

Curriculum Proposal for 'Equality, Diversity, and  
Inclusion (EDI) within the Context of Counselling and  
Psychotherapy'  
30/60-Credit, 12-Week Module for Level 6/7 Learners

# List of Abbreviations

|      |                                                                                                                                                                        |
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| BACP | British Association for Counsellors and Psychotherapists: “The BACP is the professional association for members of the counselling professions in the UK” (BACP, 2025) |
| EDI  | Equality Diversity and Inclusion                                                                                                                                       |
| GSRD | Gender, Sexuality and Relationship Diversity                                                                                                                           |
| PD   | Personal Development                                                                                                                                                   |
| PDG  | Personal Development Groups                                                                                                                                            |

## Overview (introduction):

This proposal introduces a 12-week 60 credit module on Equality, Diversity, and Inclusion (EDI) within the context of Counselling and Psychotherapy. The module is designed for students enrolled in a degree program at the University of Wales Trinity Saint David (UWTSD), at either the undergraduate or postgraduate level. The curriculum aims to equip students with the necessary skills and knowledge to work effectively with individuals from diverse backgrounds, emphasizing inclusivity, cultural awareness, hermeneutical justice and sensitivity. Through a combination of theoretical learning, personal development, and practical exercises, students will explore the challenges faced by marginalized and underrepresented groups in therapeutic environments. The curriculum is to equip learners with the skills, knowledge, and critical awareness needed to integrate EDI principles into their professional practice, fostering cultural competence, ethical decision-making, and the ability to address systemic barriers and promote inclusivity.

## Context of Curriculum:

This curriculum will be set as a 60-credit module integrated into the wider undergraduate/postgraduate degree of counselling and psychotherapy. The module is taught in year 2/3 of a degree programme, ensuring that core counselling and psychotherapeutic themes have already been covered (Smith, 2000). Students for this topic are typically mature with an amount of life experience.

As is the standard for other counselling courses and BACP Guidelines the day format will be the same; carried out one day per week, each week of term for a full day. The day consists of three main blocks: skills practice, personal development (PD) groups and taught lessons. Skills practice is carried out in groups of three or a 'triad' in which trainee counsellors will practice their skills as either counsellor, client or observer. PD groups entail the class being split into two groups (which stay the same across the year) with a teaching facilitator with each group. PD groups cover a wide variety of topics, skills and analysis to help students personally develop. Then there is a taught session, which is usually set out as a typical 'lecture' on theory, skills, mental health, well-being, philosophy, ethics, self-awareness, human development, medications, law, reflexivity, strategies and interventions, monitoring and evaluation, relationship building, critical awareness, methodology and application. Additional elements of the course include formative/summative assessment, individual tutorials, peer feedback, placement, supervision, guest speakers, professional membership, independent study, personal therapy, social engagement sessions, the exploration of group dynamics, which will be evident during break times and social mornings (Celinska & Swazo, 2016; Choate, 2009). This design will mainly look at the 'taught' aspect of the day, although it aims to

create a harmonised and systematic format for the students across their time on the module and for their daily structure in class (Czerniewicz & Cronin, 2023).

While similar programs are available, what sets this curriculum apart is its distinctive emphasis on developing inclusive, culturally competent therapeutic practices tailored to a diverse client base. The module offers an in-depth exploration of EDI issues, with a particular focus on GSRD, race, religion, culture, disability and identity (Wadham et al, 2012). It also addresses important topics such as stereotyping, bias, unconscious bias, evaluation, self-awareness and reflexivity, all critical components for counsellors in fostering a fair and empathetic therapeutic environment (Gonzalez *et al*, 2024).

## Rational for the curriculum:

The decision to develop this new area of the curriculum stems from a comprehensive evaluation of the current social and educational market. This assessment revealed a significant need for programs that address emerging societal challenges and align with contemporary learner needs (ONS, 2021; Hammack & Wignall, 2023; Brooman et al, 2015). This curriculum, aims to not only meet but exceed its objectives in promoting diversity, widening participation, and enhancing accessibility. This initiative also reflects a commitment to preparing students for evolving professional landscapes, ensuring they possess the skills and knowledge required to thrive in an inclusive and dynamic global environment. Developing this curriculum represents a strategic step toward addressing gaps in education while fostering a more equitable and accessible learning experience for all students. (EDIT, 2018)

EDI training for counsellors is typically confined to brief sessions of just a few hours. In contrast, this module dedicates 84 hours of in-class instruction, supplemented by additional out-of-class time spent on personal reflection, journaling, completing assignments, exploring personal life influences, and engaging with required readings (Presley, 2023). While EDI is implicitly embedded in current courses, *explicit modules* or *dedicated weeks/days* are rare. Often students will turn to CPD short (but again only lasting a few dedicated hours (EDIT, 2018)). Treating a single EDI course as merely a means to meet accrediting and licensing requirements is not only insufficient but also professionally irresponsible (Ajjawi, 2023). The only course similar/sufficient to this would be the UWTSD Master's Degree programme in 'Equity and Diversity in Society' but this not a counselling course (UWTSD, 2025).

The 21st century has brought significant progress in understanding sexual, gender, and relationship diversity, but challenges persist. While there is growing recognition of fluid identities and intersectionality, systemic stigma and societal prejudices continue to affect marginalized communities (Hammack & Wignall, 2023). These issues highlight the importance of a curriculum that reflects contemporary shifts and equips

counsellors to address evolving client needs. Digital advancements have amplified these dynamics, creating both opportunities and challenges for individuals exploring their identities (Cover, 2022).

Counsellors work with some of society's most vulnerable individuals, many of whom fall under the protected characteristics of the Equality Act 2010. Research shows that short training courses are insufficient for fostering meaningful change (Celinska & Swazo, 2016), therefore driving meaningful change is at the heart of this curriculum's purpose. The Equality Act 2010 provides essential protections, but its application and impact vary. In a diverse society like the UK, many people possess multiple intersecting identities that complicate the Act's implementation (ONS, 2021). This curriculum focused on EDI must not only align with this legislation but also address its limitations in practical settings (Blackmore, 2022).

# Objectives of Curriculum: (Adapted from Avis et al, 2019)

**Personal Development and Self-Awareness:** Foster deep self-reflection and self-awareness, encouraging students to examine their own biases, values, and assumptions to build empathy and authenticity in personal and professional interactions (Rose, 2012).

**Equality, Diversity, and Inclusion (EDI):**

Provide a comprehensive understanding of EDI principles, including the protected characteristics of the Equality Act 2010, and how to integrate these into inclusive and equitable practices (EDIT, 2018).

**Therapeutic Practice:**

Equip students with advanced counselling techniques, focusing on inclusive client contracting, non-discriminatory practices, and culturally sensitive therapeutic approaches that respect diversity and inclusion (Celinska & Swazo, 2016).

**Navigate Gender, Sexuality, and Relationship Diversity:** Equip students to understand and address the unique needs of contemporary client groups, including nonbinary, fluid, and the expand Gen Z identities in this area (BACP, 2019).

**Disability Awareness:**

Design strategies to foster accessible, empowering therapeutic spaces and inclusive environments applicable to real-world contexts (Bunbury, 2020).

**Cultural Competence:**

Cultivate cultural humility and competence, enabling students to effectively support clients from diverse cultural, racial, and religious backgrounds while addressing systemic biases and intersectional identities (Cover, 2022).

**Reflective Practice:**

Develop skills in reflective writing and journaling to enhance self-awareness, foster emotional resilience, and support continuous professional growth (BACP, 2018).

**Ethical Decision-Making:**

Align therapeutic practices with ethical frameworks, such as the BACP Ethical Framework (2018), emphasizing respect, dignity, and advocacy for clients' well-being. Enabling student to become ethical decision makers.

**Communication and Active Listening Skills:**

Strengthen interpersonal communication skills, including empathetic listening, non-judgmental responses, and conflict resolution, transferable across personal and professional contexts (Avis et al, 2019).

**Critical Thinking and Problem-Solving:**

Promote analytical skills to evaluate therapeutic challenges, propose actionable solutions, and adapt interventions to meet diverse client needs and life skills (Habel, 2012).

**Professional Resilience and Adaptability:**

Prepare students to navigate complex societal and professional landscapes by fostering resilience, flexibility, and a growth mindset (Dweck, 2017).

**Advocacy and Social Justice:**

Encourage students to advocate for systemic change, addressing inequalities and promoting equity in both therapeutic settings and broader societal contexts (Cover, 2022).

**Transferable Skills for Life:**

Equip students with skills that extend beyond counselling, including teamwork, leadership, emotional intelligence, goal setting, PD and fostering happiness and well-being in their lives (Marshall, 2020).

**Integration of Research, Theory, and Practice:**

Promote the use of academic research and evidence-based approaches to enhance therapeutic interventions, improve client outcomes, and academic performance. Bridge EDI theoretical concepts with hands-on skills practice and case studies, ensuring practical application in diverse real-world settings (Marshall, 2020).

**Enhance Client Outcomes:**

Empower students with the skills to tailor counselling approaches to diverse client needs, ensuring equitable, effective therapeutic results while supporting their professional growth in the counselling field (Barker, 2023).

**Foster Lifelong Learning:** Encourage ongoing personal and professional development in EDI principles to support continuous growth and adaptability in counselling and life skills (Wood, 2012).

## Intended Learning Outcomes (ILO) aligning with (Biggs, 2022):

Soares (2020) states that learning outcomes should be confined to 1,000 characters.

Develop critical awareness of how EDI issues intersect with therapeutic work and client experiences.

Reflect on personal biases, fostering empathy, cultural sensitivity, and non-judgmental attitudes.

Recognize the need for inclusive environments that affirm diverse identities.

Acquire cultural competence to adapt therapy for clients' unique needs.

Navigate discussions on identity, privilege, and systemic oppression professionally.

Apply reflective techniques to address EDI challenges and enhance therapy.

Critically evaluate EDI practices, proposing actionable improvements.

Embrace flexibility by tailoring interventions to client goals and needs.

Cultivate ethical decision-making that prioritizes inclusivity and respect.

Empower clients while advocating for systemic and societal change.

Engage with tutor and peer feedback to refine skills and foster professional growth.

# Curriculum Map:

Before Creating this curriculum map, I used a planning tool from Pressfield (2025) called ‘The Clothesline Method’. The method gives a flexible way of sequencing ideas. It looks at where students are, the transformation they will undergo and finally where they will end up (Rossi, 2023).

|                                                                        |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                     |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                        | <h2>Curriculum Map</h2> <h3>Equality, Diversity and Inclusion in Counselling and Psychotherapy</h3>                                                                                                                                                                                                             |                                                                                                                                                                     |
|                                                                        | Taught Lesson                                                                                                                                                                                                                                                                                                   | Professional Development Groups                                                                                                                                     |
| Initial Assessment: Completed at the start of the first year           | <p>This module follows the teaching of core counselling concepts in year 2/3.</p> <p>Government HE publications “Inclusive Teaching &amp; Learning in HE as a route to Excellence” (2017) framework will be followed for an inclusive, accessible curriculum. With consideration to reasonable adjustments.</p> | PD Groups will focus on creating a safe, reflective environment where students can begin to explore their own personal experiences and perspectives related to EDI. |
| <b>Week 1</b><br>Introduction to Equality Diversity and Inclusion      | <b>Introduction EDI</b><br>Historical foundations<br>Contemporary applications<br>Examine societal, cultural, and systemic factors<br>Principles influencing practice today.                                                                                                                                    | This session will encourage self-awareness and critical reflection.                                                                                                 |
| Assessment formative                                                   | Q & A,<br><b>Reflective Writing</b> is undertaken each week in personal journal; content can widely vary from that week’s topics, personal experiences, at request of the tutor.                                                                                                                                | Group sharing<br>Discussion<br>Student Reflection.                                                                                                                  |
| <b>Week 2</b><br>Legislative, policies, practice and framework for EDI | Legislative frameworks—the Equality Act 2010 -Well-being of Future Generations Act 2015<br>How these laws underpin professional practice, promote inclusivity and guide                                                                                                                                         | Societal dynamics<br>Creating equitable environments.<br>Discrimination<br>Importance of fostering inclusivity                                                      |

