

Module Descriptor

Module Code	ECPR7001
Title	Framing Therapeutic Practice
Date	11/12/2019
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To establish a secure, ethical frame from which to practice, which incorporates: self-reflective practice, application of theory, evidence base, and the nature and purpose of supervision.
- To consider what assumptions are made about the nature and development of human beings from a Humanistic approach, its rationale and philosophy, (including the perpetuation of psychological problems), and to make comparisons between therapeutic approaches.

LEARNING OUTCOMES

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

- Exercise professional skill in maintaining ethical principles and legal requirements that underpin counselling and psychotherapy and analyse ethical dilemmas and work with others as necessary, to formulate appropriate responses.
- Critically assess the components which underpin therapeutic alliances, which may include client motivation, commitment to the therapeutic process and contractual arrangements, boundary keeping and managing uncertainty.
- Establish and maintain a secure frame for therapeutic work, and manage problematic situations, including violation of the therapeutic contract.
- Critically reflect on the importance of preparing clients for endings whilst reviewing progress - Be able to comply with professional requirements for record-keeping, deliver the counselling/psychotherapy services with due regard to the practice setting.
- Critically evaluate some of the philosophical assumptions underpinning the practice of counselling and psychotherapy and critically assess ways in which the therapeutic relationship is conceptualised in a range of different theoretical models.
- Reflect on their own professional strengths and limitations that may affect therapeutic practice, and develop appropriate self-support and self-care. Recognise and critically reflect on the potential importance of diversity in the therapeutic relationship, Recognise and critically reflect on the implicit power imbalance in the counselling/psychotherapy relationship.
- Apply consistently a comprehensive, in-depth and research-informed body of knowledge in their practice.

INDICATIVE CONTENT

Module content will be taught through the following three elements:

Maintaining a Framework for Practice

Learners will be introduced to the concept of a therapeutic frame which holds professional practice together; this will include such standards as ethical and legal practice, policies and procedures, and ways of recording and reporting; duty of care, confidentiality, courts and legal systems, data protection; safeguarding; contextualising therapeutic practice within the context of the HPC and professional bodies such as the BACP. Learners will be introduced to the skills and knowledge essential to form and maintain the therapeutic frame. This could include developing the therapeutic alliance; maintaining appropriate boundaries; recognising limits of competency; processes of referral; use of supervision, ethical practice; legal considerations; contracts and informed consent.

The Therapeutic Process

Learners will also be introduced to and apply main theoretical ideas which underpin the practice of counselling and therapy; students will gain an awareness of the 3 traditional 'Movements' of therapeutic approaches, such as Post-Freudian and Psychodynamic, CBT, whilst securing a firm base in Humanistic theory, particularly that of the Person Centred approach and the Gestalt Therapy approach. Learners will be encouraged to develop a critical response to the therapeutic approaches and consider their research and evidence base. Learners will also consider the claims and arguments associated with ecopsychology and consider the implications and limitations for the twenty-first century.

Personal Development

Learners will be introduced to the professional tasks of reflective and reflexive skills and to the concepts of personal and professional development. In addition, learners will be asked to reflect on their own beliefs and values and how these may impact their therapeutic practice; recognise the importance of self-care and self-support and how these may impact on the strengths and limitation of practice; burnout, compassion fatigue; personal responses to issues of sustainability.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
Mode of assessment		Volume		Weighting	
Essay		4,000 words		50%	

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
Mode of assessment		Volume		Weighting	
Practice Project	Performance	20 minutes		50%	

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

The programme is validated by the National Counselling Society. This module is largely unchanged from the previous programme validation and has therefore been checked and confirmed by the NCS as meeting all course expectations.

INDICATIVE READING LIST

The reading list is subject to change under the discretion of the Module Lead

Module Code	ECPR7001	
Module Title	Framing Therapeutic Practice	
Classification	Reading List entry	Electronic*
Essential	BACP (British Association for Counselling and Psychotherapy) 2019. <i>Ethical Framework for Good Practice</i> . Lutterworth: BACP/NCS (National Counselling Society) <i>Code of Ethical Practice</i> . Online: www.nationalcounsellingsociety.org .	☐
Essential	Bond, T., and Mitchels, B., 2015. <i>Confidentiality and record keeping in Counselling and Psychotherapy [legal resources for Counsellors and Psychotherapists]</i> 2 nd ed. London: BACP/Sage.	☐
Essential	Bond, T., 2015. <i>Standards and ethics for Counselling in Action</i> (Counselling in action series). 4 th ed. London: Sage.	☐
Essential	Bager-Charleson, S. 2010. <i>Why therapists choose to become therapists: a practice-based enquiry</i> . Poole, UK: Learning Matters/	☐
Essential	Grey, A., 2013. <i>An introduction to the therapeutic frame (Routledge Mental Health Classic Editions)</i> . Hove, East Sussex: Routledge.	☐
Essential	Jenkins, P., 2007. <i>Counselling, psychotherapy and the law</i> . 2 nd ed. London: Sage.	☐
Further	Creaner, M. 2013. <i>Getting the most out of supervision in Counselling and Psychotherapy. A Guide for the Supervisee</i> . London: Sage.	☐
Further	Reid, H. and Westergaard, J. 2013. <i>Effective Supervision for Counsellors: An Introduction (Counselling and Psychotherapy Practice Series)</i> . London: Sage.	☐

	Ladany, N., Walker, J. A., Pate-Carolan, L. M and Gray Evans, L. 2008. <i>Practicing Counselling and Psychotherapy: Insights from Trainees, Supervisors and Clients</i> . Oxon: Routledge.	
Further	Claringbull. N., 2010. <i>What is Counselling and Psychotherapy?</i> Learning Matters: Exeter. Clarkson, P., and Cavicchia, S., 2013. <i>Gestalt Counselling in Action</i> (Counselling in action series). 4 th ed. London: Sage.	☐
Further	Reeves, A., 2013. <i>An Introduction to Counselling and Psychotherapy: From Theory to Practice</i> . London: Sage	☐
Further	Joyce, P. and Sills, C., 2010. <i>Gestalt skills in Counselling and Psychotherapy</i> . 2 nd ed. London: Sage.	☐
Further	Krznaric, R., 2014. <i>Empathy: a handbook for revolution</i> . Ebury Publishing/Random House Group	☐