

Counselling Psychology

7.1 Module Overview										
Module Number		Module Title	Counselling Psychology							
Stage of Principal Programme			3	Semester	2	Duration. <i>(Weeks F/T)</i>	12	ECTS	5	
Mandatory / Elective (M/E)	E	Hours of Learner Effort / Week	2.3							
Analysis of required hours of learning effort										
Teaching and Learning Modalities						✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours										
In person face-to-face						✓	28			
Synchronous										
Indirect/Non-Contact Hours										
Asynchronous										
Work Based										
Other:										
<ul style="list-style-type: none"> independent reading and research and preparation of assessments 						✓	97			
Total								125		

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in Psychology or closely cognate area
Tutor	A minimum level 9 qualification in Psychology or closely cognate area
	Staff - Learner Ratio X:Y
	1:120
	1:20

Assessment Techniques – percentage contribution				
Continuous Assessment	100%	Proctored Exam – in person		Practical Skills Based
Project		Proctored Exam - online		Work Based
Capstone (Y/N)?	N	If Yes, describe		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO	Related MIPLO #
On completion of this module a learner will be able to:	
1. Demonstrate understanding of counselling and psychological practice as an applied behavioural science.	1, 2, 4, 5

2. Apply evidence-based intervention and prevention strategies designed to alleviate suffering and to promote health and wellbeing of individuals, groups, and/or organizations (e.g., career, group, family, and/or systems-level interventions).	2, 4, 6
3. Display skills in developing the therapeutic alliance.	1, 2, 4, 6, 7
4. Evaluate intervention progress and modify intervention or prevention strategies on the basis of evaluation of clients or groups' progress and/or client feedback.	2, 3, 4, 5, 7
5. Make evident knowledge and awareness of others, as shaped by individual and cultural diversity and context.	1, 2, 8
6. Demonstrate knowledge of theories of psychopathology, including but not limited to, biological and sociocultural theories	1, 2, 3

7.3 Indicative Module Content, Organisation and Structure

This module aims to introduce the learner to diverse counselling theories and to the practices derived from them in a variety of settings. The aim is to integrate three dimensions of counselling psychology: Personality theory and theories of counselling, Lifespan development and theories of counselling, Counselling skills and practice, including ethical and professional issues. The objectives are to introduce learners to diverse approaches to counselling such as gestalt counselling; person-centred counselling; behavioural/cognitive-behavioural counselling; reality therapy; family/couples counselling; applied behavioural analysis, working with various groups such as adolescents, children as well as addiction groups etc.; Self Awareness and Personal Development.

Over the course of 12 weeks, the learner will cover topics such as:

Mapping the world of helping

- The place of counselling psychology
- Science, craft and professional values

Becoming an effective practitioner

- Design your own Life Map and Reflect
- Entering Clinical Placements and Becoming a Supervisee

Forming relationships: A phenomenological encounter

- Working with difference and diversity
- Developing self-care and resilience
- Ethical maturity in counselling psychology

The interface between psychopharmacological and psychotherapeutic approaches

- Person-centred therapy in the 21st century
- Drugs, medical treatments and attitudes towards same
- Talk Therapy, CBT and Eclectic Approaches

Growth and development of the therapy

- The evolving world of cognitive and mindfulness-based interventions
- The place of the psychodynamic interpersonal model
- Therapeutic letter writing in narrative therapy

Counselling psychology

- Counselling psychology and the counselling psychologist
- Ethical therapeutic work with children
- Counselling psychology in educational settings
- Counselling psychology in organisational settings

The Social Psychological Effects of Counselling psychology in:

- Forensic settings
- The Office
- The Hospital
- Primary care and counselling psychology
- CORU and the future

A review of the course.

7.4 Work-based learning and practice-placement (if applicable)

N/A

7.5 Specific module resources required (if applicable)

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

Lectures will deliver the module content, and tutorials will allow learners to apply the knowledge and theory learned. Prescribed readings will be used to encourage engagement by learners, and provide a basis for formative assessment or assessment for learning (Carlow College Teaching and Learning Strategy). This type of assessment may not be on course content, but acts as a way of facilitating critical and independent thinking.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1, 5, 6	In-class Presentation	30%
1, 2, 3, 4, 5	Essay	60%
n/a	Attendance	10%

7.8 Sample Assessment Materials

In-class Presentation:

Learners will be required to prepare and deliver a 15-minute in-class presentation and 500-word piece on a specific counselling/therapy technique covered in class. Learners will be asked to outline the main principles and techniques involved in the selected approach, and evaluate its efficacy in alleviating mental distress.

Essay:

Learners will be required to complete an academic essay (2,500-3,000) on one of the following topics.

Sample questions:

1. Can Cognitive-Behavioural Therapy cure all ills? Discuss this question by exploring the key tenets of CBT, its efficacy in treating mental distress, and its comparative efficacy when compared to other treatment techniques.
2. How can we ensure the best outcomes when working with children? Explore the differences between counselling adults and children, and address how we can best adapt to the specific needs of children.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Strawbridge, S., Douglas, B., Woolfe, R., Kasket, E. and Galbraith, V. (2016). *The Handbook of Counselling Psychology*. Los Angeles: SAGE.

Murphy, D. (2017). *Counselling Psychology: An Introduction*. John Wiley & Sons, Incorporated.

Indicative Other Resources:

TED Talks-Variou Counselling Psychology Topics