

Academic Discipline of Social Justice and Inclusion

MArts (Hons) Humanistic Counselling Practice

Level 4

Module: ECHC4005

Practicum 1

Module Handbook 2018/2019

School of Social Justice and Inclusion

Faculty of Education and Communities

CROESO – WELCOME

Module: ECHC4005 : Practicum 1

Module Tutor: Doctor Beverly Cole

Tel: 01792 482031

Email: beverly.cole@uwtsd.ac.uk

This handbook is to be read in conjunction with the Programme Handbook which can be found on Moodle

This module handbook has been designed to provide you with the necessary information required for your progression throughout the Level 4 Practicum module. It is very important that you become familiar with this document as it is your essential guide to module content and the learning outcomes required to complete the module. You can access this handbook on Moodle and print it if you so wish.

The information is correct at the time of publication, but the School retains the right to amend details as necessary during the academic year. Should alterations be made, notification of changes will be posted in the Moodle module folder and/or sent to student email accounts.

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

MODULE CODE:	ECHC4005
TITLE:	Practicum 1
DATED:	17/05/2017
LEVEL:	4
CREDITS:	40
JACS CODE:	B940

AIM(S)

- To learn about and apply professional aspects and skills of a helping relationship, whilst maintaining confidentiality and appropriate contracts and boundaries.
- To develop and use reflexive skills and be aware of the importance and practicalities of personal development and self-care.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Establish and maintain a secure frame for therapeutic work.
- Negotiate an appropriate therapeutic contract using all available information.
- Communicate the scope and limits of confidentiality clearly and ethically to clients.
- Set and maintain appropriate professional boundaries.
- Establish and sustain a therapeutic alliance.

INDICATIVE CONTENT

- The development of helping skills within professional practice
- The role of assessment
- Rogarian 'qualities of being' as applicable to self and others
- The Skilled Helper Module (Egan, 2016)
- Basic communication skills, description and application of Generic Helping Skills, e.g. active listening, paraphrasing reflecting, sensitive challenge, summarising, open questions
- Defining empathy
- Applying empathy
- Limits of empathy
- The relational perspective across professional practice
- The contract and boundaries of a helping relationship
- Qualities of helping: empathy, congruence, unconditional positive regard
- Definitions within the field: qualities; methods; tasks; goals; skills, or skill
- Personal, creative and interactive dialogues
- Applying ethics of helping
- Working with emotions
- Self-awareness as part of skill development – as a learning tool for sustainability

LEARNING AND TEACHING 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 these 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 will offer focused support and discussion regarding assignments. In addition to this, learners will work collaboratively in small groups and triads, participate in workshops, role play and experiential and reflective activities. Lecturers will provide pedagogic demonstrations and observation with formative feedback.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	100	25%
Independent learning	300	75%
TOTAL	400	100%

ASSESSMENT

<u>ASSESSMENT TIMETABLE</u>				
<u>ASSIGNMENT</u>	<u>DETAILS</u>	<u>SUBMISSION DATE</u>	<u>MARKS RELEASED</u>	<u>WEIGHTING</u>
Assessment Component 1-- 20% Coursework: Assignment (1500 words)	CW20_1	04.12.19	09.01.19	20%
Assessment Component 2 – 30% Practical: Academic Interview (20 minutes)	PRAC50_2	05.03.19 12.03.19 Provisional dates which could change due to numbers, etc.	24.04.19	30%
Assessment Component 3 – 50% Practical: DVD (20 minutes)	PRAC30_3	07.05.19	11.06.19	50%

Assessment Component 1 – 20%

Coursework assignment: Essay (1500 words)

"Compare and contrast the models of helping as defined by the theorists Carl Rogers and Gerard Egan, with particular emphasis on the application of skills and working at relational depth"

Submission details: Turnitin Submission: 11.59 p.m. on 4TH December 2019

Assessment Component 2 – 30%

Practical/Academic Interview (20 minutes)

You have been asked to apply for funding for a voluntary organisation [counsellor placement]. As a team, you have been tasked with covering as many aspects involved in such an organisation as possible in order to obtain the necessary funds to continue operating this service.

