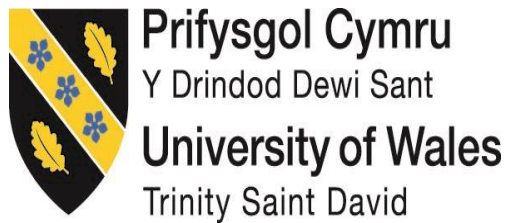


Module Handbook

ECHC6002 Counselling Specialisms and Populations



BA/MArts Programme

MODULE CODE: ECHC6002
TITLE: Counselling Specialisms and Populations
DATED:17/05/2017

LEVEL: 6
CREDITS:30

JACS CODE:B940

AIM(S)

- To consider the theoretical basis for therapeutic work with any self-defined populations.
- To provide the opportunity to develop a range of interventions.
- To apply evidence-based practice to a range of presenting issues.

LEARNING OUTCOMES

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

- Critically analyse ethical dilemmas and work with others as necessary, to formulate appropriate responses.
- Critically appraise a range of theoretical approaches to practice.
- Synthesise relevant research evidence or organisational guidance to ensure an appropriate therapeutic response for specific clients.
- Apply a range of appropriate strategies and interventions in work with specific client populations and client issues.

INDICATIVE CONTENT

- **Trauma Work:** advances in neuroscience; the basic processes underlying trauma; methods of working with trauma; cognitive and affective interventions; safety work; working with survivors of abuse; vicarious trauma and self-care; assessment; referral; supervision; evidence-based interventions.
- **Neuroscience:** current research developments; application to therapy; foundation of the EFT model.
- **Creative Interventions:** conveying emotion and thought by different populations through working with expressions of personal vision and belief; evidence-based interventions.
- **Addictions:** the history and development of the recovery movement; principles of recovery; recovery and treatment, social networks and public policy; recovery interventions; complexity and integration; assessment; referral; supervision; evidence-based interventions.
- **Bereavement:** theories and models of bereavement; working with grieving; anger and guilt; loss and attachment; historical changes; cultural variety; working with distinct populations; evidence-based interventions.
- **Eating distress:** diagnosis, prevalence and cause; therapeutic approaches and interventions; risk factors; nutrition; evidence-based research; supervision.
- **Sex:** talking about sex; sex across life spans; sexual identity; culture and sex; supervision; referral; evidence-based research.
- **Mindfulness:** the roots of Mindfulness; theory and practice of Mindfulness; therapeutic application; integrating Mindfulness; research: supervision; evidence-based research.
- **Self-harm and suicide:** theory and practice of working with suicidal clients; therapeutic application; supervision; evidence.

- **Race**, culture and counselling competence: postmodern and postcolonial theories of Counselling; challenging transnational counselling contexts; relationship, communication and language; multicultural curriculum; supervision; referral; research base.
- **Sexuality**: Queer theory and heteronormativity; psychological queering; cultural considerations; supervision; evidence-based research; referral.
- **Spirituality**, religion and faith: values-based practice; spirituality and mental health; spiritual assessment; spiritual competence; supervision; evidence-based research; referral.
- **Gender and Transgender** issues, transgender and identity, cultural considerations; supervision; evidence-based research; referral.
- **Working with young people**: historical, national, ethical and legal issues in working with children and young people; child development.

LEARNING AND TEACHING STRATEGY

ONLINE Delivery

The module will be taught concurrently to ensure that learning is across a range of knowledge and practice areas to enable the student to develop a multi-layered approach to practice, reflecting the depth and complexity of the nature of Counselling practice. In addition, a number 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.

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. Students will be encouraged to share peer learning by preparing and presenting information on selected topics.

Page Break The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	100	33%
Independent learning	200	67%
Placement learning		
TOTAL	300	100%

ASSESSMENT (Please review the assessment profoma that will be available on moodle)

Assessment Component 1: 75%

Coursework assessment: Essay (6000 words)

Exemplar:

Critically evaluate a presenting issue and a client population with reference to current theory, research and practice.

Assessment Component 2: 25%

Oral Presentation: (20 minutes)

Exemplar:

Lead a peer group seminar critically analysing an ethical dilemma.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
Sustainable Literacy Skills - Students are encouraged to consider and engage with conversations relevant to sustainability. The module will engage students in the dialogues and tensions between the individual understanding of psychological, socio-political and constructivist theories to stimulate future thinking regarding mental health. - Students are encouraged to think critically and creatively within the field of mental health and social care and explore new approaches to practice and make informed decisions, and create alternatives to present choices. - Students are able to appreciate the importance of environmental, social and political contexts to their studies.	

Please see online reading list (Leganto)

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Module Code	ECHC6002	
Module Title	Counselling Specialisms and Populations	
Classification	Reading List entry	Electronic*
Essential	Bryant-Jefferies, R. (2004) <i>Counselling for progressive disability: person-centred dialogues (Living therapy series)</i> . London: Radcliffe Publishing.	☐
Essential	Evans, M., and Williams, C. H. (2013) <i>Gender: the key concepts (Routledge key guide)</i> . London: Routledge/Taylor & Francis Group.	☐
Essential	Lago, C. (2006) <i>Race, Culture and Counselling</i> . Oxford: Oxford University Press.	☐
Essential	Neal, C., and Davies, D., (2000) <i>Pink therapy: issues in therapy with lesbian, gay bisexual and transgender clients</i> . Buckingham: Open University Press.	☐
Essential	Richards, C., and Barker, M. J., (2015) <i>The Palgrave handbook of the psychology of sexuality and gender</i> . Palgrave.	☐
Essential	Whitehead, S., Talahite, A., and Moodley, R., Gender and Identity: Key Themes and New Directions . Toronto: Oxford University Press	☐

Further	Dearing, Ronda L & Tangney, June P. (2011) <i>Shame in the therapy hour</i> . Washington DC: APA.	☐
Further	Gilbert, P. (2007) <i>Psychotherapy and Counselling for Depression</i> . 3 rd ed. London: Sage.	☐
Further	Gilbert, S., 2014. <i>Therapy for eating disorders (therapy in practice series)</i> . 3 rd ed. London: Sage.	☐
Further	Paivio, Sandra C. & Pascual-Leone A. (2010) <i>Emotion-focused therapy for complex trauma: an integrative approach</i> . Washington, DC: American Psychological Association.	☐
Further	Pattison, S., Robson, M., and Beynon, A. (2015) <i>The Handbook of Counselling Children and Young People</i> . London: Sage	☐
Further	Rassool, G. Hussein (2008) <i>Understanding addiction behaviours: theoretical and clinical practice in Health and Social Care</i> . Basingstoke, Hampshire: Palgrave MacMillan.	☐
Further	Reeves, A. (2013) <i>Challenges in Counselling: Self-harm</i> . London: Hodder Education	☐
Further	Worden, William J., (2009) <i>Grief Counselling and Grief Therapy</i> . 4 th ed. New York: Springer Publishing Company.	☐
Further	Cultural Diversity and Ethnic Minority Psychology	☐
Further	Journal of Lesbian Studies	☐
Further	Person-centred & Experiential Therapies Journal of Humanistic Psychology American journal of family therapy British Journal of Guidance and Psychotherapy Counselling and psychotherapy research (BACP) Evidence based mental health	☐
Further	Databases e.g. ProQuest, Science Direct, JStore	☒