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|                                                                                                            | ethical decision-making in therapeutic settings.<br><br><b>Workshop: First Assignment</b>                                                                                                                                                                                                                                                                          |                                                                                                                                                                                         |
| Assessment formative                                                                                       | Group Poster creation on Act of choice                                                                                                                                                                                                                                                                                                                             | Group Discussion.                                                                                                                                                                       |
| Week 3                                                                                                     | Safeguarding, Equality and Diversity with the BACP, GSRD with the BACP, BACP Ethical framework, UWTSD professional practice.<br><br><b>Workshop: Second Assignment TED Talk released</b>                                                                                                                                                                           | Professional practices<br>Policies<br>UWTSD guidance                                                                                                                                    |
| Assessment formative                                                                                       | Small group research project.                                                                                                                                                                                                                                                                                                                                      | Group Discussion                                                                                                                                                                        |
| Week 4<br>Gender Diversity                                                                                 | Gender Diversity: Exploring the spectrum of gender identities beyond traditional binary frameworks. Understand gender as a social construct and its implications in counselling.<br><br>Theoretical discussions Case studies<br><br>Practical activities.<br><br>Guest Speaker 30 minutes: Judith Butler                                                           | Personal gender<br>Gender in therapy<br>Strategies for growth<br>Societal norms/biases                                                                                                  |
| Assessment                                                                                                 | Critique of case studies in groups and Implementation of therapeutic techniques.                                                                                                                                                                                                                                                                                   | Tutor, student and peer reflections.                                                                                                                                                    |
| Week 5: Relationships and Sexuality Diversity<br><br>(Lesson Plan PowerPoint and Activities in Appendix 1) | Relationships and Sexuality Diversity: Spectrum of identities, orientations, and relationship structures beyond traditional norms.<br>Diversities influence individual experiences, societal perceptions, and therapeutic practices.<br>Respected and validated in identities and relationships.<br><br>Barker, (2016) <i>rewriting the rules article</i> Handout* | Heteronormativity<br>Mononormativity<br><br>Diverse communities/families/relationships<br><br>Examples of diverse relationship structures<br><br>Inclusive relationship/sexual language |
| Assessment Formative                                                                                       | Group quiz                                                                                                                                                                                                                                                                                                                                                         | Self-reflection<br><br>Tutor feedback in PD                                                                                                                                             |

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|                                                                                                                                                              | Group work for discussion and feedback to class                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                             |
| Week 6:<br>Race and religion                                                                                                                                 | <p>Race and religion</p> <p>Understand the impact of race, ethnicity, and religion on identity and mental health.</p> <p>Recognize systemic racism and religious discrimination.</p> <p>Culturally responsive Inclusive counselling practices.</p> <p>Guest Speaker: Ruth Smith 'Critical whiteness theory in counselling and psychotherapy'</p> <p>Homework Task: Read Disability Framework for next session.</p> | <p>Systems of oppression and mental health</p> <p>Challenges faced by race, religion, cultural.</p> <p>White therapists</p> |
| Assessment Formative                                                                                                                                         | EDI group counselling carousel                                                                                                                                                                                                                                                                                                                                                                                     | Group Discussion and reflection                                                                                             |
| Week 7:<br>Disability<br>(Lesson Plan, Powerpoint, and activities in Appendix 2)                                                                             | <p>Disability: Social &amp; Medical</p> <p>Recognize the barriers physical, systemic, and attitudinal that individuals with disabilities face in accessing mental health support.</p> <p>Activity: Exploring Debilitating Factors</p> <p>Explore strategies to create accessible, equitable, and empowering therapeutic environments.</p> <p>Case Study Activity</p> <p><b>Workshop: Assignment TED Talk</b></p>   | <p>Societal stigma</p> <p>Empowerment</p> <p>Isolation</p> <p>PIP 'disability allowance'</p>                                |
| Assessment Formative                                                                                                                                         | Group Activity: Debilitating factors Case Study in Four Groups to discuss therapeutic techniques and interventions.                                                                                                                                                                                                                                                                                                | Group Discussion and reflection                                                                                             |
| Assessment Summative: Reflective writing Assignment: 'Reflecting on Equality, Diversity, and Inclusion in Counselling Practice' 1500 words (See Appendix 3a) |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                             |

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| Week 8<br>Age, culture, language and identity | Age, culture, language, and identity<br>EDI principles to address age-related challenges, cultural differences, language barriers, and identity complexities in a respectful and affirming manner.<br>Resonate strongly with students, as many may identify with one of the categories.                                                                                                                                                                                                                              | Age, culture, language, and identity.<br><br>Cultural humility, sensitivity to age and linguistic diversity, understanding of identity.    |
| Assessment Formative                          | Group MindMap: Integrate age, culture, language, & identity considerations into therapeutic practice.                                                                                                                                                                                                                                                                                                                                                                                                                | Written feedback will be provided on summative assessments. Tutorials are available upon student request or at the tutor's recommendation. |
| Week 9<br>Intersectionality                   | Guest speaker: Practicing therapist with EDI expertise<br><br>Intersectionality Powerpoint                                                                                                                                                                                                                                                                                                                                                                                                                           | Discussions on guest speaker.<br><br>Intersectionality.                                                                                    |
| Assessment Formative                          | Discussions with guest speaker and class, Q&A                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Group discussion and reflections                                                                                                           |
| Week 10                                       | <p><b>Tutor to Outline last assignment, brief summary, learning outcomes, Purpose of the Assignment, expectations, objectives, deadline and submission.</b></p> <p><b>Workshop: Third Assignment Case Study</b><br/>Students work in small groups to analyse case studies.</p> <p>Q &amp; A</p>                                                                                                                                                                                                                      |                                                                                                                                            |
| Week 11                                       | <p><b>TED Talk Assignment Due Date</b></p> <p><b>Activity Overview:</b><br/>Each student will present their pre-recorded EDI-themed TED Talk to the class on 'the big screen'. Talks played one at a time with snacks.</p> <p><b>Peer Review Process:</b><br/>Classmates will provide written peer reviews for each talk, offering constructive feedback on strengths and areas for improvement</p> <p><b>Feedback Distribution:</b><br/>At the end, each participant will receive their compiled peer feedback.</p> |                                                                                                                                            |
| Assessment Summative:                         | Record and send in a TED Talk style video for peers to watch 5-6 minutes length.                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                            |

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| Week 12                                                                                                                                         | <b>One-to-one tutorials:</b> designed to provide personalised feedback, support, and guidance, ensuring students can reflect on their learning and identify areas for future development (Black, 1998).                                                                                                                                                                 |
| Assessment: Case Study Analysis: Promoting Equality, Diversity, and Inclusion in Counselling Practice 3500 words (Appendix 3b). Due in 4 weeks. |                                                                                                                                                                                                                                                                                                                                                                         |
| Feedback                                                                                                                                        | Students to be sent course feedback forms that will cover Course content, delivery and facilitation, learning environment, personal development, knowledge, practical application and overall experience (Biggs, 2022). These feedback forms aim to ensure continuous evaluation, improvement and alignment with the needs of trainee counsellors and psychotherapists. |

## Curriculum Delivery Plan: Timetable, Structure, and Progression Over Time

The Equality, Diversity, and Inclusion (EDI) module will span 12 weeks, with students attending one full day of learning each week. Each day will follow a consistent structure divided into three main components:

### 1. Taught Sessions (1.5-2 hours):

Lectures and interactive workshops will cover theoretical and practical content, such as legal frameworks (e.g., Equality Act 2010), systemic inequalities, privilege, oppression, and inclusive therapeutic strategies. Sessions will include case studies, multimedia resources, and guest speakers to ensure varied and engaging content.

### 2. Skills Practice (1.5-2 hours):

Students will work in triads, rotating roles as counsellor, client, and observer; in groups for each term, created by lecture. This format allows students to practice inclusive counselling techniques, apply EDI principles in real-time, and receive constructive peer and tutor feedback.

### 3. Personal Development Groups (PD Groups) (1.5-2 hours):

Students will participate in facilitated group discussions exploring topics such as personal biases, cultural humility, intersectionality, microaggressions, and the emotional challenges of working with diverse clients. The sessions will encourage self-reflection, self-awareness and personal growth while enhancing group dynamics and collaboration.

## **Key Features of the Delivery Plan:**

**Flexible Day Timetable Structure: One day per week term time, 9:00 AM–4:00 PM:**

**9:00–9:30:** Social check-in: A time for students to connect with peers, ask questions, and share updates, fostering a supportive group dynamic.

**9:30–11:00:** Taught Lesson: Theoretical exploration of EDI topics, supported by academic research and real-world case studies.

**11–1:00:** Skills Practice: Triad exercises where students practice counselling skills related to EDI, receive feedback, and reflect on their learning.

**1:00–2:00:** Lunch Break: A scheduled break for relaxation, library and informal peer interaction.

**2:00–4:00** Personal Development (PD) Groups: Focus on reflection, group process, and exploring EDI themes through personal experiences.

*Smaller breaks will be flexible, allowing sessions to adapt to the flow of group discussions and activities.*

## **Progression Over the 12 Weeks**

### **Weeks 1–3: Foundations**

Students explore the historical, legal, and ethical contexts of EDI, focusing on systemic inequalities and core frameworks like the Equality Act 2010. Early triad practice integrates these principles into counselling.

### **Weeks 4–6: Identity and Inclusion**

Focus shifts to specific aspects of diversity, including gender, sexuality, race, religion, and disability. Practical activities and reflective discussions deepen cultural humility and inclusivity in practice.

### **Weeks 7–8: Advanced Application**

Students refine their skills in creating accessible, inclusive counselling environments, addressing age, culture, and identity complexities through reflective writing and triad exercises.

### **Week 9: Professional Insights**

A guest speaker provides real-world strategies.

**Week 10: Workshop:**

Third Assignment Case Study

Students group work

Q&A Sessions with Contextual Depth

Peer Collaboration and Review

**Week 11:** Relax with snacks and 'TED talks' viewing day

**Week 12:** Tutorials

This structured progression of a course ensures that, knowledge is gradually built, skills develop, students engage, students are prepared for assessments and supported.

## Assessment strategy:

The assessment strategy for this module incorporates both formative and summative assessments to ensure students engage progressively with the material and receive consistent support to achieve their learning outcomes. This strategy combines reflective writing, practical skill demonstrations, and collaborative activities to comprehensively evaluate theoretical understanding, practical application, and self-awareness.

**Formative Assessments**

Formative assessments are embedded throughout the 12-week module, providing regular feedback on students' progress and areas for growth. Weekly reflective writing exercises prompt students to document their learning experiences, critically examine biases, and assess their application of EDI principles. Tutors review these reflections (if requested), offering personalised feedback to deepen understanding and promote self-awareness (Ajjawi, 2023).

Skills practice sessions in triads allow students to rotate roles as counsellor, client, and observer. These sessions focus on applying EDI principles, such as inclusive client contracting and non-discriminatory language. Tutors and peers provide real-time feedback using structured observation forms or verbal feedback, enabling students to refine their techniques.

Collaborative activities enhance learning through peer interaction. For example, group poster creation in Week 2 and brainstorming diverse sexualities in Week 5 foster shared insights and critical thinking. Workshops on legislative frameworks (Week 2) and safeguarding (Week 3) further link theory to practice, helping students build skills and prepare for assessments. During Week 9 triad sessions, students showcase their ability

to integrate EDI principles into counselling practice. Assessment focuses on inclusive language, client engagement, and awareness of intersectionality.

### **Innovative Summative Assessment**

A 'TED-Talk-style' video project accounts for 20% of the overall grade. Students create a 5–6 minute video on an EDI counselling topic of their choice, featuring an introduction, proposed solutions, and conclusions: with students encouraged to use data, creativity, and counselling case studies to support their content (Rossi, 2023). These videos are watched in class during Week 11 (with end of module relax snacks). The format promotes creativity, critical thinking, and communication skills while aligning with EDI principles. Students also learn to provide and receive peer feedback as this is given to all the talks shown via a peer review sheet, in turn this also enhances their evaluative abilities (Egan, 2017).

### **Summative Assessments**

Summative assessments evaluate students' comprehensive understanding and practical application of EDI principles, encompassing reflective writing, practical demonstrations, and theoretical analysis (Ajjawi, 2023).

#### **Reflective Writing Assignment (30%)**

Due in Week 8, this 1500-word assignment, "*Reflecting on Equality, Diversity, and Inclusion in Counselling Practice*," requires students to critically analyse their learning journey, addressing personal biases, cultural humility, and the application of EDI principles in therapy (Appendix 3a).

#### **Final Essay (50%)**

A 3500-word case study, due four weeks after the module ends, assesses students' ability to critically evaluate the role of EDI in counselling practice. This essay involves analysing a specific case study using theoretical frameworks, legislative standards, and professional guidance such as the BACP Ethical Framework. Evaluation criteria include critical analysis, integration of theory and practice, academic rigor, and clarity of articulation (Appendix 3b).