In conjunction with the rest of your colleagues, you will each therefore chose one relevant issue and take part in a group academic interview regarding what needs to happen within your particular area and identifying best practice so that your agency is awarded funding.

Submission details: Classroom assimilated. 5th and 12th March 2019. A written draft of your contribution to be submitted via Turnitin before 9.00 a.m. on the first day of interviews – 5th March 2019.

Assessment Component 3 – 50%

Practical skills assessment (20 minutes). A video recording of your practice within triad work, an example of your written contract for therapeutic service and a reflective account of your work (1000 words) to be handed in to the tutor on 07th May 2019.

“This assignment is set as a DVD recording (assimilated in the classroom) demonstrating your professional skills in a counselling skill session and will consider the importance of confidentiality and appropriate contract and boundaries”

Submission details: Classroom assimilated.

ASSESSMENT SUMMARY

Activity type	Percentage
Written exam	
Coursework	20%
Practical	80%
TOTAL	100%

ASSESSMENT FEEDBACK

Assignment feedback will be provided, in writing, within the timescale detailed on the ‘Assessment Schedule’ on Moodle.

Each assignment pro forma has a self-reflective section which students are expected to complete with increasing evidence of reflection and their ability to apply reflexive concepts to their own assessment of their learning. This form will act as a point of discussion when students meet with tutors for assessment feedback. This is an important part of the learning process and will facilitate progressively more conceptual learning.

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Sustainability plays a fundamental backdrop to the work on this module:

- Students are encouraged to consider and engage with conversations relevant to sustainability. The module will engage students in the dialogues and tensions between the individualistic intrapsychic understanding of mental and the socio-political constructivist theories to stimulate future thinking regarding the growing incidence of mental health difficulties.
- Students are encouraged to think critically and creatively within the field of Mental Health and Social Care. To explore new ways of thinking and acting in their practice, make informed decisions, and create alternatives to present choices
- Students are encouraged to appreciate the importance of environmental, social and political contexts to their studies

INTRODUCTION TO THE LEVEL 4 PRACTICUM 1

The development of therapeutic skills and personal development are central to any practice programme and whilst there are practicum modules throughout each level of this programme, the level four practicum will be classroom based. Students will be supervised in small groups, in a supportive environment, based in our Counselling Suite on the SA1 campus. This will enable students to acquire counselling skills, develop confidence in their evolving skills, work safely and ethically, be supervised by skills tutors and develop a professional sense of self.

Towards the end of the first year students will be assessed for their 'readiness to practise' [Assessment Component 3 above], as upon successful completion of this process students will, in their second year, be ready to begin practising their skills in a placement

and will be competent to begin supervised clinical client work. There is therefore an emphasis within this module on attaining and maintaining reflective, professional and ethical practice and all students will consistently be assessed for fitness to practise.

ETHICAL CONSIDERATIONS

The course operates under the BACP Ethical Framework (2018) and you should familiarise yourself with this document at an early stage. This can be found on the module Moodle page. The BACP Framework requires that counsellors honour the following ethical principles:

Being trustworthy: honouring the trust placed in the practitioner (also referred to as fidelity). Being trustworthy is regarded as fundamental to understanding and resolving ethical issues. Practitioners who adopt this principle: act in accordance with the trust placed in them; strive to ensure that clients' expectations are ones that have reasonable prospects of being met; honour their agreements and promises; regard confidentiality as an obligation arising from the client's trust; restrict any disclosure of confidential information about clients to furthering the purposes for which it was originally disclosed.

