas which underpin the concepts and practice of Embedded Helping Skill. The module is based on the contemporary work of McLeod (2007) and McLeod and McLeod (2011) who have written on the theory and practice of embedded skills from a Counselling perspective. The work offers a skill set model for anyone, who in their job, are required 'to be skilled in many different forms of interpersonal contact ...' (2007, p.1), that help people who have a '*problem in living*' (p.1). These skills can manifest in the many roles and tasks across the professions of health and social care. The module will identify a range of contexts in which these skills are applied and consider similarities and differences in application, language used, limits, boundaries, ethics and tensions. In line with the theoretical ideology of this model, learners will continue to develop an understanding of the relational position and its humanistic underpinning. And in response to McLeod's own invitation (2007) the module will seek to 'problematize' the concept of 'Counselling Skill' and its interdisciplinary application. The content of the module is largely based on the two works cited above, which will include for example:

- The theory and practice of Embedded Helping Skill
- The counselling space
- Case examples
- Organisational settings
- The Counselling menu
- Comparative examples e.g. Pastoral Care, Social work, Nursing and/or other
- Working with people who are hard to reach
- The helping relationship
- The three stage model of Counselling Skill
- Maintaining the counselling space
- Working within embedded practice roles e.g. violent and suicidal behaviours

- Boundary and ethical issues in embedded practices
- Working with emotions
- Reflective practice
- Personal and professional development
- The language of skills and practices
- Commonalities and differences
- Integration of spirituality and religion in Counselling and Pastoral practices
- Definition of terms spirituality and religion
- Overview of history of spirituality and religion in Counselling
- Spirituality and the Therapeutic Relationship
- Implications for sustainability

Teaching and Learning Strategy

Practical classes and workshops will form the core learning and teaching strategy of this module, which will enable students to develop the skills acquisition identified in the aims of the module. Practical supervision time will enable students to receive direct and immediate feedback on skills and lecturer demonstration will act as a pedagogic function. 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.

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.

Readings

Experiential workshops 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 workshop comes with a series of readings, some classed as ‘essential’ and others as ‘additional’. It is expected that you will carry out the essential reading for the workshops as we go along (it is a good idea to spend some time going over the essential reading before the workshop, to aid your understanding of the topic during the sessions). The additional readings will provide depth to your knowledge, and you are encouraged to engage with as many of these readings as possible.

Embedded Practices Module Assessment Criteria		
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>
Determine, adapt and use appropriate methods and skills.		Demonstrate the ability to determine, adapt and use appropriate methods and skills as applied to Embedded Helping Skill and Pastoral Care
Maintain and improve your professional knowledge, skills and practice.		Demonstrate an ability to maintain and improve your professional knowledge, skills and performance
Exercise autonomy and judgment in the application of ethical principles, values and moral concepts inherent in health and social care practice.		Demonstrate the ability to exercise autonomy and judgment to the application of ethical principles, values and moral concepts inherent in health and social care practice as shown through embedded practices.
Employ appropriate academic conventions in the production and presentation of work.		Demonstrate appropriate academic conventions in the production and presentation of work suitable for this level.

Assessment Schedule		Weighting
1	ASSESSMENT COMPONENT ONE: WRITTEN ASSIGNMENT: Academic Essay Word Count: 2000-2500 ASSIGNMENT TASK: ‘Evaluate the position of embedded counselling practices within the multidisciplinary arena of health and social care; analyse a range of contexts in which these skills are applied and consider how these skills differ from Counselling Practice’ <i>Your written coursework must demonstrate the appropriate academic conventions and presentation of work expected at level 5.</i> Assignment Submission Date: 6th March 2018 at 12:00 Please submit your assignment through Turnitin	20%
2	ASSESSMENT COMPONENT TWO: ASSIGNMENT TASK: Practical Skills ASSESSMENT TIME: 20 Minutes DVD Recording ‘This assignment is set as a practical skills assessment and asks you to present a twenty minute DVD recording demonstrating the embedded counselling skills you have developed within the module. Reflect on your performance and professional practice (1000 words)	40%