### **Feedback and Support**

Formative feedback is provided weekly through written comments, verbal discussions, and observation forms (Hilsdon *et al*, 2012). Summative feedback is delivered within three weeks of submission, highlighting strengths and areas for improvement. One-to-one tutorials offer additional support, and peer feedback during group activities fosters collaborative learning (Hoo *et al*, 2022; Ajjawi, 2023).

### **Personal Development Groups (PDGs)**

PDGs assess individual and group progress in a reflective and collaborative environment. These sessions focus on personal growth, group dynamics, and self-awareness, fostering holistic development and informing curriculum improvements (Rose, 2012).

### **Skills Practice**

Skills practice bridges theoretical concepts with real-world applications. By practicing EDI principles in client interactions, students develop practical skills essential for theory driven and effective counselling.

## **Curriculum Strategies for Developing Subject-Specific and Transferable Skills:**

This curriculum employs strategies to develop subject-specific and transferable skills, equipping students to work confidently with diverse populations and prepare for broader professional roles. The following methods will enhance learning and development:

### **EDI is Universal**

EDI principles transcend individual differences and are universally relevant in every aspect of society and professional practice. They are interweaved into almost all current learning and education (Blackmore, 2022). These principles emphasize the inherent value of all individuals, regardless of their background, and seek to create equitable opportunities for participation and growth (Presley, 2023)

### **Reflection and Evaluation**

Reflection and evaluation are valuable in any profession, enhancing adaptability, critical thinking, and decision-making skills that can be applied across different roles and industries. Reflection encourages individuals to examine their values, biases, and assumptions, leading to greater self-awareness (Rose, 2012). Regular evaluation of actions and decisions helps identify strengths and areas for growth. By analysing what works and what does not, students can refine their skills and adapt their approaches for better outcomes (Hilsdon *et al*, 2012).

### **Alignment with Professional and Ethical Standards**

This curriculum aligns with key frameworks such as the Equality Act (2010), BACP guidelines (2023; 2016; 2018), and modern frameworks. By integrating ethical decision-making and practical strategies for addressing EDI, the curriculum prepares students to uphold professional standards and deliver equitable practices (Barker, 2023).

### **Inclusive Learning Environment**

The curriculum fosters a supportive and inclusive classroom atmosphere where diversity is valued, feedback is welcome and open dialogue is encouraged (Blackmore, 2022) . The learning environment encourages students to explore solutions, learn from experiences, learn from peers and apply insights to address challenges effectively (Hussey & Smith, 2008).

### **Interactive and Experiential Learning**

The curriculum emphasizes active engagement through role-play scenarios, case studies, and group discussions. These methods bridge the gap between theory and practice, allowing students to apply their knowledge in realistic contexts (Gonzalez *et al*, 2024). This approach encourages critical thinking, problem-solving, and adaptability. Reflective activities, focused on inclusivity, empathy, and sensitivity, deepen students' ability to navigate complex therapeutic relationships and improve therapeutic practice (Rossi, 2023; Avis et al, 2019).

### **Reflexivity**

Reflexivity encourages students to examine their thoughts, emotions, and behaviours critically. This heightened self-awareness helps practitioners understand how their own values, biases, and experiences may influence their interactions and decisions (Choate, 2009).

### **Collaborative Learning**

These projects promote teamwork and shared learning, enabling students to explore diverse perspectives. Weekly peer discussions and feedback sessions enhance communication skills and encourage respect for differing viewpoints, preparing students for collaborative environments in their professional roles (Hilsdon *et al*, 2012).

### **Personal and Professional Development**

Communication skills are enhanced through an emphasis on empathetic listening, non-judgmental responses, and fostering trust in therapeutic relationships. These skills are invaluable in building meaningful and inclusive connections with clients and society (Mehra, 2021).

### **Critical Reflection and Self-Assessment**

Skills help individuals identify their strengths, weaknesses, areas of learning and growth (Habel, 2012). They also enhance self-awareness which is foundational for personal and professional growth (Rose, 2012). It encourages continuous improvement by assessing their actions and outcomes, students can pinpoint areas for development and refine their practices to achieve better results over time (Wood et al, 2012).

## Assess, Evaluate, Improve:

The proposed Equality, Diversity, and Inclusion (EDI) curriculum seeks to transform counselling and psychotherapy education by embedding social justice principles into learning. This module takes an explicit approach to EDI, rather than simply 'embedding' it into the broader course.

### **Catering to Additional Learning Needs (ALN) and Disabled students.**

While the curriculum aims to provide an inclusive and equitable learning experience, it was designed primarily with the average student in mind due to time and resource constraints. Unfortunately, this iteration did not fully explore the specific needs of students with ALN or disabilities (Knight *et al*, 2022). Recognizing the importance of accessibility, future revisions will prioritize adapting content, teaching methods, and assessments to accommodate diverse learning styles and requirements, ensuring that students with ALN and disabilities can engage and succeed fully in the program (Knight, 2001).

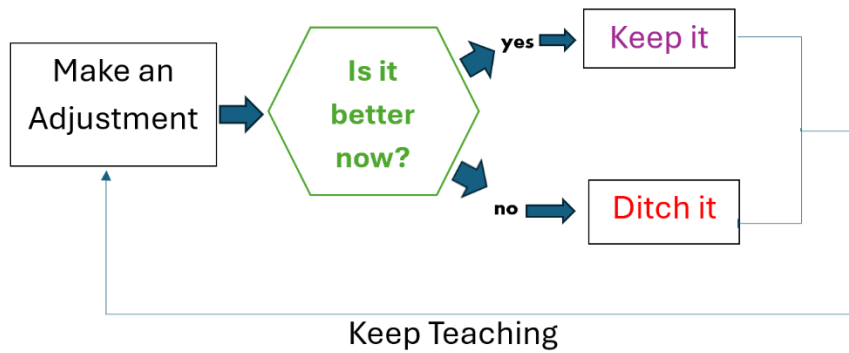
### **Application of Social Justice Pedagogy**

This curriculum shifts from traditional counselling pedagogy to a social justice framework, emphasizing critical analysis, experiential learning, and advocacy (Brubaker *et al*, 2010). Reflective activities and engagement with marginalized communities provide practical grounding in EDI principles. However, balancing theory and practice within limited timeframes and managing diverse guest narratives require careful oversight to avoid oversimplification (Ornstein & Hunkins, 2009).

### **Structural Framework and Recommendations**

Although this curriculum has incorporated references to the BACP, UWTSD, various legislative requirements, and benchmark statements, it has proven challenging to fully adapt the curriculum to meet all teaching recommendations comprehensively. Instead, a selective approach has been adopted, applying elements from these frameworks that align most closely with the curriculum's goals (Tyler, 1949). To enhance its rigor and inclusivity, a more in-depth review could be undertaken to create a curriculum that fully acknowledges and integrates all relevant frameworks and good practices, ensuring a holistic and representative approach (Ornstein & Hunkins, 2009). I would have also liked to have integrated more from the Well-being of Future Generations (Wales) Act 2015 and other Welsh Policy.

## Curriculum Design: Iterate over time



(Adapted from Avis et al, 2019) This iteration plan could include but not limited to: student monitoring and feedback, updates in knowledge and research, gap analysis, staff training, collaboration, annual reviews, accreditation and recognition and sustainability (Ornstein & Hunkins, 2009).

**(Words 4394)**

# Module Core Reading list/Recommended Reading:

## Week 1 reading

BACP (2016) Research Overview of equality, diversity and inclusion in the counselling professions: Good practice in action 056: Available at :  
[https://healthpsychologyconsultancy.com/wp-content/uploads/2019/09/BC272-GPiA-Research-Overview-056\\_03.pdf](https://healthpsychologyconsultancy.com/wp-content/uploads/2019/09/BC272-GPiA-Research-Overview-056_03.pdf)

BACP (2023) Our EDI strategy: Equality, diversity and inclusion Available at :  
<https://www.bacp.co.uk/media/17309/bacp-equality-diversity-and-inclusion-strategy-feb-2023.pdf>

Loewenthal, D. (2023). Diversity, inclusion and culture wars: Everything a psychotherapist should need to know about “intersectional feminist, trans, critical race/whiteness, migration, (in)equality, queer, disability, post-colonial, decolonial, approaches and studies” but is too afraid to ask? *European Journal of Psychotherapy & Counselling*, 25(1–2), 1–11. <https://doi.org/10.1080/13642537.2022.2143607>

Moehler, M., & Thrasher, J. (Eds.). (2024). *New approaches to social contract theory : liberty, equality, diversity, and the open society*. Oxford University Press.

## Week 2 reading

The Equality Act 2010 (2010) *UK Public General Acts*. Available at:  
<https://www.legislation.gov.uk/ukpga/2010/15/contents> (Accessed:12/12/2024).

The Well-being of Future Generations (Wales) Act 2015 (2015) *UK Public General Acts*. Available at: <https://www.legislation.gov.uk/anaw/2015/2/contents/enacted> (Accessed:12/12/2024).

Wadham, J., Robinson, A., Ruebain, D., & Uppal, S. (2012). *Blackstone's guide to the Equality Act 2010* (2nd ed.). Oxford University Press.

Ethical Framework for Counsellors and Psychotherapist (2018) available at:  
<https://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/>

Jeanine Connor (2021) Puberty blockers: *whose choice is it, anyway?*

BACP Children, Young People and Families; available at <https://www.bacp.co.uk/bacp-journals/bacp-children-young-people-and-families-journal/march-2021/puberty-blockers/>

## Week 3 reading

Barker, M. (2023) *Good Practice across the Counselling Professions 001 Gender, Sexual, and Relationship Diversity (GSRD)* available at <https://www.bacp.co.uk/media/18213/gpacp-001-gsrd-interim-update-2023.pdf>

UWTSD (2024) Professional Practice Framework. Available at <https://www.uwtsd.ac.uk/professional-practice-framework>

#### **Week 4 reading**

Philomene, L. (2019) 9 Photographers Flipping the Script on Trans and Non-Binary Representation, Vice: Available at: <https://www.vice.com/en/article/trans-nonbinary-photographers-laurence-philomene/>

Wilchins, R. (2017) *Burn the Binary! - Selected Writings on the Politics of Trans, Genderqueer and Nonbinary*: Riverdale Avenue Books:

#### **Week 5 reading**

Aramburu Alegria, C. (2013). Relational and sexual fluidity in females partnered with male-to-female transsexual persons. *Journal of Psychiatric and Mental Health Nursing*, 20(2), 142–149. <https://doi.org/10.1111/j.1365-2850.2011.01863.x>

Barker, M. (2016) Rewrite the Rules Available at <https://www.rewriting-the-rules.com/> (Accessed 14/01/2025)

Feltham, C., Hanley, T., & Winter, L. A. (Eds.). (2017). *The SAGE handbook of counselling and psychotherapy* (4th edition.). SAGE Publications Ltd.

Turner, D (2021) Diversity, Intersectionality & Psychotherapy Available at <https://www.bing.com/videos/riverview/relatedvideo?q=Dwight+Turner&mid=95BB8761F267AEE6F2E095BB8761F267AEE6F2E0&FORM=VIRE>

#### **Week 6 reading**

Moleiro, C., Freire, J., Pinto, N., & Roberto, S. (2018). Integrating diversity into therapy processes: The role of individual and cultural diversity competences in promoting equality of care. *Counselling and Psychotherapy Research*, 18(2), 190–198. <https://doi.org/10.1002/capr.12157>

Smith, R. K. (2021). “I think it’s quite an insulting question, ‘what’s it like to be white?’... It’s not a question that needs to be asked”: An exploration of how white trainee counsellors in South Wales understand ‘race’, racism, and whiteness.

Kim, B. S. K., & Lyons, H. Z. (2003). Experiential Activities and Multicultural Counseling Competence Training. *Journal of Counseling and Development*, 81(4), 400–408. <https://doi.org/10.1002/j.1556-6678.2003.tb00266.x>

#### **Week 7 reading**

Feltham, C., Hanley, T., & Winter, L. A. (Eds.). (2017). *The SAGE handbook of counselling and psychotherapy* (4th edition.). SAGE Publications Ltd.

Maputra, Y. (2020). International Conference on Psychology, Education and Mental Health : Education Innovation and Mental Health in Industrial Era 4.0 (Y. Maputra, Ed.). De Gruyter. <https://doi.org/10.1515/9783110679977>

### **Week 8 reading**

Green, J. (2010). *Creating the therapeutic relationship in counselling and psychotherapy*. Learning Matters.

Ng, E. (2021). *Shame-informed counselling and psychotherapy : Eastern and Western perspectives* (1st ed.). Routledge.

Rosenberg, M. (2015) *Nonviolent communication: a language of life*. 3 ed. California: Puddle Dancer.

### **Week 9 reading**

Bager-Charleson, S. (2012). *Personal development in counselling and psychotherapy*. Learning Matters.

