

MODULE SPECIFICATION PROFORMA

Module Title:	Introduction to Counselling	Level:	4	Credit Value:	20
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Module code:	COU423	Is this a new module? yes	Code of module being replaced:	
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Cost Centre:	GASC	JACS3 code:	B940
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Trimester(s) in which to be offered:	1,2,3	With effect from:	September 16
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School:	Social & Life Sciences	Module Leader:	Della Austin
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Scheduled learning and teaching hours	30 hours (Standalone Counselling module at Level 4)
Guided independent study	150 hrs
Placement	0 hrs
Module duration (total hours)	180 hrs

Programme(s) in which to be offered	Core	Option
Glyndŵr University Certificate of Continuing Education (Introduction to Counselling, 10 week study programme) Route 1: assessment undertaken and if passed: credits awarded. Route 2: assessment attempted but not passed: transcript of module results issued. Certificate of participation issued by Enterprise Route 3: Non-submission of assessment: assessment board decision letter and transcript of module results	✓	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval June 16

APSC approval of modification 11/9/18

Have any derogations received SQC approval?

Version 2

Yes No ✓

Module Aims

Transferable/Key Skills and other attributes:
 Presentation skills
 Identification of strengths and weaknesses of approaches to counselling
 Academic writing skills and study skills
 Development of listening / counselling skills and reflexivity

Intended Learning Outcomes

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

1. Define and evaluate key aspects of the broad historical and cultural background of counselling.
2. Begin to develop and demonstrate the ability to use counselling skills, reflecting upon personal strengths and areas for development.
3. Begin to develop an understanding of why people engage in counselling and the theoretical and evidence-based outcomes.
4. Define and evaluate some strengths and weaknesses of the key approaches and ideas from prominent figures in the field of counselling.

Knowledge and Understanding:

Historical emergence of psychotherapy and counselling
 Key figures and concepts in counselling.
 Issues that lead to referrals for counselling
 Evidence-based outcomes in counselling.
 An understanding and development of listening / counselling skills

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Define and evaluate key aspects of the broad historical and cultural background of counselling.	KS1	KS6
		KS4	KS9
		KS5	KS10

2	Begin to develop and demonstrate the ability to use counselling skills, reflecting upon personal strengths and areas for development.	KS2	KS8
		KS4	KS9
		KS5	
3	Begin to develop an understanding of why people engage in counselling and the theoretical and evidence-based outcomes.	KS7	KS6
		KS4	
		KS5	
4	Define and evaluate some strengths and weaknesses of the key approaches and ideas from prominent figures in the field of counselling	KS3	KS6
		KS4	
		KS5	
Transferable/key skills and other attributes			
Presentation skills Identification of strengths and weaknesses of approaches to counselling Academic writing skills and study skills Development of listening / counselling skills and reflexivity			

Derogations
n/a

Assessment:					
Assessment 1 (60%) (1250 words +/- 10%) (Learning Outcomes 1, 2, 3) Learners will submit an individual essay that demonstrates knowledge of a background to the development of counselling. Title: How did counselling develop and what are the strengths and weaknesses of the main approaches? How does counselling differ from other 'helping' professions?					
Assessment 2 (40%) (750 words equivalent +/- 10%) (Learning Outcome 2) Students will demonstrate their developing counselling skills in a small group with a written summary of their strengths and areas for development. Students will be required to both receive and provide constructive peer feedback on practice and include this feedback in the summary of the evaluation of their practice. Assessment: Based on feedback from peers and your own opinion of your listening practice write a report evaluating your practice. Please consider your strengths and areas for development.					
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,3,4	Essay	60%		1250
2	2	Reflective Practice	40%		750

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 discussion and evaluative debate on key philosophical principles and ethics in counselling;
Some video observation where appropriate.
Peer group presentation of work-in-progress;
Small group practice of skills with feedback.

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.
Direction to appropriate MindEd topics to support module content

Syllabus outline:

Historical emergence of counselling and background to its development.
Key figures, approaches and concepts in counselling.
Introduction to the development of counselling skills.
Research and data supporting evidence-based counselling practice

Bibliography:**Essential reading**

Sanders, P. (2011) *First Steps in Counselling: A Students' Companion for Introductory Courses (Steps in Counselling Series, fourth edition)*. Ross on Wye: PCCS
Feltham, C. and Horton, I. (Eds) (2006) *Sage Handbook of Counselling & Psychotherapy*. London: Sage.
Haugh, M. (2010) *Counselling Skills and Theory*. Oxon: Hodder Education

Other indicative reading

Bell, E. (1996) *Counselling in Further and Higher Education*. Buckingham: Open University Press.
Cully, S. and Bond, T. (2011) *Integrative Counselling Skills in Action (Second Edition)*. London: Sage.
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
Feltham, C. (1992) *What is Counselling?* London: Sage.
McLeod, J. (2003) *Introduction to Counselling* (3rd edn.) London: Open University Press.
McLeod, J. (2007) *Counselling Skill*. London: Open University Press

Relevant Journals

British Journal of Guidance and Counselling Childhood
Counselling and Psychotherapy Research (BACP)

Websites

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

www.bacp.co.uk

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

<http://counsellingminded.com/>