Autonomy: respect for the client's right to be self-governing. This principle emphasises the importance of developing a client's ability to be self-directing within therapy and all aspects of life. Practitioners who respect their clients' autonomy: ensure accuracy in any advertising or information given in advance of services offered; seek freely given and adequately informed consent; emphasise the value of voluntary participation in the services being offered; engage in explicit contracting in advance of any commitment by the client; protect privacy; protect confidentiality; normally make any disclosures of confidential information conditional on the consent of the person concerned; and inform the client in

advance of foreseeable conflicts of interest or as soon as possible after such conflicts become apparent. The principle of autonomy opposes the manipulation of clients against their will, even for beneficial social ends.

Beneficence: a commitment to promoting the client's well-being. The principle of beneficence means acting in the best interests of the client based on professional assessment. It directs attention to working strictly within one's limits of competence and providing services on the basis of adequate training or experience. Ensuring that the client's best interests are achieved requires systematic monitoring of practice and outcomes by the best available means. It is considered important that research and systematic reflection inform practice. There is an obligation to use regular and on-going supervision to enhance the quality of the services provided and to commit to updating practice by continuing professional development. An obligation to act in the best interests of a client may become paramount when working with clients whose capacity for autonomy is diminished because of immaturity, lack of understanding, extreme distress, serious disturbance or other significant personal constraints.

Non-maleficence: a commitment to avoiding harm to the client. Non-maleficence involves: avoiding sexual, financial, emotional or any other form of client exploitation; avoiding incompetence or malpractice; not providing services when unfit to do so due to illness, personal circumstances or intoxication. The practitioner has an ethical responsibility to strive to mitigate any harm caused to a client even when the harm is unavoidable or unintended. Holding appropriate insurance may assist in restitution. Practitioners have personal and professional responsibility to challenge, where appropriate, the incompetence or malpractice of others; and to contribute to any investigation and/or adjudication concerning professional practice which falls below that of a reasonably competent practitioner and/or risks bringing discredit upon the profession.

Justice: the fair and impartial treatment of all clients and the provision of adequate services. The principle of justice requires being just and fair to all clients and respecting their human rights and dignity. It directs attention to considering conscientiously any legal requirements and obligations and remaining alert to potential conflicts between legal and ethical obligations. Justice in the distribution of services requires the ability to determine impartially the provision of services for clients and the allocation of services between clients. A commitment to fairness requires the ability to appreciate differences between people, to be committed to equality of opportunity, and avoid discrimination against people or groups contrary to their legitimate personal or social characteristics. Practitioners have a duty to strive to ensure a fair provision of counselling and psychotherapy services, accessible and appropriate to the needs of potential clients.

Self-respect: fostering the practitioner's self-knowledge and care for self. The principle of self-respect means that the practitioner appropriately applies all the above principles as entitlements for self. This includes seeking counselling or therapy and other opportunities for personal development as required. There is an ethical responsibility to use supervision for appropriate personal and professional support and development, and to seek training and other opportunities for continuing professional development. Guarding against financial liabilities arising from work undertaken usually requires obtaining appropriate insurance. The principle of self-respect encourages active engagement in life-enhancing activities and relationships that are independent of relationships in counselling or psychotherapy.

There is also a strong emphasis on the values of counselling and psychotherapy. The fundamental values of counselling and psychotherapy include a commitment to:

- Respect human rights and dignity
- Protect the safety of clients
- Ensure the integrity of practitioner-client relationships
- Enhance the quality of professional knowledge and its application
- Alleviate personal distress and suffering
- Foster a sense of self that is meaningful to the person(s) concerned
- Increase personal effectiveness
- Enhance the quality of relationships between people
- Appreciate the variety of human experience and culture
- Strive for the fair and adequate provision of counselling and psychotherapy services

Such values are closely related to personal moral qualities, which are of the utmost importance to clients. Many of the personal qualities considered important in the provision of services have an ethical or moral component and are therefore considered as virtues or good personal qualities. It is inappropriate to prescribe that all practitioners possess these qualities, since it is fundamental that these personal qualities are deeply rooted in the person concerned and developed out of personal commitment rather than the requirement of an external authority. Personal qualities to which counsellors and psychotherapists are strongly encouraged to aspire to, include:

- **Empathy:** the ability to communicate understanding of another person's experience from that person's perspective.
- **Sincerity:** a personal commitment to consistency between what is professed and what is done.
- **Integrity:** commitment to being moral in dealings with others, personal straightforwardness, honesty and coherence.
- **Resilience:** the capacity to work with the client's concerns without being personally diminished.
- **Respect:** showing appropriate esteem to others and their understanding of themselves.