Rose, C. (Ed.). (2012). *Self awareness and personal development : resources for psychotherapists and counsellors* (1st ed.). Palgrave Macmillan.

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BACP (2016) Available at <https://www.bacp.co.uk/media/2043/bacp-competences-working-in-further-higher-education-counsellors-guide.pdf> (Accessed 15/01/2025)

BACP (2016) *Research Overview of equality, diversity and inclusion in the counselling professions: Good practice in action 056*: Available at: [https://healthpsychologyconsultancy.com/wp-content/uploads/2019/09/BC272-GPiA-Research-Overview-056\\_03.pdf](https://healthpsychologyconsultancy.com/wp-content/uploads/2019/09/BC272-GPiA-Research-Overview-056_03.pdf) (accessed 15/01/2025)

BACP (2018) *Ethical Framework for Counsellors and Psychotherapist* available at: <https://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/>

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[Inclusive Teaching and Learning in Higher Education as a route to-excellence.pdf](#)  
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Soares, D., Carvalho, P. and Dias, D. (2020) 'Designing Learning Outcomes in Design Higher Education Curricula', *The international journal of art & design education*, 39(2), pp. 392–404. Available at: <https://doi.org/10.1111/jade.12286>.

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UWTSD (2024) Professional Practice Framework. Available at <https://www.uwtسد.ac.uk/professional-practice-framework> (Accessed 02/01/2025)

UWTSD (2025) Equity and Diversity in Society available at <https://www.uwtسد.ac.uk/programme-courses/postgraduate-pgce/sociology/equity-and-diversity-society-full-time-full-time-0> (Accessed 15/01/2025)

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Wilchins, R. (2017) *Burn the Binary! - Selected Writings on the Politics of Trans, Genderqueer and Nonbinary*: Riverdale Avenue Books:

Wood, P., Warwick, P. and Cox, D. (2012) 'Developing learning spaces in higher education: An evaluation of experimental spaces at the University of Leicester', *Learning and teaching*, 5(2), pp. 49–72. Available at: <https://doi.org/10.3167/latiss.2012.050204>.

# Appendix 1- Lesson One

## Lesson – WEEK 5



## Lesson Plan – week 5

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                              |                                                                                                                                                              |                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| <b>Topic:</b> Relationships and Sexuality Diversity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                              | <b>Class:</b> Equality, Diversity, and Inclusion (EDI) within the Context of Counselling and Psychotherapy' 60-Credit, 12-Week Module for Level 6/7 Learners |                                  |
| <b>Date:</b> Week 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Length of lesson:</b> 1.5 |                                                                                                                                                              | <b>Number of students:</b> 10-25 |
| <b>Resources required:</b><br>PowerPoint<br>Handouts<br>Case studies – group work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                              |                                                                                                                                                              |                                  |
| <b>Aim of Lesson</b><br>To enhance students' understanding of relationships and sexuality diversity by exploring the spectrum of identities, orientations, and relationship structures, and to equip them with inclusive and affirming practices for counselling and psychotherapy that respect and validate diverse client experiences.                                                                                                                                                                                                                                                                                                                                                                                                                                  |                              |                                                                                                                                                              |                                  |
| <b>Learning Outcomes – The Learners Should Be Able To:</b> <ul style="list-style-type: none"><li>• Students will be able to describe the spectrum of identities, orientations, and relationship structures beyond traditional norms.</li><li>• Students will critically analyse how societal norms and biases impact clients' mental health, identity development, and experiences of discrimination.</li><li>• Students will demonstrate the ability to apply inclusive and non-judgmental practices in therapeutic settings, including the use of affirming language and validation techniques.</li><li>• Students will reflect on their own biases and assumptions about relationships and sexuality to enhance their self-awareness and therapeutic skills.</li></ul> |                              |                                                                                                                                                              |                                  |

**Previous student knowledge required for the session:****Other EDI Lessons:**

Students should have attended previous Equality, Diversity, and Inclusion (EDI) sessions, building foundational knowledge of systemic inequalities, intersectionality, and inclusive practices.

**Counselling Theory:**

A solid understanding of key counselling theories, such as person-centered, psychodynamic, or integrative approaches, and how they apply in practice.

**Counselling Practice:**

Practical experience in skills sessions, including active listening, empathy, unconditional positive regard, and navigating challenging client dynamics.

**Understanding of Ethical Frameworks:**

Familiarity with the BACP Ethical Framework and its application to inclusive, non-discriminatory counselling practices. Also GRSD framework as per weeks reading.

**Knowledge of Protected Characteristics:**

An awareness of the Equality Act 2010 and its relevance to protected characteristics, particularly gender and sexual orientation.

**Anticipated difficulties (if applicable):****Professional Standards (where are these being met within the session)**

**Value and Promote Diversity, Equality of Opportunity, and Inclusion Throughout the lesson:**  
The entire session is designed to explore and emphasize relationship diversity, showcasing a wide spectrum of identities and orientations. Activities such as identifying diverse relationship types and discussing societal norms inherently promote diversity, equality of opportunity, and inclusion.

**Demonstrate Dignity, Courtesy, and Respect Towards Others**

**Listening to and Respecting Others' Views, Opinions, and Ideas:**

**Know How to Use Evidence and Research to Improve Practice**

**Incorporation of Theory and Evidence:** The Queer Theory in Therapy and Narrative Therapy sections rely on established academic research, linking theory to practical application. Students are encouraged to use these frameworks to reflect on their approach to diverse clients.

These professional standards are integrated seamlessly into the session, from fostering an inclusive learning environment to emphasizing evidence-based practice and respectful collaboration. By aligning activities and discussions with these standards, the lesson ensures that students are not only learning about relationship diversity but also embodying the values and behaviors required for ethical and professional therapeutic practice.

### Lesson Detail:

| Stage        | Focus                                                              | Strategy                                                                                                                                                                                                         | Time               |
|--------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Introduction | Lesson Objectives<br>Learning Outcomes<br>Introduction to lesson   | PowerPoint pre available to students.                                                                                                                                                                            | <b>2-3 minutes</b> |
| Development  | Historical and Societal Influences                                 | Relationship norms and historical shaping of Media, Culture and Media Systemic issues                                                                                                                            | <b>5 minutes</b>   |
|              | Group Question*<br>Lecturer write out given answers on the board   | Identify and list as many diverse relationship types as possible. *Students or the teacher can provide explanations for any relationship types that others may not be familiar with.                             | <b>10 minutes</b>  |
|              | Impact of heteronormativity and mononormativity on clients         | PowerPoint Presentation; open to student questions.                                                                                                                                                              | <b>5 minutes</b>   |
|              | Affirmative Therapy                                                | Look at the affirmative approach in therapy to relationship diversity                                                                                                                                            | <b>5 minutes</b>   |
|              | Queer Theory in therapy                                            | Queer theory in therapy PP                                                                                                                                                                                       | <b>5 minutes</b>   |
|              | Narrative Therapy for diverse relationships                        | Narrative Therapy                                                                                                                                                                                                | <b>5 minutes</b>   |
|              | Practical Tools for Inclusive and Affirming Therapeutic Practices: | Active listening<br>Inclusive language<br>Cultural humility<br>Personalized client assessment<br>Education and awareness<br>Inclusive visuals and resources<br>Flexibility in techniques<br>Strength-based focus | <b>10 minutes</b>  |

|                    |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                   |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Plenary/conclusion | <p>Divide class into Four Groups for a group Discussion and feedback to class</p> <p>Conclusion and invite any Q &amp; A's<br/>Set advised 'homework/good watch'</p> <p>Reference List</p> | <p>Case studies and role play<br/>Supportive docs<br/>Supervision and peer support<br/>Goal setting<br/>Normalize experiences<br/>Advocate and beyond therapy</p> <p>The lecturer to give each group a topic out of these four.</p> <ol style="list-style-type: none"> <li>1) Societal Norms and Relationship Expectations</li> <li>2) Relationship Diversity and Stigma</li> <li>3) Therapeutic Implications of Relationship Diversity</li> <li>4) Intersectionality in Relationships</li> </ol> | <p><b>25 minutes to discuss and research</b></p> <p><b>10 minutes to feedback to class as a group</b></p> <p><b>5 minutes</b></p> |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Assessment Strategies: when and how are they included within the lesson?</b></p> <p>Active Questioning and Feedback</p> <p>During the group question activity, students identify and list diverse relationship types. The lecturer engages by writing answers on the board and providing feedback, encouraging active participation and peer learning.</p> <p>Interactive Discussions</p> <p>Throughout the PowerPoint presentation, students are encouraged to ask questions and share their insights. This ensures they are engaging with the content and helps the lecturer</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

assess their comprehension of complex topics like heteronormativity, mononormativity, and their impacts.

#### Group Discussions and Research

Students are divided into four groups and assigned a topic for discussion (e.g., societal norms, stigma, therapeutic implications). This provides an opportunity for collaborative learning and peer interaction. During group feedback, students present their findings, which are assessed informally through observation and questioning to gauge their grasp of key concepts.

#### Informal reflection (to be completed after the session)

### **Week 5 - Lesson PowerPoint**



## **Week 5 – Relationships and Sexuality Diversity**

Module: Equality, Diversity,  
and Inclusion (EDI) within  
the Context of Counselling  
and Psychotherapy'  
60-Credit, 12-Week Module  
for Level 6/7 Learners

# Lesson Objectives

- Introduce the concept of relationships and sexuality diversity within the context of counselling and psychotherapy.
- Explore the historical and societal influences on perceptions of relationships and sexuality, including the impact of heteronormativity and mononormativity.
- Provide practical tools for fostering inclusive and affirming therapeutic practices to support clients from diverse identities and relationships.

# Learning Outcomes

- Students will be able to describe the spectrum of identities, orientations, and relationship structures beyond traditional norms.
- Students will critically analyse how societal norms and biases impact clients' mental health, identity development, and experiences of discrimination.
- Students will demonstrate the ability to apply inclusive and non-judgmental practices in therapeutic settings, including the use of affirming language and validation techniques.
- Students will reflect on their own biases and assumptions about relationships and sexuality to enhance their self-awareness and therapeutic skills.

## Historical and Societal Influences



- Historical shaping of norms around relationships and sexuality.
- The role of media, culture, and religion in perpetuating heteronormativity.
- The impact of systemic discrimination on mental health and identity development.

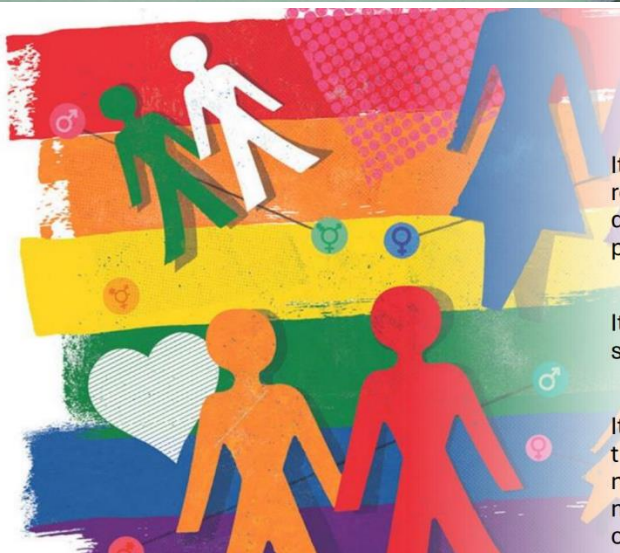
## Identify and list as many diverse relationship types as possible

(Class call out, lecturer write on board)



### What might be the Impact of heteronormativity and mononormativity on clients?

- Identity suppression
- Internalized shame
- Relationship stigma
- Fear of judgment
- Limited self-expression
- Isolation
- Marginalized experiences
- Bias in therapy
- Assumed norms
- Exclusionary practices
- Emotional distress
- Relationship pressure
- Lack of validation
- Unmet needs
- Miscommunication barriers



### What might an affirmative approach to relationship diversity look like?

It would recognise that different relationship styles work for different people (and at different points in their lives).

It would treat all relationship styles as equally valid.

It would bring these themes into the therapy room with those in normative relationships just as much as those in non-normative ones.

## Queer Theory in relationship diversity

- Challenge traditional binaries and heteronormative frameworks to create affirming therapeutic spaces.
- Foster exploration of fluid identities and relationships, embracing complexity and rejecting restrictive labels.
- Deconstruct societal norms to empower clients and support authenticity in gender, sexuality, and relationships.



## Narrative Therapy

- Reframe negative narratives influenced by societal stigma to highlight strengths and resilience.
- Empower clients to reclaim their identities and shape their personal stories positively.
- Foster exploration of identity through storytelling in affirming and supportive therapeutic dialogue.