	<i>Your presentation must demonstrate the appropriate academic conventions and presentation of work expected at level 5.</i> SUBMISSION DATE: 16th May 2018 at 12:00 Please submit your DVD and written reflection to the module tutor	
3	ASSESSMENT COMPONENT THREE: ASSIGNMENT TASK: Power Point Presentation ‘Reflect on your own use of embedded counselling skills within the module; include implications and recommendations for the use of embedded counselling practices within the health and social care sector. <i>Your presentation must demonstrate the appropriate academic conventions and presentation of work expected at level 5</i> SUBMISSION DATE: 16th May 2018 at 12:00 Please submit Power Point through Turnitin	40%

Reading List:

Essential Texts

McLeod, J., (2007) *Counselling Skill*. Maidenhead: Open University Press.

McLeod, J. and McLeod, J. (2011) *Counselling skills: a practical guide for Counsellors and helping professionals*. Maidenhead, Berkshire: McGrawHill/Open University Press. eBook

Midwinter, R. (2015) *Embedding Counselling and Communication Skills*. East Sussex: Routledge.

Activity type Percentage

Recommended Reading

Barrett, G., Sellman, D. and Thomas, J., eds., (2005) *Inter professional working in health and social care*. Basingstoke, Hampshire: Palgrave Macmillan.

Bond, T. and Cully, S., (2011) *Integrative counselling skills in action*. 3rd ed. London: Sage.

Bor, R., Gill, Sheila, Miller, R. and Evans, A., (2009) *Counselling in healthcare settings: a handbook for practitioners*. Basingstoke, Hampshire: Palgrave MacMillan.

Carroll, M. and Shaw, E., (2013) *Ethical maturity in the helping professions: making difficult life decisions*. London: Jessica Kingsley.

Davy, J., (2000) *Counselling skills in palliative care*. Buckingham: Open University

Gerald, K. And Gerald, D., (2003) *Counselling skills in everyday life*. Basingstoke, Hampshire: Palgrave Macmillan.

Lynch G., (2002) *Pastoral Care and Counselling*. London: Sage.

Nelson Jones, R., (2014) *Counselling skills: text and activity*. 4th ed. London: Sage.

Freshwater, D., (2003) *Counselling Skills For Nurses, Midwives and Health Visitors*. Berkshire: Open University McGraw-Hill.

Miller, L., (2013) *Counselling skills for Social Work*. 2nd ed. London: Sage.

Nelson Jones, R., (2012) *Basic Counselling Skills: A Helpers Manual*. 3rd ed. London: Sage.

Ross, A., (2003) *Counselling Skills for Church and Faith Community Workers*. Maidenhead: Open University Press.

Sanderson, Chrissie, (2013) *Counselling Skills for Working with Trauma: Healing From Child Sexual Abuse, Sexual Violence and Domestic Abuse* London: Jessica Kingsley.

Sapin, K., (2009) *Essential skills for youth work practice*. London: Sage.

Seden, J., (2005) *Counselling skills in Social work practice*. Berkshire: Open University McGraw-Hill.

Woodcock Ross, J., (2011). *Specialist communication skills for social workers: focusing on service user's needs*. Basingstoke, Hampshire: Palgrave/Macmillan.

Willows, D. and Swinton, J., (2009) *Spiritual Dimensions of Pastoral Care*. London: Jessica Kingsley Publishers.

West, W. (Ed) (2011) *Exploring Therapy, Spirituality and Healing*. Palgrave Macmillan, UK.

Background Reading

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

Kelly, E., (2012) *Personhood and Presence: Self as a resource for spiritual and pastoral Care*. London: T & T Clark International.

Kujawa-Holbrook, S., ed. (2009) *Injustice and the Care of Souls: Taking Oppression Seriously in Pastoral Care*. Minneapolis: Augsburg Fortress:
http://www.amazon.com/Injustice-Care-Souls-Oppression-Seriously/dp/0800662350#reader_0800662350

Journals

British Journal of Guidance and Counselling

Counselling and Psychotherapy Research

European Journal of Counselling and Psychotherapy

