

<b>Module Details</b>	
<b>Module Title:</b>	Introduction to Counselling
<b>Module Code:</b>	PSY4001-B
<b>Academic Year:</b>	2019-20
<b>Credit Rating:</b>	20
<b>School:</b>	School of Social Sciences
<b>Subject Area:</b>	Psychology
<b>FHEQ Level:</b>	FHEQ Level 4
<b>Pre-requisites:</b>	
<b>Co-requisites:</b>	

<b>Contact Hours</b>	
Type	Hours
Practical classes and workshops	29
Directed Study	171

<b>Availability</b>	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2 (Feb - May)

<b>Module Aims</b>
<p>The focus will be on developing knowledge and skills essential for effective counselling. Emphasis will be on the learning of interviewing strategies, creating a counselling skills professional framework, anti-discriminatory principles and practice, and British Association of Counselling and Psychotherapy (BACP) framework of ethics and good practice. Counselling skills will utilize illustrative casework, and practice in the group, emphasising personal development and growth, exploration of self and relationships in a supportive, AND confidential environment.</p>

<b>Outline Syllabus</b>
<ul style="list-style-type: none"> <li>-The contractual relationship.</li> <li>- Principles of the major therapeutic models in counselling.</li> <li>- Ethical thinking.</li> <li>- Multicultural perspectives.</li> </ul>

- Supervision and feedback in counselling work.
- Assessment of personal assets, limitations, and reactions to theories.
- The development of a personal philosophy of counselling.
- Establishment of ground rules i.e., contracting, boundaries, health and safety issues.
- British Association of Counselling ethical framework for good practice in counselling and psychotherapy.
- Practical introduction to the skills used by a counsellor.
- Creating and maintaining a therapeutic relationship.

### Learning Outcomes

1	Describe theoretical perspectives to counselling
2	Identify and reflectively evaluate own and others' strengths and areas for development in context of team work
3	Explain the relationship between counsellor theory, practice and experience and common client life challenges and characteristics to an informed audience
4	Outline ethical and philosophical issues to clients
5	Recognise, assert and question own ethical values in the context of the ethical and unethical solutions to counselling dilemmas.
6	Know and use the ethical principles of the BACP ethical framework to solve ethical dilemmas experienced by counsellors.
7	Explore difference and diversity and their impact on self, colleagues and counselling relationships.

### Learning, Teaching and Assessment Strategy

Students will develop the knowledge, understanding and skills necessary to meet the learning outcomes of the module through the instructional learning and teaching strategy; team-based learning. Students will study the core knowledge-based content of the module out of class; this is then assessed through a readiness assurance process (i-RAP), which are MCQ assessments for learning taken at regular intervals throughout the semester. Students discuss the i-RAP assessment in groups and retake the assessment as a team (t-RAP). In class sessions, students will apply their new knowledge to a formative and summative team application exercises. Experiential understanding of the person-centred approach will be developed through practical sessions.

The module will consist of approximately 4 units. Three units will be taught through team-based learning, which is a 'flipped' model where you engage with the learning materials before class (rather than during or after class; learning outcomes 1 and 2). Classes start with a readiness assurance process in which you complete a multiple-choice question quiz on the learning materials as an individual (individual readiness assurance process; i-RAP) and subsequently in your team (team readiness assurance process; t-RAP). Classes follow the readiness assurance process with team application exercises in which you apply the knowledge from the learning materials. Through presenting your choices, your team will how to describe theoretical perspectives in counselling. These three units will focus on different theoretical perspectives of counselling, such as cognitive behavioural, personal-centred, psychoanalysis or rational-emotive behaviour.

The fourth unit will use experiential practical's where you develop and explore counselling skills (learning outcomes 2-7). This will be evaluated through formative and summative peer evaluations of team and interpersonal skills.

**Formative Assessment:**

On-going Peer evaluations of team and interpersonal skills

**Summative Assessment:**

Classroom Test One - On-going assessment using individual and team readiness assurance process (i-RAPs & t-RAPs), with weighting between each negotiated by the cohort at the start. The default is equal parts i-RAP and t-RAP. Approximately 20 to 30 minutes per unit (approximately 6 to 8 units) = 33% of overall mark.

Classroom Test Two- Ongoing team application exercises. Approximately 500 words per unit or equivalent (approximately 6 to 8 units) = 33% of overall mark.

Coursework - Peer evaluations of team and interpersonal skills = 34% of overall mark.

**Referral Assessment:**

Examination - MCQ - Closed book examination using a range of multiple-choice questions = 70% of overall mark.

Coursework - Structured portfolio of reflective accounts - Approximately 5 accounts of 300 words each with a maximum total of 1,500 words = 30 of overall mark.

<b>Mode of Assessment</b>				
<b>Type</b>	<b>Method</b>	<b>Description</b>	<b>Length</b>	<b>Weighting</b>
Referral	Examination - MCQ	Closed book examination using a range of multiple-choice questions	1 hour	70%
Formative	Coursework	Peer evaluations of team and interpersonal skills		%
Summative	Coursework	Peer evaluations of team and interpersonal skills		34%
Referral	Coursework	Structured portfolio of reflective accounts	Approximately 5 accounts of 300 words each with a maximum total of 1,500 words	30%
Summative	Classroom test	On-going assessment using individual and team readiness assurance process (i-RAPs & t-RAPs), with weighting between each negotiated by the cohort at the start. The default is equal parts i-RAP and t-RAP.	Approximately 20 to 30 minutes per unit (approximately 6 to 8 units)	33%
Summative	Class room test	Ongoing team application exercises	Approximately 500 words per unit or equivalent	33%

			(approximately 6 to 8 units)	
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## Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

*Please note:*

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*