### •Education and Awareness

Stay informed about diverse identities and relationship structures (e.g., polyamory, asexuality). Read up-to-date literature, attend training, and follow expert voices.

### •Inclusive Visuals and Resources

Display LGBTQ+ and diversity-affirming materials in your practice. Provide clients with access to relevant resources and community groups.

### •Flexibility in Techniques

Tailor therapeutic approaches to suit diverse client needs.

Adapt methods to align with cultural, relational, and identity contexts.

### •Strength-Based Focus

Highlight clients' resilience and strengths within their identities and relationships.

Empower them to navigate societal challenges.

### •Case Studies and Role-Play

Use scenarios in training and supervision to explore diverse relational and identity dynamics.

Practice inclusive responses to potential biases.



•**Supportive Documentation**

Avoid rigid intake forms; allow clients to describe their relationships and identities.

Include options for diverse pronouns, gender identities, and relational statuses.

•**Supervision and Peer Support**

Regularly engage in discussions with supervisors or peers about inclusivity challenges.

Reflect on your practice and seek constructive feedback.

•**Collaborative Goal Setting**

Work with clients to set goals that honor their unique values and relationship choices.

Prioritize their comfort and autonomy in therapy.

•**Normalize Diverse Experiences**

Reassure clients that their identities and relationships are valid and not "abnormal."

Share psychoeducation on how societal norms can impact well-being.

•**Advocate Beyond the Therapy Room**

Encourage systemic change by advocating for inclusivity in your professional networks.

Use your voice to challenge stigmatizing practices and policies.



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## References

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## Week 5 - Lesson Handout

### Adapted from- REWRITING THE RULES

#### New zine: Queer Creative Health: Working with – outer and inner – relationship diversity

Meg-John Barker 2024 available at <https://www.rewriting-the-rules.com/>

Just as gender and sexuality norms can negatively impact individuals both within and outside those norms, relationship normativity can be similarly detrimental. People within normative relationship frameworks are often the least likely to have reflected on their relationship styles or considered alternatives that might suit them better. Therefore, introducing diverse relationship styles into conversations with clients in normative relationships can be valuable. For example, if we might ask a polyamorous person whether they have considered monogamy, could we also ask a monogamous person if they have ever thought about polyamory?

For therapists aiming to adopt a relationship-affirmative approach, personal reflection on their own relationship patterns is essential. This reflective work is especially critical for those within normative frameworks, as unexamined privilege can unintentionally lead to retraumatization or oppressive interactions. Exploring one's positionality and its impact on clients fosters a deeper understanding and more inclusive practice.

Staying informed about relationship diversity by engaging with relevant literature, media, and resources is another important step. This ensures that therapists are not reliant on clients to educate them. However, it is always essential to explore the specific meanings and experiences of each client, rather than making assumptions based on general knowledge.

Relationship diversity typically refers to how individuals conduct their intimate relationships, such as monogamy versus non-monogamy. However, the concept can be expanded to include all the ways people relate—to themselves, to others, and to the non-human world. Therapists might gently challenge cultural norms that prioritize certain types of

relationships over others, such as romantic relationships over friendships, exclusivity over casual connections, or human relationships over connections with animals, objects, or passions. These norms often mirror broader societal patterns, such as valuing certain lives over others, which contributes to global inequities and the climate crisis.

Therapists can focus on how people relate, rather than fixating on the categories or styles of their relationships. Excessive focus on binaries—such as single versus partnered, monogamous versus non-monogamous, or romantic versus platonic—can obscure the richer possibilities that lie between or beyond these distinctions. The more vital question is how individuals engage in their relationships and develop their relational patterns.

Many people lack awareness of how they develop and enact relationship patterns, often searching for the “right” relationship or relationship style to solve problems. This pursuit—such as the quest for “the one” or the ideal polyamorous dynamic—can overshadow the deeper work of exploring relational patterns and finding what aligns best with their needs.

Often, individuals seek safety, belonging, and dignity in relationships or communities. These desires may stem from prior experiences of loss or lack, placing significant pressure on relationships and increasing their fragility. Helping clients navigate how they relate—rather than what their relationships are—can open pathways to more fulfilling and resilient connections.

# Appendix 2- Lesson Two

## Lesson – WEEK 7



### Lesson Plan – week 7

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                  |                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>Topic:</b> Disability in Counselling and Psychotherapy                                                                                                                                                                                                                                                                                                                                                                                                                   |                                  | <b>Class:</b> Equality, Diversity, and Inclusion (EDI) within the Context of Counselling and Psychotherapy' |
| <b>Date:</b> Week 7                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Length of lesson:</b> 2 hours | <b>Number of students:</b> 10-30                                                                            |
| <b>Resources required:</b><br>Case Studies Print out.<br>Paper and pens for group quiz<br>PowerPoint                                                                                                                                                                                                                                                                                                                                                                        |                                  |                                                                                                             |
| <b>Aim of Lesson</b><br>To look at a variety of disabilities including but not limited to physical, mental, social, and environmental<br>Compare and Contrast Models of disability<br>Prepare for assessment 'TED Talk'<br>Implement therapeutic techniques                                                                                                                                                                                                                 |                                  |                                                                                                             |
| <b>Learning Outcomes – The Learners Should Be Able To:</b><br><br>Work in groups to list a variety of disabilities<br>Analyses aspects of the social and medical models of disability<br>Give examples of the barriers destabilised people may face and how to address/overcome these barriers in a therapeutic setting.<br>Plan and reflect for individual assessment of a 'TED talk'.<br>Plan and organise interventions and therapeutic techniques for disabled clients. |                                  |                                                                                                             |

**Previous student knowledge required for the session:****Other EDI Lessons:**

Students should have attended previous Equality, Diversity, and Inclusion (EDI) sessions, building foundational knowledge of systemic inequalities, intersectionality, and inclusive practices.

**Counselling Theory:**

A solid understanding of key counselling theories, such as person-centered, psychodynamic, or integrative approaches, and how they apply in practice.

**Counselling Practice:**

Practical experience in skills sessions, including active listening, empathy, unconditional positive regard, and navigating challenging disabled client dynamics.

**Understanding of Ethical Frameworks:**

Familiarity with the BACP Ethical Framework and its application to inclusive, non-discriminatory counselling practices. Also, Disability framework as per weeks reading.

**Knowledge of Protected Characteristics:**

An awareness of the Equality Act 2010 and its relevance to protected characteristics, particularly to disability.

**Anticipated difficulties (if applicable):**

Technology

Having enough students for group work

**Professional Standards (where are these being met within the session)**

**Enable Learners to Share Responsibility for Their Own Learning and Assessment**

During the brainstorming activity "What is Debilitating?" students work collaboratively to identify a wide range of disabilities or factors affecting individuals. This encourages active participation and ownership of their learning.

The TED Talk brainstorming and assignment preparation require students to independently develop and present their understanding of EDI, allowing them to take charge of their assessment planning.

**Build Positive and Collaborative Relationships**

Throughout group activities, such as the case study analysis and brainstorming exercises, students collaborate and share diverse perspectives, fostering teamwork and mutual respect.

**Plan and Deliver Effective Learning, Teaching and Assessment**

The structured lesson plan includes clear objectives, diverse teaching methods (e.g., group discussions, case studies, video examples) and opportunities for formative assessment to monitor learning progress.

**Value and Promote Diversity, Equality of Opportunity, and Inclusion**

The session content emphasizes the importance of understanding diverse disabilities, addressing barriers to mental health support, and creating accessible and inclusive therapeutic environments. Group discussions and activities promote inclusivity by encouraging students to explore their own assumptions and learn from each other's perspectives.

These professional standards are embedded throughout the session, ensuring that the teaching approach not only aligns with educational best practices but also reinforces the core values of EDI in counselling and psychotherapy.

**Lesson Detail:**

| Stage | Focus | Strategy | Time |
|-------|-------|----------|------|
|-------|-------|----------|------|

|                    |                                                                                                |                                                                                                                                                                                                                                                     |                                                                   |
|--------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Introduction       | Introduce today's topic and learning Learning Objectives & Learning Outcomes                   |                                                                                                                                                                                                                                                     | 2 minutes                                                         |
| Development        | Starting Activity: What is debilitating?                                                       | The class will get into groups of three and have 5 minutes to write as many disabilities/things that may cause disability in a person's life.                                                                                                       | 10 minutes                                                        |
|                    | Medical and Social Models of Disability                                                        | Compare and contrasts models of disability and discuss key aspects of these theories.                                                                                                                                                               | 10 minutes                                                        |
|                    | Barriers to Accessing Mental Health Support for Individuals with Disabilities                  | Physical<br>Systemic<br>Attitudinal<br>Addressing these Barriers                                                                                                                                                                                    | 10 minutes                                                        |
|                    | Quick overview of 'Ted talk' assignment, then watch two ted talks about disability             | Student ask questions about assignment. Ted talks shown for examples.                                                                                                                                                                               | 5 minutes<br>8 minutes &<br>12 minutes                            |
|                    | Strategies to Create Accessible, Equitable, and Empowering Therapeutic Environments            | Physical<br>Communication<br>Cultural Humility and inclusion<br>Policy and Advocacy<br>Inclusive Therapeutic Techniques<br>Feedback and Continuous Improvement                                                                                      | 12 minutes                                                        |
|                    | Case Study Activity: Divide into four groups and review the case study assigned to your group. | Discuss the therapeutic techniques you might use, the factors you need to consider, and any assumptions you may hold. Reflect on how you can approach the case empathetically, congruently, and authentically to provide the best possible support. | 50 minutes<br>(read case study, discuss, plan, feedback to class. |
| Plenary/conclusion | Homework Task                                                                                  | Begin to brainstorm 'TED talk' ideas and seek help if needed                                                                                                                                                                                        | 1 minute                                                          |

**Assessment Strategies: when and how are they included within the lesson?**

Formative Assessment: Starting Activity ("What is Debilitating?")

At the beginning of the session, during the introduction stage. Students work in small groups to brainstorm as many disabilities or factors that may cause disability as possible. The exercise assesses students' prior knowledge and ability to collaborate, providing an opportunity for the tutor to identify gaps in understanding and clarify misconceptions.

Formative Assessment: TED Talk Overview and Examples: Students watch two TED Talks related to disability and are encouraged to ask questions about the assignment. Tutors assess students engagement, understanding of the task, and ability to connect the content to the learning outcomes. This task helps get students ready for their summative task of creating and producing a 'TED talk'.

Formative Assessment: Case Study Activity: Students work in groups to analyze case studies, focusing on therapeutic techniques, barriers, assumptions and strategies for providing empathetic and inclusive support. The tutor observes group discussions and provides feedback.

**Informal reflection (to be completed after the session)**

### **Week 7 – Class tutor PowerPoint**



### **Week 7 – Disability**

Equality, Diversity, and Inclusion (EDI) within the  
Context of Counselling and Psychotherapy'  
60-Credit, 12-Week Module for Level 6/7 Learners

## Lesson Objectives

- To look at a variety of disabilities including but not limited to physical, mental, social, and environmental
- Compare and Contrast Models of disability
- Prepare for assessment 'TED Talk'
- Implement therapeutic techniques

## Learning Outcome

- Work in groups to list a variety of disabilities
- Analyses aspects of the social & medical models of disability
- Give examples of the barriers destabilised people may face and how to address/overcome these barriers in a therapeutic setting.
- Plan and reflect for individual assessment of a 'TED talk'.
- Plan and organise interventions and therapeutic techniques for disabled clients.

### Activity: Exploring Debilitating Factors

In groups of three, brainstorm as many factors as you can that might be debilitating for a person. Consider a wide range of possibilities, including physical, mental, social, and environmental challenges. The group with the most comprehensive list will win. Get creative and think outside the box!

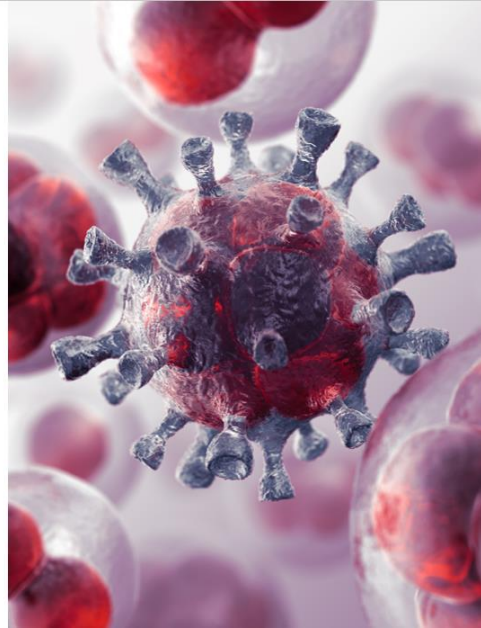
## What might be Debilitating?

