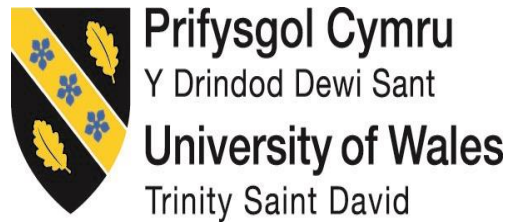


# **Module Handbook**

## **ECHC6004 Practicum 3**



## **BA/MArts Programme**

**MODULE CODE: ECHC6004**

**TITLE: Practicum 3**

**DATED:17/05/2017**

**LEVEL: 6**

**CREDITS:40**

**JACS CODE:B940**

**AIM(S)**

- To complete supervised practice in a counselling agency and reflect critically on that experience.
- To continue to maintain appropriate relationships with other professionals and stakeholders and meet assessment of readiness to practice guidelines.
- To demonstrate that students can work safely, ethically and competently taking account of appropriate guidance given by tutors, supervisors and mentors.
- To demonstrate professional reflective practice.

**LEARNING OUTCOMES**

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

- Reflectively apply learning from the course, in order to complete required hours of counselling, within an appropriate placement agency.
- Work at an appropriate level within professional body guidelines, and maintain appropriate relationships with all stakeholders.
- Critically appraise own ability to work in a suitable supervised counselling placement, and develop own model of practice which is safe and ethical.
- Meet assessment of readiness to practise criteria, including making appropriate modifications to own practice when advised appropriately to do so by tutors, supervisors and mentors.

**INDICATIVE CONTENT**

- A critical understanding of the values and limitations of theoretical integration, such as the value to the students in their current context, and its fit with their clients, their agency, their own values and ways of working.
- The students are encouraged to critically reflect on their work with clients and supervisors and draw from that experience areas of personal learning, theoretical issues, and practice issues to further explore client work.
- A range of practice issues such as management of practice issues, and more reference to multidisciplinary team working.
- The experience of working in an organisation, of relating to other professionals and applying agency policy.
- Encouragement of reflection on work with clients and drawing from that experience areas of personal learning, theoretical issues, and practice issues.
- Identification of skills and qualities for practice that how to meet professional body criteria.
- Understand appropriate use of supervision and its purpose, and value.
- Identification of the specific needs and values of the placement agency.
- Ability to complete risk assessment and where appropriate safeguarding procedures.
- Development of further therapeutic relationship skills compatible with own model of working, e.g. presence, working at relational depth, etc.
- Continued application of the Ethical Framework within a counselling context;
- Maintenance of appropriate relationships with all stakeholders and further identification of the specific needs and values of the placement agency.

- Develop a critical attitude to the truth claims made in counselling and psychotherapy and develop skills to question and critique models and approaches to therapy.

## LEARNING AND TEACHING STRATEGY

This module is mainly based on work undertaken in the work based learning element of the course. Seminars, discussions and small group supervision will encourage reflection on the counselling placement in particular. The 100 hours of counselling practice required by the professional body, the BACP, is included here. Students are also expected to attend fortnightly supervision with a clinical supervisor in connection with all counselling placements. They are required to present all clients in their supervision. Lectures will introduce the students to the concepts, principles and practices of therapy. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

This module is not completed until 100 hours of supervised counselling practice have been completed and evidenced. It is also withheld if a student is in serious breach of the fitness to practice policy and/or the Ethical Framework of the BACP.

Teaching on the course aims to develop the ability in students to critique models and approaches to therapy.

The allocation of teaching to deliver the module is:

| Activity type        | Hours | Percentage |
|----------------------|-------|------------|
| Scheduled learning   | 100   | 25%        |
| Independent learning | 200   | 50%        |
| Placement learning   | 100   | 25%        |
| TOTAL                | 400   | 100%       |

## ASSESSMENT

### **Assessment Component 1: 50%** (please review the proformas on Moodle)

Practical: DVD recording (50 minutes session)

Exemplar:

Produce an audio recording of work with a client. Demonstrating your ability to form and maintain an ethical and appropriate counselling relationship and session. The form of counselling must be broadly compatible with the approach to counselling adopted by the course. At a minimum level you need to demonstrate you can actively listen to a client, maintain safe boundaries and communicate effectively and in a way that helps the client move forward. Differing approaches to counselling are acceptable if they are appropriate to the client presenting issues, needs and agency policy. You also need to demonstrate that you have adopted their approach based on any essential feedback and advice given by tutors and supervisors, when this advice is appropriately given and considered essential to safe, ethical and competent practice. You must not edit the recording.

### **Assessment Component 2: 25%**

Coursework: Assignment (3000 words)

Exemplar:

This is accompanied by a case study in which you will explore issues about work with a particular client and include the application of theory; professional, ethical and context issues; diversity and equal opportunity issues; and use of supervision. You will explore your own process with the client and relationship issues and some of the main interventions used. The recording and case study must be of the same client.

### **Assessment Component 3: 25%**

Portfolio (4 elements)

Exemplar:

The purpose of the portfolio is to monitor practice and provide evidence that the 100 hours of counselling, and other work based learning hours, have been completed and that there has been learning from this on key practice issues. The student needs to provide evidence that they are capable of working ethically; safely; and competently with clients and also with other stakeholders. A reflective account of placement practice and work based learning. An evaluation of the skills and professional practice used in placements. Students also include all materials expected by BACP such as logs of counselling and supervision hours; supervision and placement agreements and reports; evidence of work based learning; evaluation of one practice based workshop; agency publicity materials; evidence of personal therapy. Also included is log of hours of work based learning over two-three years. Separate brief reflective pieces are required such as a CPD activity and its impact on client work and an exploration of an issue taken to supervision and the impact that had on client work.

