

<b>Module Details</b>	
<b>Module Title:</b>	Issues in Counselling
<b>Module Code:</b>	PSY5007-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 5
<b>Pre-requisites:</b>	Introduction to Counselling 2018-19
<b>Co-requisites:</b>	

<b>Contact Hours</b>	
<b>Type</b>	<b>Hours</b>
Tutorials	11
Laboratory	22
Directed Study	167

<b>Availability</b>	
<b>Occurrence</b>	<b>Location / Period</b>
BDA	University of Bradford / Semester 1 (Sep - Jan)

<b>Module Aims</b>
<p>In this module, you will develop an understanding of theoretical approaches to counselling and to critically evaluate the implications of these approaches to our understanding of human nature, change and potential. This includes psychotherapeutic outcomes, research and ethics along with special topics in counselling. You should expect to achieve an understanding of what counselling psychology is, what counselling psychologists do, and major issues impacting the field today. You will be encouraged to be self-reflective and think critically about theory, research and practice. As befits the module aims to identify and reflectively evaluate own and others strengths, this module will use a learning strategy that develops effective and problem solving skills. Called team-based learning, this is a 'flipped' model where you engage with the learning materials before class (rather than during or after class). 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 test; i-RAT) and subsequently in your</p>

team (team readiness assurance test; t-RAT). Classes follow the readiness assurance process with a range of team application exercises in which you apply the knowledge from the learning materials. You will, for example, make decisions based on an approach to counselling or ethical principle. Through presenting and writing justifications for their choices, your team will learn how to effectively communicate information, arguments and reflections on the material in the syllabus while also applying it to situations faced by counsellors.

## Outline Syllabus

- Counselling Theory - Humanistic, CBT.
- Stress Awareness.
- Adult Development - transitional events and counselling intervention.
- Contractual relationship within counselling.
- Principles of the major therapeutic models in counselling.
- Ethical framework for good practice in counselling.
- Multicultural perspectives.
- Supervision and feedback in counselling work.
- Ethical issues in applying helping skills.
- Identification of attitudes, values, and beliefs which facilitate change and growth.
- Understand, recognise, and implement counselling techniques necessary for effective counselling.
- Assess personal assets, limitations, and reactions to theories and develop an initial personal philosophy of counselling and how people change.
- To gain knowledge and information concerning a range of types of counselling such as: Crisis and Trauma counselling, Family therapy, Therapeutic interventions with children, Substance abuse and Marital therapy.
- Research and assessment in Counselling.

## Learning Outcomes

1	Identify and reflectively evaluate own and others' strengths and areas for development in context of team work.
2	Explain the relationship between counsellor theory, practice and experience and common client life challenges and characteristics to an informed audience.
3	Present overviews of and solutions to common legal dilemmas faced by counsellors in practice to a practitioner.
4	Outline ethical and philosophical issues related to counselling to a client, to enhance therapeutic relationship and empower client decision making.
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 six ethical principles of the BACP ethical framework to solve ethical dilemmas experienced by counsellors.
7	Explore sexual relationship, gender age ethnic and other diversity and its 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 series of individual readiness assurance tests (i-RAT), which are MCQ assessments for learning taken at regular intervals throughout the semester. Students discuss the i-RAT assessment in teams of 5-7 and retake the assessment as a team (t-RAT). In class sessions, students will apply their new knowledge to a number of formative and summative team application exercises during the semester.

You will be encouraged to discuss case study material and also to reflect on your own experiences of development and maturation. The learning process requires that students actively engage themselves in the search for deeper understanding about aspects of life.

<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	40%
Referral	Coursework	Structured portfolio of reflective accounts	Approximately 500 words per unit or equivalent (approximately 6 to 8 units)	60%
Summative	Classroom test	On-going assessment using individual and team readiness assurance tests (i-RATs & t-RATs), with weighting between each negotiated by the cohort at the start. The default is equal parts i-RAT and t-RAT.	Approximately 20 to 30 minutes per unit (approximately 6 to 8 units)	40%
Summative	Classroom test	Ongoing team application exercises	Approximately 500 words per unit or equivalent (approximately 6 to 8 units)	60%

### **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.*