Class Ideas read out, group with most wins: Word Cloud made of all class ideas and put up on Moodle after class

Down Syndrome  
Obsessive-Compulsive  
Anxiety Disorder ME  
Cystic Fibrosis Trauma Depression Dissociative Identity  
Anorexia Visual Impairment Parkinson's  
Insomnia Disorder Rheumatoid Arthritis Psychosis  
Epilepsy Tinnitus Limb Loss Dwarf Traumatic Alzheimer's  
Deafblindness Amputations Fibromyalgia Diabetes  
Speech Stress Arthritis MS Cerebral Palsy Bipolar Stuttering  
Panic Disorder Multiple Sclerosis PTSD ADHD  
Dysgraphia Paraplegia Spina Bifida Deafness Dyslexia  
OCD Chronic Pain Conditions BPD  
Phobias Auditory Blindness CPTSD Diabetic  
Eating Disorders Anxiety Bulimia Asthma  
Autism Schizophrenia CFS  
Endometriosis Dyscalculia Cancer  
Migraines

## Medical Model of Disability

The medical model views disability primarily as a physical or mental impairment that resides within the individual. It focuses on diagnosing, treating, and attempting to "fix" the disability to help the person function more like a non-disabled individual.



### Key Aspects of the medical model:

**Focus on Impairment:** Disability is seen as a problem caused by the individual's condition, requiring medical intervention or rehabilitation.

Example: Using surgery or therapy to correct a physical impairment.

**Deficit-Based Approach:** Emphasizes what the person cannot do due to their impairment.

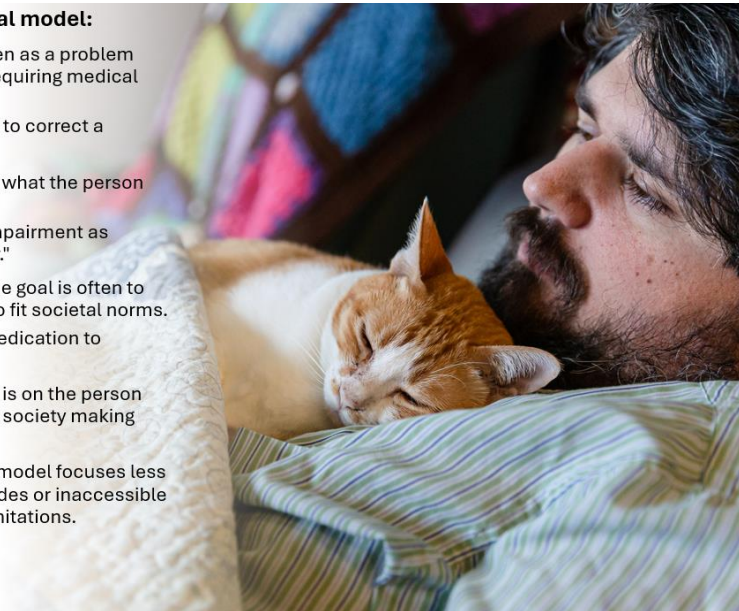
Viewing a person with a hearing impairment as "unable to communicate normally."

**Objective of Cure or Management:** The goal is often to "cure" the person or help them adapt to fit societal norms.

Prescribing assistive devices or medication to address symptoms.

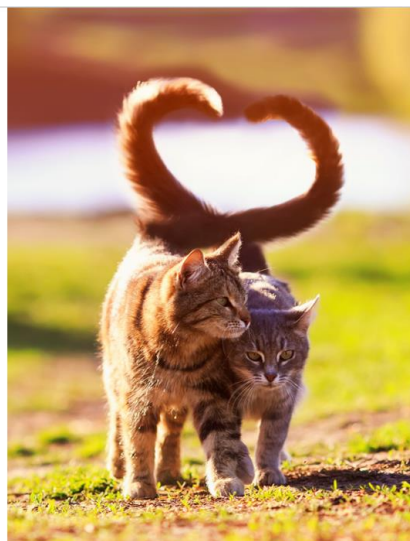
**Individual Responsibility:** The burden is on the person with the disability to adapt, rather than society making changes to be more inclusive.

**Limited Perspective on Barriers:** The model focuses less on external barriers (like societal attitudes or inaccessible environments) and more on internal limitations.



## Social Model of Disability

The social model shifts the focus away from the individual's impairment and instead highlights how societal barriers and attitudes create and perpetuate disability. This model emphasizes the need to remove these barriers to enable full participation.



#### Key Aspects of the Social Model:

**Focus on Societal Barriers:** Disability is not caused by an impairment but by the inaccessibility and exclusion created by society.

Example: A wheelchair user is "disabled" not by their inability to walk but by the lack of ramps or elevators.

**Empowerment and Inclusion:** Advocates for changes in attitudes, environments, and systems to create a more inclusive society.

Universal design in buildings and technology that accommodates diverse needs.

**Disability as a Social Construct:** Disability is viewed as a result of social, economic, and political structures that fail to accommodate diversity.

Stigma against neurodiverse individuals arises from rigid societal expectations about communication and behaviour.

**Collective Responsibility:** Responsibility is placed on society to adapt and accommodate, rather than the individual having to conform.

Example: Employers implementing reasonable adjustments for workers with disabilities.

**Human Rights Focus:** Recognizes the rights of disabled individuals to access, participate, and thrive without discrimination.

Example: Campaigns for disability rights and legal frameworks like the Equality Act 2010.



## Barriers to Accessing Mental Health Support for Individuals with Disabilities

### Physical Barriers

- **Inaccessible Facilities:** Many mental health clinics and offices lack proper accessibility features such as ramps, elevators, or accessible restrooms, making it difficult for individuals with mobility impairments to attend sessions.
- **Transportation Challenges:** Limited availability of accessible public transportation or high costs of private accessible transport can prevent individuals from reaching mental health services.
- **Inaccessible Communication Tools:** A lack of adaptive tools for individuals with sensory disabilities (e.g., sign language interpreters for deaf individuals or screen readers for visually impaired individuals) can create significant challenges.

### Systemic Barriers

- **Lack of Disability-Informed Practices:** Mental health professionals may not receive adequate training on working with disabled clients, leading to a lack of understanding or appropriate interventions.
- **Financial Constraints:** Disability-related expenses, coupled with insufficient insurance coverage for mental health services, can make treatment unaffordable.
- **Long Wait Times:** Underfunded mental health services often lead to extended wait times, disproportionately affecting disabled individuals who may face additional challenges while waiting for support.
- **Fragmented Services:** Poor coordination between physical health, disability services, and mental health providers can result in gaps in care.



## Attitudinal Barriers

- **Stigma and Stereotypes:** Societal attitudes may devalue individuals with disabilities, leading to the misconception that their mental health concerns are secondary to or caused by their disability.
- **Dismissal of Mental Health Concerns:** Mental health issues may be overlooked or dismissed by professionals, attributing them solely to the individual's disability (e.g., "You're feeling anxious because you're disabled").
- **Low Expectations:** Providers may have unconscious biases, assuming disabled individuals cannot fully benefit from therapy or questioning their capacity to engage in treatment.



## Addressing These Barriers

- **Accessibility Improvements:** Ensure facilities, transport, and communication methods are fully accessible.
- **Training for Professionals:** Offer training on disability rights, inclusive practices, and cultural humility for mental health providers.
- **Policy Advocacy:** Push for systemic changes, such as better funding for accessible mental health services and integrated care systems.
- **Awareness Campaigns:** Challenge stigma and educate communities about the unique needs and experiences of individuals with disabilities.
- **By recognizing and addressing these barriers,** mental health services can become more equitable and inclusive for individuals with disabilities.



Assignment: Record a **'TED Talk'** for the class to watch in 4 weeks  
Insightful TED Talks about disabilities accessibility and inclusion

Great Examples Available at: <https://easterseals.ca/en/10-insightful-ted-talks-about-disabilities-accessibility-and-inclusion/>



**The Perks of Being a Pirate**  
by Tom Nash

Tom Nash is a DJ and self-professed pirate. In this deeply charming and funny talk, Tom addresses the common perception of disability being a disadvantage and turns it on its head. He "meditates how your experience facing adversity due to disability invited patience, ambition and pragmatism into his life in enlightening, unexpected ways. 'We all have unique weaknesses,' he says. 'If we're honest about what they are, we can learn how to best take advantage of them.'"



**I Got 99 Problems... And Palsy is Just One**  
by Maysoon Zayid

Maysoon Zayid is an actor, writer and comedian. "I have cerebral palsy. I shake all the time. I'm like Shakira meets Muhammad Ali," she announces at the beginning of this exhilarating and hilarious talk. With grace and wit, like the time she was passed over for an acting role featuring a character with cerebral palsy, Maysoon takes us on a whistle-stop tour of her adventures as an actress, stand-up comic, philanthropist and advocate for the disabled. And in doing so, reminding audiences that her condition is her lived reality, but it does not define who she is or what she is capable of achieving.

**Celebrate National AccessAbility Week**  
**and Red Shirt Day for AccessAbility & Inclusion**

**Watch, Listen and Learn**

**10 Insightful TED Talks**  
about disability, accessibility and inclusion

**I'm Not Your Inspiration, Thank You Very Much**  
by Tom Nash  
Journalist, Comedian

**I Got 99 Problems... Palsy is Just One**  
by Maysoon Zayid  
Actor, Writer, Comedian

**When We Design For Disability, We All Benefit**  
by Elliot Hays  
Lawyer, Designer, Artist

**The Perks Of Being A Pirate**  
by Tom Nash  
Music DJ, Event Organizer

**How I Fall At Being Disabled**  
by Susan Robinson  
Business Leader, Entrepreneur

**Why Design Should Include Everyone**  
by Simon Barker  
Writer, Academic, Broadcaster

**Asking For Help Is A Strength, Not A Weakness**  
by Michelle Sullivan  
Corporate Executive, Social Innovator

**How Autism Freed Me To Be Myself**  
by Rose King  
Storyteller, Writer, Activist

**Disability Vs The Workplace**  
by Lisa Smith-Hew  
Entrepreneur, HR Consultant

**Mainstreaming Disability**  
by Dylan Alcott  
Paralympian, Radio Host, Speaker

**To watch these videos, and for more information and resources, visit**  
**[www.RedShirtDay.ca](http://www.RedShirtDay.ca)**

Easter Seals Canada | Helping Canadians living with disabilities be **#UNSTOPPABLE**

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## Strategies to Create Accessible, Equitable, and Empowering Therapeutic Environments

### Physical Accessibility

**Accessible Facilities:** Ensure therapy spaces meet the standards of physical accessibility, including ramps, elevators, wide doorways, accessible restrooms, and adjustable furniture.

**Remote Options:** Offer teletherapy or hybrid models to accommodate individuals who face mobility challenges or transportation barriers.

**Assistive Technology:** Provide tools such as speech-to-text software, captioning services, and screen readers to support clients with sensory disabilities.



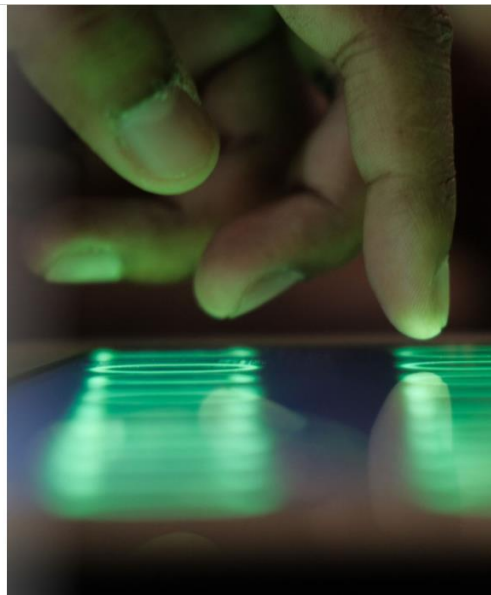
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### Communication Accessibility

**Use of Interpreters:** Arrange for sign language interpreters, communication devices, or other language services for clients with hearing or speech impairments.

**Accessible Materials:** Provide therapy-related materials in multiple formats, such as large print, braille, or audio recordings.

**Clear Language:** Use plain, inclusive, and jargon-free language to ensure that all clients understand the therapeutic process.



### Cultural Humility and Inclusivity

**Bias Awareness:** Reflect on personal biases and assumptions to create a non-judgmental and respectful therapeutic environment.

