

MODULE SPECIFICATION FORM

Module Title: Foundations in Counselling Skills for Education	Level: 4	Credit Value: 20
---	----------	------------------

Module code: EDC422	Cost Centre: GAEC	JACS2 code: X300
---------------------	-------------------	------------------

Trimester(s) in which to be offered: 1/2	With effect from: September 2015
--	----------------------------------

Office use only: To be completed by AQSU:	Date approved: September 2015 Date revised: - Version no: 1
---	---

Existing/New: New	Title of module being replaced (if any): EDP418 Foundations in Counselling
-------------------	--

Originating School: Social and Life Sciences	Module Leader: Alison Woolf
--	-----------------------------

Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate):	Core in BA (Hons) Education (Additional Learning Needs/Special Educational Needs) and BA (Hons) Education (Counselling Skills and Psychology)
Scheduled learning & teaching hours: 40		
Independent study hours: 140		
Placement hours: 20		

Programme(s) in which to be offered: BA (Hons) Education (Additional Learning Needs/Special Educational Needs) and BA (Hons) Education (Counselling Skills and Psychology)	Pre-requisites per programme (between levels): None
---	---

Module Aims:

This module aims to:

- Introduce the current understanding of the impact of therapeutic relationships in schools.
- Engage the students in a consideration of the link between the use of counselling skills, the theory of attachment and learning and development.
- Offer an introduction to the development of counselling skills.
- Familiarise students with the core concepts, key figures and ethical expectations in the field of counselling.
- Offers the opportunity to provide an encapsulated explanation for the diversity of approaches to counselling children and young people with particular reference to play and creative methods.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Identify and critically evaluate a key movement, figure or approach in the field of counselling and psychotherapy.
2. Relate counselling as a subject to attachment theory, child development and relationships in schools.
3. Identify and discuss how the use of counselling skills in schools can impact on achievement and build relationships.
4. Begin to reflect on personal strengths and highlight areas for development in counselling skills.

Assessment:

Two assessments are required:

1. An essay that demonstrates knowledge of how counselling skills can be used by staff in schools to support relationships and emotional well-being; and how this can impact on inclusion and achievement.
2. An individual presentation that demonstrates knowledge and understanding of a key movement, approach or figure in the field of counselling which includes an information sheet for peers.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1.	2, 3, 4,	Essay	60%		2,500
2.	1, 4	Presentation	40%		10 minutes

Learning and Teaching Strategies:

- Key note lectures to introduce key ideas;
- Set readings to support module content and the development of the assessed task;
- Whole class and small group discussion of key ideas;
- Whole group and small group critical debate on key philosophical principles and ethics in counselling and therapeutic interventions in schools;
- Video observation where appropriate;
- Peer group presentation of work-in-progress.

Use of ICT:

A Module Handbook and Virtual Learning environment (VLE);

The module will draw on published books, journals and web resources in the field;

Small group work will be facilitated through the use of an online learning environment;

Online discussion of personal response to module content.

During placement, students will be required to complete a research task linked to this module, which will inform their assignment.

Syllabus outline:

- Current research and argument for and against counselling in schools and the introduction of therapeutic approaches in education
- The link between attachment theory and theories of learning
- Key figures, approaches and concepts in counselling
- The relationship between counselling, psychotherapy, clinical psychology and related fields
- Key contemporary debates and developments in counselling and psychotherapy, with particular reference to work with children and young people
- Introduction to the development of counselling skills
- How counselling skills can be used to support play provision, limit setting and reflective responses throughout school provision

Bibliography

Essential reading:

Blackard, S. (2012) *Say What You See for Parents and Teachers* Austin Texas: Language of Listening

Geddes, H. (2006). *Attachment in the Classroom* London: Worth Publishing Ltd.

Sanders, P. (2011), *First Steps in Counselling: A Students' Companion for Introductory Courses (Steps in Counselling Series, fourth edition)*. Ross on Wye: PCCS.

Other indicative reading:

Brown, S. (2009) *Play: How it Shapes the Brain, Opens the Imagination and Invigorates the Soul*. New York: Avery

Cattanach, A., Stagnitti, K., & Cooper, R. (2009) *Play as Therapy: Assessment and Therapeutic Interventions*. London: Jessica Kingsley Publishers
Cully, S. and Bond, T. (2011), *Integrative Counselling Skills in Action (Second Edition)*. London: Sage.

Delaney, M. (2009) *Teaching the Unteachable*. London: Worth Publishing.

Dryden, W. (2006), *Counselling in a Nutshell*. London: Sage.

Egan, G. (2010), *The Skilled Helper*. Belmont: Brooks/Cole. (Earlier editions acceptable)

Evans, G. (2011), *Counselling Skills for Dummies*. Chichester: Wiley and Sons

Ecclestone, K., Hayes, D., (2008) *The Dangerous Rise of Therapeutic Education*. Abingdon: Routledge

Golding, K; Fain, J; Frost, A; Mills, C; Worrall, H; Roberts, N; Durant, E; Templeton, S; (2013) *Observing Children with Attachment Difficulties in School: A Tool for Identifying and Supporting Emotional and Social Difficulties in Children Aged 5-11* London: Jessica Kingsley

Haugh, M. (2010), *Counselling Skills and Theory*. Oxon: Hodder Education.

McLeod, J. (2003), *Introduction to Counselling* (3rd edn.) London: Open University Press.

McLeod, J. (2007), *Counselling Skill*. London: Open University Press

Mears, R. (2005). *The Metaphor of Play: Origin and Breakdown of Personal Being*. London: Routledge

Pellis, S. & Pellis, V. (2009) *The Playful Brain: Venturing to the Limits of Neuroscience*. Oxford: One World

Russ, S. Niec, L. (2011) *Play in Clinical Practice. Evidence-Based Approaches*. NY: The Guilford Press
Riley, P. (2010) *Attachment Theory and the Teacher-Student Relationship*. Oxford: Routledge

Articles and reports

Chamberlain, T.; George, N., Golden, S. Walker F. & Benton, T. (2010) *Tellus4 National Report National Foundation for Educational Research Report*. London: Department for Children, Schools and Families

Cooper, M. (2013) School-based counselling in UK secondary schools: a review and critical evaluation.

http://counsellingminded.com/wpcontent/uploads/2013/11/cooper_MindEd_report.pdf

Finney, D., (2006) *Stretching the Boundaries: Schools as Therapeutic Agents in Mental Health. Is it a Realistic Proposition?* In *Pastoral Care in Education*, Volume 24, Number 3, September 2006 , pp. 22-27(6) Publisher: Routledge, part of the Taylor & Francis Group

Fumoto, H. (2011) 'Teacher-child relationships and early childhood practice', *Early Years*, 31 (1), 19-30

Thompson W, (2013) *School-Based Counselling in UK Primary Schools Counselling MindEd Report.*

http://counsellingminded.com/wpcontent/uploads/2014/04/thompson_MindEd_report.pdf

Relevant Journals

British Journal of Guidance and Counselling Childhood.

Counselling and Psychotherapy Research (BACP).

Pastoral Care in Education

British Journal of Special Education(BJSE)

Web based resources:

<http://www.student.counselling.co.uk/links-source.html>

www.bacp.co.uk

<http://www.rcpch.ac.uk/minded>

<http://counsellingminded.com/>

<http://www.bapt.info/>