- **Humility:** the ability to assess accurately and acknowledge one's own strengths and weaknesses.
- **Competence:** the effective deployment of the skills and knowledge needed to do what is required.
- **Fairness:** the consistent application of appropriate criteria to inform decisions and actions.
- **Wisdom:** possession of sound judgement that informs practice.
- **Courage:** the capacity to act in spite of known fears, risks and uncertainty.

Semester One Timetable [Up to Christmas break]

PLEASE NOTE THAT AS THIS IS AN EXPERIENTIAL MODULE DATES/LECTURE CONTENT PROVIDES A GENERAL GUIDE ONLY

PLEASE CHECK FORTHCOMING LESSON DETAILS POSTED ON MOODLE EACH WEEK

LECTURE	DATE	<u>PROVISIONAL</u> LECTURE CONTENT/SCHEME OF WORK		
LESSON ONE	2 nd OCTOBER 2018	INTRODUCTION TO THEORETICAL ASPECTS OF MODULE ENGAGEMENT WITH MODULE: GETTING TO KNOW EACH OTHER AND GETTING STARTED THE BACP ETHICAL FRAMEWORK	NTRODUCTION TO REFLECTIVE PROFESSIONAL DEVELOPMENT	INTRODUCTION TO HELPING SKILLS AND THE LEARNING CONCEPT OF TRIAD WORK
LESSON TWO	9 th OCTOBER 2018	ASSIGNMENT DETAILS AND MAPPING OF LEARNING/ASSESSMENTS HAND IN DATES	REFLECTIVE PROFESSIONAL DEVELOPMENT	HELPING SKILLS AND INTRODUCTION TO TRIAD WORK

		UNDERSTANDING DEMENTIA CARL ROGERS: THE MAN BEHIND THE MODEL PERSON CENTERED HELPING AND THE CORE CONDITIONS		
LESSON THREE	16th OCTOBER 2018	THE HELPING SKILLS OF ATTENDING AND ACTIVE LISTENING	REFLECTIVE PROFESSIONAL DEVELOPMENT	HELPING SKILLS AND TRIAD WORK
LESSON FOUR	23rd OCTOBER 2018	THE HELPING SKILLS OF PARAPHRASING, REFLECTION AND SUMMARISING	REFLECTIVE PROFESSIONAL DEVELOPMENT	HELPING SKILLS AND TRIAD WORK
W/C 29th NOVEMBER 2018 : READING WEEK				
LESSON FIVE	6TH NOVEMBER 2018	THE HELPING SKILLS OF OBSERVATION AND BODY LANGUAGE	REFLECTIVE PROFESSIONAL DEVELOPMENT	HELPING SKILLS AND TRIAD WORK
LESSON SIX	13TH NOVEMBER 2018	QUESTIONS IN HELPING	REFLECTIVE PROFESSIONAL DEVELOPMENT	HELPING SKILLS AND TRIAD WORK