**Tailored Approaches:** Adapt therapy to align with the cultural, social, and personal values of the client, avoiding a one-size-fits-all approach.

**Diverse Representation:** Include case studies, examples, and therapeutic resources that reflect a broad spectrum of identities and experiences.



### Empowering Client-Centred Practices

**Shared Decision-Making:** Collaborate with clients to set therapeutic goals, choose interventions, and evaluate progress, ensuring their voice is central in the process.

**Strength-Based Approach:** Highlight the client's strengths, resilience, and achievements, fostering self-confidence and agency.

**Validate Experiences:** Acknowledge and affirm the client's lived experiences, particularly those related to systemic oppression or marginalization.



### Training and Professional Development

**Ongoing Education:** Engage in continuous learning about disability rights, intersectionality, trauma-informed care, and cultural humility.

**Supervision and Peer Support:** Participate in reflective practice groups or peer supervision to address challenges and refine inclusive practices.



### Policy and Advocacy

**Advocate for Systemic Change:** Support policies and initiatives that promote accessible and equitable mental health services.

**Reduce Financial Barriers:** Offer sliding scale fees, pro bono services, or referrals to affordable care to make therapy accessible for clients facing economic challenges.





#### Inclusive Therapeutic Techniques

**Flexibility in Techniques:** Adapt therapeutic models and tools to suit the client's unique needs, such as modifying cognitive-behavioural therapy (CBT) worksheets or utilizing art-based therapies.

#### Normalize Diverse Experiences:

Normalize and validate experiences of disability, trauma, or oppression within the therapeutic context to reduce stigma.

**Goal-Oriented Therapy:** Co-develop achievable and personalized goals that empower clients to take control of their well-being.

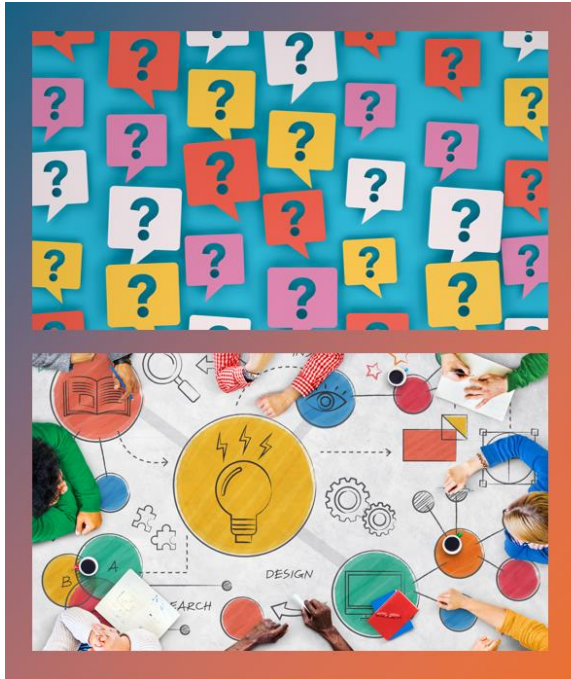


#### Feedback and Continuous Improvement

**Seek Client Input:** Regularly request feedback from clients on their experiences in therapy and adjust practices accordingly.

**Evaluate Outcomes:** Assess the effectiveness of therapeutic approaches and environments, using evidence-based measures to inform future improvements.

**Case Study Activity:** Divide into four groups and review the case study assigned to your group. Discuss the therapeutic techniques you might use, the factors you need to consider, and any assumptions you may hold. Reflect on how you can approach the case empathetically, congruently, and authentically to provide the best possible support.



**Homework/Task:** Begin brainstorming ideas for your upcoming 'TED Talk.' The topic can focus on any aspect of Equality, Diversity, and Inclusion (EDI) within counselling practice. To help shape your ideas, you might:

- Share and explore potential topics with your peers.
- Reflect on your thoughts through journaling.
- Organize your ideas by creating a mind map.
- Seek guidance or feedback from your tutor.
- Watch TED Talks for inspiration and presentation techniques.

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## **Week – 7 – Case Study Scenarios for Group Activity**

### **Case Study 1: Denial of Disability**

#### **Scenario:**

Jordan is a 40-year-old individual with a degenerative condition that significantly impacts their mobility and ability to carry out daily activities. Despite using a walking aid and frequently experiencing severe fatigue, Jordan refuses to acknowledge that they are disabled. They insist that they can manage everything on their own and reject offers of assistance from friends, family, social services, charities or any type of financial aid. Jordan becomes defensive when anyone suggests that accommodations or adjustments could improve their quality of life. They attribute their struggles to "just being tired" or "having a bad day" rather than acknowledging their condition. In therapy, Jordan expresses frustration with others "pitying" them and insists that they don't want to be labelled as disabled.

#### **Discussion Points for Therapy might be:**

- Explore Jordan's beliefs about disability
- Identify the societal or internalised views that may influence Jordan's denial.
- Well-being and relationships.
- Consider ways to gently challenge while respecting their autonomy.

### **Case Study 2: Bipolar Disorder with Psychosis**

#### **Scenario:**

Amelia, 32, has been diagnosed with bipolar disorder and experiences occasional episodes of psychosis, including auditory hallucinations and delusional thoughts. During manic phases, Amelia reports feeling invincible, often taking significant risks with their finances, health and relationships. In depressive phases, they become withdrawn and suicidal. Amelia struggles to differentiate between reality and delusions during psychotic episodes, which can be frightening and isolating.

#### **Discussion Points for Therapy:**

- Discuss Amelia's experiences during psychotic episodes and how they perceive these moments.
- Explore coping strategies for managing psychosis when it occurs.
- Develop a safety plan for manic or depressive episodes
- Address Amelia's concerns about the stigma of bipolar disorder and psychosis.

### **Case Study 3: Loss of Motivation and Self-Worth**

#### **Scenario:**

Sam is a 50-year-old person with a long term disability that has progressively worsened over the past decade. Once active and independent, they now rely on others for most of their daily needs. Sam has withdrawn from hobbies, social connections, and any form of self-care. They express feelings of worthlessness and say things like, "What is the point? I am just a burden to everyone." Sam struggles to see any value in themselves or their future.

#### **Discussion Points for Therapy:**

- Explore the emotional impact
- Identify small, manageable steps to help Sam reconnect
- Address Sam's feelings of being a burden and would you challenge these beliefs?
- Use strength-based approaches

### **Case Study 4: Adjusting to Life with a New Disability**

#### **Scenario:**

Lila is a 22-year-old student who recently sustained a spinal cord injury in a car accident, leaving them paralysed from the waist down. They are struggling to adjust to their new reality, including using a wheelchair and relying on others for help with tasks they previously took for granted. Lila feels overwhelmed and angry about their situation, frequently expressing that their life is "over." They have withdrawn from their studies and social life, feeling disconnected from their peers. Lila expresses fear of being treated differently and worries about how they will navigate relationships and career aspirations.

#### **Discussion Points for Therapy:**

- Create a safe space to process
- Explore fears
- Discuss ways to rebuild confidence and set realistic, meaningful goals for the future.
- Look at resources and support systems
- Foster a narrative of resilience and adaptability, helping Lila identify strengths that will aid them

# Appendix 3a and 3b – Assessment Specification

## Appendix 3a



### LEVEL 6 ASSESSMENT SPECIFICATION

|                                        |                                                                         |                                                                 |                                                |
|----------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------|
| <b>Student name:</b>                   |                                                                         | <b>Student ID number:</b>                                       |                                                |
| <b>Programme:</b>                      | BA (Hons) Counselling and Psychotherapy                                 |                                                                 |                                                |
| <b>Module:</b>                         | Equality Diversity and Inclusion in Counselling and Psychotherapy       |                                                                 |                                                |
| <b>Module code:</b>                    | EDI- 005                                                                | <b>Contribution to Overall Module Assessment (%):</b>           | 30%                                            |
| <b>Lecturer:</b>                       | Danny Dorling<br>Judith Butler<br>Dr M.L. King                          | <b>Internal Verifier:</b>                                       | Danny Dorling<br>Judith Butler<br>Dr M.L. King |
| <b>Assignment Title:</b>               | Reflecting on Equality, Diversity and Inclusion in Counselling Practice | <b>Word count (or equivalent):</b>                              | 1500 words                                     |
| <b>Submission deadline:</b>            | Mid way through Module                                                  | <b>Return date of provisional marks &amp; written feedback:</b> | 20 working days after submission               |
| <b>Submission method:</b>              | Turnitin                                                                |                                                                 |                                                |
| <b>Academic honesty / referencing:</b> |                                                                         |                                                                 |                                                |

## Module Learning Outcomes

(from module syllabus)

- Reflect on personal biases, fostering empathy and non-judgmental attitudes in therapy.
- Recognise the importance of creating inclusive environments that respect diverse identities.
- Apply inclusive therapeutic approaches tailored to clients diverse needs.
- Navigate discussions on identity, privilege, and systemic oppression respectfully.
- Use reflective techniques to address EDI challenges in practice.
- Critically assess the effectiveness of EDI practices, proposing actionable improvements.
- Develop ethical decision-making skills that prioritize inclusivity and client well-being.

## TASK DESCRIPTION

### **Assessment Title: Reflective Writing Task "Reflecting on Equality, Diversity, and Inclusion in Counselling Practice" (1500 words)**

This assessment requires you to write a reflective piece of 1500 words on your understanding and application of Equality, Diversity, and Inclusion (EDI) in a counselling or therapeutic context. The task is designed to assess your ability to critically evaluate your learning from the module, demonstrate self-awareness, and explore how EDI principles will inform your professional practice.

### **Proposed structure**

- ❖ Define Equality, Diversity, and Inclusion in the context of counselling and psychotherapy.
- ❖ Outline the importance of EDI in creating inclusive and equitable therapeutic environments.
- ❖ Reflect on your own biases, assumptions, and experiences related to EDI.
- ❖ Identify key moments, theories, or discussions from the module that have significantly impacted your understanding of EDI.

- ❖ Evaluate how these insights have influenced your views and approach as a practitioner.
- ❖ Provide specific examples or scenarios that demonstrate how you would navigate EDI challenges in your practice.
- ❖ Reflect on potential challenges to implementing EDI in practice, such as systemic inequalities, privilege, or oppression.
- ❖ Suggest strategies to address these barriers effectively.
- ❖ Identify areas for further growth in your understanding and application of EDI.
- ❖ Outline your commitment to continued professional development in this area.

### **Points for consideration**

- ❖ Self-Awareness: Reflect honestly on your own biases and assumptions to ensure authenticity in your writing.
- ❖ Critical Engagement: Go beyond surface-level reflection by critically evaluating the complexities of EDI in practice.
- ❖ Relevance to Practice: Connect theoretical concepts and module learning directly to real-world counselling and psychotherapy scenarios.
- ❖ Client-Centred Approach: Highlight the importance of creating an inclusive environment that respects and values the diversity of all clients.
- ❖ Barriers and Solutions: Acknowledge challenges, such as systemic inequalities, and demonstrate proactive strategies to address them.
- ❖ Professional Standards: Align your reflections with relevant professional frameworks (e.g BACP Ethical Framework, Equality Act 2010).
- ❖ Development and Growth: Show a commitment to continuous improvement in your understanding and application of EDI principles.
- ❖ Clarity and Coherence: Ensure your writing is clear, well structured, and logically flows from one point to the next.
- ❖ Use of Evidence: Support your reflections with theories, key moments from the module, or professional guidelines where applicable.
- ❖ Practical Examples: Incorporate specific examples to demonstrate how EDI principles can be effectively applied in practice.

### **Submission details**

Your complete piece of work should include the following:

- Reflective Piece (1500 words)
- Reference List
- Appendices (not included in word count)

## **Appendix 3b**

## LEVEL 6 ASSESSMENT SPECIFICATION

|                                        |                                                                                           |                                                                 |                                                |
|----------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------|
| <b>Student name:</b>                   |                                                                                           | <b>Student ID number:</b>                                       |                                                |
| <b>Programme:</b>                      | BA (Hons) Counselling and Psychotherapy                                                   |                                                                 |                                                |
| <b>Module:</b>                         | Equality Diversity and Inclusion in Counselling and Psychotherapy                         |                                                                 |                                                |
| <b>Module code:</b>                    | EDI- 007                                                                                  | Contribution to Overall Module Assessment (%):                  | 50%                                            |
| <b>Lecturer:</b>                       | Danny Dorling<br>Judith Butler<br>Dr M.L. King                                            | <b>Internal Verifier:</b>                                       | Danny Dorling<br>Judith Butler<br>Dr M.L. King |
| <b>Assignment Title:</b>               | Case Study Analysis: Promoting Equality, Diversity, and Inclusion in Counselling Practice | <b>Word count (or equivalent):</b>                              | <b>3500 words</b>                              |
| <b>Submission deadline:</b>            | 4 weeks after last module session                                                         | <b>Return date of provisional marks &amp; written feedback:</b> | 20 working days after submission               |
| <b>Submission method:</b>              | Turnitin                                                                                  |                                                                 |                                                |
| <b>Academic honesty / referencing:</b> |                                                                                           |                                                                 |                                                |

**Module Learning Outcomes**  
(from module syllabus)

**Critical Awareness:** Learners will develop a deeper understanding of how EDI issues intersect with therapeutic work and shape the client's lived experiences.