### Assessment Summary

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

### EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Does the module contribute to ESD?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Yes |
| If yes please provide brief details (no more than 100 words):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |     |
| <p>Sustainable Literacy Skills</p> <ul style="list-style-type: none"> <li>Students are encouraged to consider and engage with conversations relevant to sustainability. The module will engage students in the dialogues and tensions between the individual understanding of psychological, socio-political and constructivist theories to stimulate future thinking regarding mental health</li> <li>Students are encouraged to think critically and creatively within the field of mental health and social care and explore new approaches to practice</li> <li>Students are able to appreciate the importance of environmental, social and political contexts to their studies.</li> </ul> |     |

Please Review the **ONLINE LEGANTO RSOURCE LIST FOR THIS MODULE**

|                |                                                                                                                                                                                               |                          |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Module Code    | EHC6004                                                                                                                                                                                       |                          |
| Module Title   | Practicum 3                                                                                                                                                                                   |                          |
| Classification | Reading List entry                                                                                                                                                                            | Electronic*              |
| Essential      | Bond, T. and Mitchels, B. (2008) <i>Legal Resources for Counsellors and Psychotherapists Book 2: Confidentiality and Record keeping in Counselling and Psychotherapy</i> . Lutterworth: BACP. | <input type="checkbox"/> |
| Essential      | Corey, G., Corey, M., and Callanan, P., (2014) <i>Issues and Ethics in the Helping Professions</i> Pacific Grove CA: Brooks/Cole.                                                             | <input type="checkbox"/> |
| Essential      | Feltham, C. & Horton, I (2012) <i>The Sage Handbook of Counselling and Psychotherapy</i> . London: Sage.                                                                                      | <input type="checkbox"/> |

|           |                                                                                                                                                                               |                                     |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Essential | Lowe, F (2014) <i>Thinking Space: promoting thinking about Race, Culture and Diversity in Psychotherapy and Beyond</i> . London: Karnac.                                      | <input type="checkbox"/>            |
| Essential | Owens, P. et al (2012) <i>Creative Ethical Practice in Counselling and Psychotherapy</i> . London; Sage.                                                                      | <input type="checkbox"/>            |
| Essential | Tribe, R. and Morrissey, J. (2015) <i>Handbook of Professional and Ethical Practice for Psychologists, Counsellors and Psychotherapists</i> . London: Routledge.              | <input type="checkbox"/>            |
| Further   | Bor, R. (2011) <i>Setting Up an Independent Practice; a handbook for Counsellors and Therapists</i> . Hove: Palgrave MacMillan.                                               | <input type="checkbox"/>            |
| Further   | Bor, R. (2011) <i>Setting Up an Independent Practice; a handbook for Counsellors and Therapists</i> . Hove: Palgrave MacMillan.                                               | <input type="checkbox"/>            |
| Further   | Das Nair, R & Butler, C. (2012) <i>Intersectionality, Sexuality and Psychological Therapies. Working with Gay, Lesbian, and Bisexual Diversity</i> . Oxford: Wiley-Blackwell. | <input type="checkbox"/>            |
| Further   | Grant, A et al (2013) <i>Our Encounters with Suicide</i> . Ross on Wye: PCCS Books.                                                                                           | <input type="checkbox"/>            |
| Further   | Harms, L. (2015) <i>Understanding Trauma and Resilience</i> . London: Palgrave MacMillan.                                                                                     | <input type="checkbox"/>            |
| Further   | Hemmings, A. & Field, R. (2007) <i>Counselling and Psychotherapy in Contemporary Private Practice</i> . London, Routledge                                                     | <input type="checkbox"/>            |
| Further   | Keith-Spiegel, P. (2014) <i>Red Flags in Psychotherapy: stories of ethics complaints and resolutions</i> . London: Routledge.                                                 | <input type="checkbox"/>            |
| Further   | Liu, W. (2011) <i>Social Class and Classism in the Helping Professions</i> . London, Sage.                                                                                    | <input type="checkbox"/>            |
| Further   | BACP Counselling and Psychotherapy Research Journal                                                                                                                           | <input type="checkbox"/>            |
| Further   | Therapy Today                                                                                                                                                                 | <input type="checkbox"/>            |
| Further   | Person-Centred & Experiential Therapies                                                                                                                                       | <input type="checkbox"/>            |
| Further   | Journal of Humanistic Psychology                                                                                                                                              | <input type="checkbox"/>            |
| Further   | British Journal of Guidance and Psychotherapy                                                                                                                                 | <input type="checkbox"/>            |
| Further   | Evidence Based Mental Health                                                                                                                                                  | <input type="checkbox"/>            |
| Further   | The British Gestalt Journal                                                                                                                                                   | <input type="checkbox"/>            |
| Further   | Journal for Social Action in Counseling and Psychology                                                                                                                        | <input type="checkbox"/>            |
| Further   | Databases e.g. ProQuest, Science Direct, JStore                                                                                                                               | <input checked="" type="checkbox"/> |