LESSON SEVEN	20 TH NOVEMEBER 2018	GERARD EGAN: THE MAN BEHIND THE MODULE AND THE SKILLED HELPER MODULE	REFLECTIVE PROFESSIONAL DEVELOPMENT	HELPING SKILLS AND TRIAD WORK
LESSON EIGHT	27 th NOVEMBER 2018	THE HELPING SKILL OF SENSITIVE CHALLENGE	REFLECTIVE PROFESSIONAL DEVELOPMENT	HELPING SKILLS AND TRIAD WORK
LESSON NINE	4 th DECEMBER 2018	THE HELPING SKILL OF IMMEDIACY	PROFESSIONAL DEVELOPMENT	HELPING SKILLS AND TRIAD WORK
Assignment Hand In : Rogers/Egan Essay : 4 th December 2018				
LESSON TEN	11 TH DECEMBER 2018	REVIEW OF HELPING SKILLS	PROFESSIONAL DEVELOPMENT	HELPING SKILLS AND TRIAD WORK
CHRISTMAS BREAK				

The above lesson schedule is a draft plan to guide our work. There could, however, be some deviation from this in view of the experiential nature of therapy and learning counselling skills. Please arrange a tutorial with me should this provide you with any difficulty.

READING LIST:

Module Code	ECHC4005
-------------	----------

Module Title	Practicum 1	
Classification	Reading List entry	Electronic*
Essential	Bager-Charleson, S. (2012) <i>Personal Development in Counselling and Psychotherapy</i> . London: Sage.	☒
Essential	Ballatine-Dykes, et al. (2017) Ballatine-Dykes, F. Postings, T., Kopp, B and Crough, A. <i>Counselling Skills and Studies</i> . London: Sage.	☐
Essential	Egan, G. (2013) <i>The Skilled Helper, A Problem Management and Opportunity Approach</i> . 10 th ed. California: Brooks/Cole	☒
Essential	Green, J. (2010) <i>Creating the Therapeutic Relationship in Counselling and Psychotherapy (Counselling and Psychotherapy Practice Series)</i> . Exeter: Learning Matters.	☐
Essential	McLeod, J. (2007) <i>Counselling skill</i> . Maidenhead: Open University Press.	☐
Essential	McLeod, John and McLeod, Julia (2011) <i>Counselling skills: a practical guide for Counsellors and helping professionals</i> . Maidenhead, Berkshire: McGrawHill/Open University Press.	☐
Essential	Mearns, D. and Thorne, B., with McLeod, J. (2013) <i>Person-centred Counselling in action</i> . 3 rd ed. London: Sage.	☐
Essential	Nelson Jones, R. (2016) <i>Basic Counselling Skills: A Helpers Manual</i> . London: Sage.	☐
Further	Claringbull, N. (2010) <i>What is Counselling and Psychotherapy?</i> Learning Matters: Exeter.	☐
Further	McLeod, J. (2011) <i>Introduction to Counselling</i> , 4 th ed. Maidenhead: Open University Press.	☐
Further	Nelson-Jones, R. (2005) <i>Practical counselling and helping skills</i> . 5 th ed. London. Sage Publications.	☐
Further	Rogers, C. (1995) <i>On Becoming a Person</i> . New York: Houghton Mifflin.	☐
Further	Rogers, C. (1995) <i>A Way of Being</i> . New York: Houghton Mifflin.	☐
Further	Rogers, C. (2003). <i>Client-Centred Therapy</i> . New York: Houghton Mifflin.	☐
Further	Sanders, P. (2011) <i>First Steps in Counselling [Fourth Edition]</i> . Ross on Wye: PCCS Books.	☐
Further	Sutton, J and Stewart, W. (2013) <i>Learning to counsel: Develop the skills, insight and knowledge to counsel others</i> . Oxford: \how to Books Limited	☐
Further	BACP Counselling and Psychotherapy Research Journal	☐
Further	Therapy Today	☐
Further	Person-Centred & Experiential Therapies	☐
Further	Journal of Humanistic Psychology	☐
Further	British Journal of Guidance and Psychotherapy	☐
Further	Evidence Based Mental Health	☐
Further	Databases e.g. ProQuest, Science Direct, JStor	☒

I hope that you engage with the experiential commitment necessary for this module and are able to apply your learning to strengthen your future work/practice.

Dr Beverly Cole

Module Leader

31 July 2018