**Cultural Competence:** Participants will acquire skills to adapt their practice to meet the needs of diverse clients, focusing on accessibility and inclusion.

**Self-Reflection:** Practitioners will engage in continuous reflection on their biases and assumptions, exploring their impact on the therapeutic relationship.

**Flexibility in Practice:** Participants will cultivate the ability to embrace ambiguity and tailor interventions to align with the unique needs and goals of each client, guided by EDI principles.

**Empowerment and Advocacy:** Practitioners will learn how to empower clients within the therapeutic space while considering their role in addressing broader systemic and societal challenges.

## TASK DESCRIPTION

**Assessment Title:** For this assignment, you are required to critically analyse a counselling case study from your own counselling practice that highlights issues related to Equality, Diversity, and Inclusion (EDI). Your analysis should evaluate the challenges faced by the client, including any systemic barriers influencing their experiences, and explore the counsellor's role in fostering an inclusive and supportive therapeutic environment. You are expected to integrate relevant counselling and psychotherapeutic theories, BACP EDI frameworks, and practical strategies to demonstrate a comprehensive understanding of EDI principles in practice.

It is essential to obtain informed consent from your client to use their case for this assignment. The consent document should remain confidential and should not be included in the submitted case study. Instead, ensure that all identifying details are anonymised to maintain the client's privacy and confidentiality in line with ethical and professional guidelines.

**Proposed structure:** The structure of this assignment is flexible, allowing you as the trainee to shape it according to your approach. We have provided some context to guide your case study considerations. As this is an integrative counselling course, you are encouraged to bring your unique interpretation and theoretical perspective on what supports and benefits clients. Keep in mind that there is no "wrong way" to work with your client, as long as you can thoughtfully justify your approach and reflect on it to identify areas for growth and improvement.

### Exploring Client Context

- ❖ **Encourage reflection:** What assumptions might you have about this client based on their background, disability, or lived experiences?
- ❖ **Identify key EDI factors:** How might the client's identity (e.g disability, culture, gender, socioeconomic status) shape their experience of the presenting issue?
- ❖ **Client narrative:** What does the client share about their experiences of inclusion, exclusion, or marginalisation?

### **Establishing Therapeutic Rapport**

- ❖ **Consider communication styles:** How can you adapt your communication to meet the client's needs (e.g use of interpreters, sensory tools)?
- ❖ **Emphasize accessibility:** What steps can you take to ensure the client feels safe and valued in the therapeutic space?
- ❖ **Power dynamics:** Reflect on how societal hierarchies might impact the therapeutic relationship. How can you mitigate imbalances?

### **Navigating Barriers and Strengths**

- ❖ **Identify barriers:** What are the internal and external barriers the client might face in engaging with therapy or achieving their goals?
- ❖ **Recognize strengths:** How can the client's cultural identity, community ties, or lived experiences be reframed as strengths in the therapeutic process?
- ❖ **Interrogate bias:** Reflect on your own biases and how they might impact your approach. How can you remain open and curious?

### **Tailoring Interventions**

- ❖ **Flexible methods:** Consider how different therapeutic approaches (e.g narrative, systemic, CBT, strength-based) might align with the client's needs and preferences.
- ❖ **Creative adaptation:** How can tools or strategies be adapted to meet the client's physical, emotional, or cultural needs in terms of EDI?
- ❖ **Cultural humility:** Recognise the limits of your knowledge and actively seek to learn about the client's unique context of EDI.

### **Ongoing Reflection and Feedback**

- ❖ **Self-awareness:** How are your own values, beliefs, and experiences influencing your work with this client?
- ❖ **Client feedback:** How will you create opportunities for the client to share their perspective on the therapeutic process?

- ❖ **EDI evolution:** How might your learning from this case inform your broader practice in terms of inclusivity and equity?

### **Points for consideration**

Intersectionality: Reflect on how overlapping identities (e.g., race, disability, gender) might create unique challenges or opportunities for the client.

EDI Beyond the Therapy Room: How can you advocate for systemic change or connect the client with broader resources while maintaining boundaries?

Privilege and Power: How do societal privileges or power dynamics shape the client's experience, and how can you address these in therapy?

Language and Labels: Be mindful of the language you use to describe the client's identity and experiences. Consider how labels might empower or constrain them.

### **Submission details**

Your complete piece of work should include the following:

- Case Study (3500 words)
- Reference List
- Appendices (not included in word count)

## Appendix 4 - Professional standards/Benchmark statements

There are two types of counselling/psychotherapy courses in the UK one is 'BACP accredited' which has a much better standing within the counselling community, then a non-accredited counselling course. This course is not necessarily BACP accredited but will follow BACP accreditation guidelines. The BACP also follows QAA standards (QAA, 2024). This curriculum also follows The BACP Equality, Diversity, and Inclusion (EDI) Strategy

British Association for Counsellors and Psychotherapist (BACP) Benchmark statement

*"Competences and curricula*

*Raising training standards in counselling and psychotherapy*

*Our competences and curricula are based on the latest research evidence into effective practice. These can be used by practitioners, trainers, supervisors and services to ensure practitioners have the skills and knowledge needed to work in a particular setting, or with particular clients.*

*Competences*

*Our competence frameworks set out the knowledge, skills and abilities required to deliver specific therapeutic modalities, or to work effectively with particular client groups or certain therapeutic contexts.*

*They are developed using a mixed-methods approach which has been informed by the Roth and Pilling (2008) methodology. The development approach includes a comprehensive review of the research literature and identification of relevant practice manuals, textbooks and teaching materials. The process is overseen by an expert reference group.*

*The accompanying user guides describe the applications and uses of the competence framework, and its advantages for practitioners, trainers, employers and commissioners.*

*Curricula*

*Our curricula are underpinned by a corresponding competence framework. They offer training providers a framework for delivering comprehensive training courses to give practitioners the required competences for working within a particular context or with a certain client group. Each curriculum includes a set of subject areas which outline the content required for the training programme.*

*The curricula are designed to be flexible to meet the varying needs of training providers and practitioners. The subject areas are not intended to be delivered as separate units or modules within a sequential format as many interlink and some may underpin all elements of the course, for example ethical and professional practice. Trainers may teach the content of the subject areas in the order that best suits them and their students.” (BACP, 2025)*

### **“Course accreditation**

#### **BACP Accreditation schemes**

*The quality status for professional counselling practitioner training*

*Our course accreditation scheme is temporarily closed and we’re not accepting any new applications. In 2025 we’ll be opening a new course accreditation scheme that will incorporate the Scope of Education and Practice (SCoPEd) framework, Equality, Diversity and Inclusion (EDI) and Online and Phone Therapy (OPT) criteria.*

*If you’d like to be contacted when our new accreditation course opens for new applications, please email: [accred.course@bacp.co.uk](mailto:accred.course@bacp.co.uk)”*

### **Impact of BACP Accreditation Guidelines on the Curriculum**

#### **Course Accreditation**

The BACP’s course accreditation ensures that the curriculum aligns with the standards for professional counselling training. The new course accreditation scheme, which will open in 2025, will incorporate the Scope of Education and Practice (SCoPEd) framework and other critical criteria like EDI and Online and Phone Therapy (OPT). While your course is being developed now, it is crucial to ensure that it is designed with the expectation that future accreditation will require specific inclusion of these topics. Integrating SCoPEd, EDI, and OPT will improve your curriculum’s relevance and recognition in the field of professional counselling.

#### **Impact on Curriculum:**

You will need to embed the EDI framework throughout the course, particularly in areas like gender diversity, mental health, and accessibility. The content of the module should emphasize inclusivity and respect for diverse identities, and offer practical examples and case studies that align with the professional competencies required by the BACP.

#### **BACP Accreditation Schemes**

While the current BACP accreditation schemes are temporarily closed, they still set the foundation for developing a course that meets professional standards. These schemes have historically been integral in validating counselling and psychotherapy training programs, ensuring that graduates are prepared to meet the expectations of the

profession. Accreditation through BACP assures that the course will meet a high standard of quality and relevance to current therapeutic practices.

### **Impact on Curriculum:**

Even though the accreditation process is paused, it's important to design your course as if it were being accredited. This means aligning with established BACP criteria and focusing on developing both practical and theoretical skills that are reflective of the expectations within the therapeutic profession. Fostering skills related to inclusivity, client-centered care, and competency in handling diverse clinical cases will be essential.

### **The Quality Status for Professional Counselling Practitioner Training**

Quality status for counselling practitioner training is a significant aspect of the BACP's accreditation process. Courses that achieve this status are recognized for providing high-quality education and training for future therapists. Adhering to the standards set by the BACP ensures that graduates are equipped with the competencies to work effectively within the field.

### **Impact on Curriculum:**

As this curriculum emphasizes inclusion and the challenges of marginalized groups, including the appropriate assessment of students' competencies, the course can be designed to reflect the high-quality standards needed for this recognition. It has needed to consider how to demonstrate the course's rigor and effectiveness in developing students' subject specific skills in counselling.

### **SCoPEd Framework (Scope of Education and Practice)**

The SCoPEd framework offers a clear, structured model of education and practice within the field of counselling and psychotherapy. It outlines the competencies required at different levels of professional practice and includes a focus on core therapeutic skills, ethical practice, and inclusivity. This framework will play an important role in shaping how the curriculum meets professional expectations in 2025.

### **Impact on Curriculum:**

Incorporating the SCoPEd framework means ensuring that the course content is structured in a way that develops the required competencies for each stage of practice. For example, foundational skills in EDI and understanding of the needs of marginalized groups should be developed at the introductory level, while more advanced skills should be built upon as students' progress.

The **SCoPEd** (Scope of Practice and Education) framework is a pioneering shared model designed to map the core competences and practice standards required for counsellors and psychotherapists working with adults. The framework provides a

comprehensive understanding of the minimum training standards, skills, knowledge, and experience necessary for professionals in this field.

The framework is organized into five key themes:

- **Professional Framework:** Defines the professional expectations and standards of practice.
- **Assessment:** Outlines the skills and processes required for effectively assessing clients' needs and situations.
- **Therapeutic Relationship:** Focuses on building and maintaining an ethical and effective therapeutic alliance with clients.
- **Knowledge and Skills:** Specifies the technical competencies needed to apply therapeutic interventions.
- **Self-awareness and Reflection:** Encourages therapists to engage in self-reflection and awareness to enhance their therapeutic practice and personal development.

Importantly, SCoPEd is not a stand-alone framework. It is integrated into BACP's ongoing work to promote the best interests of its members, ensuring high standards of practice across the profession.

### **BACP's Aim for SCoPEd**

The **BACP's aim** for SCoPEd is to provide a clear and unified framework that outlines the minimum competence and training standards required for counsellors and psychotherapists. By implementing this framework, BACP aims to:

- **Enhance Professional Clarity:** Provide clarity on the skills and qualifications necessary to practice effectively across different therapeutic modalities.
- **Promote Trust and Understanding:** Ensure that counselling and psychotherapy are better understood, valued, and trusted by clients, employers, commissioners, and society.
- **Support the Diverse Counselling Landscape:** Recognize and support the diverse range of therapeutic approaches, philosophies, and professional training within the field.
- **Distinguish Qualified Practitioners:** Differentiate qualified therapists from those who are unqualified, thereby promoting professionalism within the sector.

Incorporating the SCoPEd framework into this curriculum ensures that your training program meets these standards, fostering trust, professionalism, and clarity for future

therapists. It will also help ensure that your students are well-prepared to meet the evolving demands of the profession.

### **Equality, Diversity, and Inclusion (EDI) Criteria**

One of the key components of the upcoming BACP accreditation criteria is the explicit inclusion of EDI. The new accreditation process in 2025 will prioritize courses that integrate EDI in both curriculum content and delivery methods. This includes promoting awareness, understanding, and practical application of EDI principles in therapeutic practice.

### **Impact on Curriculum:**

This curriculum explicitly addresses and integrates EDI principles into every aspect of the training. This focus ensures that students are equipped with the necessary tools to provide inclusive and culturally sensitive therapy in accordance with BACP guidelines.