Counselling Psychology

Module title			
Counselling Psychology			
Module NFQ level (only if an NFQ level can be demonstrated)	**Module number / reference**	**ECTS Value**	**Duration**
8		**5**	**12 weeks**
Parent programme(s). Principal programme title, and embedded(s) if relevant		**Stage of parent programme**	**Semester No.**
BA (Honours) in Psychology		**2**	**2**

Teaching and Learning modes	Proportion (% of Total Directed Learning)
Classroom / Face to Face	**22.4%**
Workplace	
Online	
Other (Identify)	**77.6% (directed and self-directed learning)**

Entry requirements (statement of knowledge, skill and competence)
Successful completion of Stage 1 of the programme or equivalent is required for entry onto Stage 2.

Maximum number of learners per instance of the module	40
Average (over the duration of the module) of the contact hours per week	2.3
Pre-requisite module title(s) (if any)	
Co-requisite module title(s) (if any)	
Is this a capstone module? (Yes or No)	No

Module-specific physical resources and support required per centre (or instance of the module)
Lecture hall, Library, IT Resources

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g. Tutor, Mentor etc.	**Qualifications & experience required:**	**# of Staff with this profile (WTEs)**
Lecturer	Minimum level 9 qualification in Psychology with teaching and/or research competence in the area	100%

Analysis of required learning effort										
						Hours of Learner effort				
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning	Independent learning	Other (specify)	Work-based learning	Total effort
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
24	1:10	4	1:10				97			125

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	100%				**100%**

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	Counselling psychology is a general practice and health service provision specialty within psychology. It focuses on how people function both personally and in their relationships at all ages. Counselling psychology addresses the emotional, social, work, school and physical health concerns people may have at different stages in their lives, focusing on typical life stresses and more severe issues with which people may struggle as individuals and as a part of families, groups and organizations. Counselling psychologists help people with physical, emotional and mental health issues to improve their sense of well-being, alleviate feelings of distress and resolve crises. They also provide assessment, diagnosis, and treatment of more severe psychological symptoms. The learner will be introduced to these important aspects of human behaviour, functioning and psychological well-being. Module content also contains embedded content on core areas of psychology such as Developmental Psychology and Social Psychology, and these are noted accordingly.
Module Aims and Objectives	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.
Minimum Intended Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Demonstrate understanding of counselling and psychological practice as an applied behavioural science. (MIPLO 1, 2, 8) 2. Apply evidence-based intervention and prevention strategies designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations (e.g., career, group, family, and/or systems-level interventions). (MIPLO 3, 5, 8) 3. Display skills in developing the therapeutic alliance. (MIPLO 1, 5) 4. Evaluate intervention progress and modify intervention or prevention strategies on the basis of evaluation of clients or groups' progress and/or client feedback. (MIPLO 3, 5, 7, 8) 5. Make evident knowledge and awareness of others, as shaped by individual and cultural diversity and context. (MIPLO 2, 8)

	6. Demonstrate knowledge of theories of psychopathology, including but not limited to, biological and sociocultural theories. (MIPLO 1, 2, 4, 7)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module Moodle Page to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.
Module Content, Organisation and Structure	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.
Module Teaching and Learning (including formative assessment) Strategy	This module will be delivered in a two-hour lecture format across twelve weeks and four one-hour tutorials delivered across eight weeks. 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. Moodle will be used to deliver material and additional readings and links to relevant websites. Learners may also upload material for peer-learning purposes.
Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	Staff: Learner ratio is typical of the overall programme approach with a maximum of 40 learners. The maximum tutor: learner ratio is 1:20 Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.
Module Summative Assessment Strategy	This module will be delivered in a two-hour lecture format across twelve weeks. Typically, the first hour will deliver information while the second hour will be given over to: • Debating what was just learned • Writing up what was just learned • Critiquing the methods used about what was just learned. When assessing for the programme, the three aspects of knowledge, skills and competencies are considered. Counselling psychology is a module which focuses on knowledge, skills and competencies and meets all of the Minimum Programme Learning Outcomes (MIPLOs). This module will be assessed by a presentation (30%) and essay (70%).
Sample Assessment Materials	The presentation will be based on a counselling psychology topic. The presentation requirements: 15 minutes in length Clarity of presentation (speech, length etc.) The use of interactive tools (PowerPoint, Prezi, web-based interactions) An accompanied 500-word written piece. This assessment will address MIMLOs 1-6, depending on the topic covered. The essay will be based on a critique of a counselling psychological topic on the course.

	The essay requirements: Times New Roman Font 12 Line-spacing 1.5 Word Count: 1750 Soft-copy submission through Turnitin Criteria used for marking: structure, content, grammar, spelling and referencing. This assessment will address MIMLOs 1-6
Reading Lists and Other Information Resources	**Essential Reading:** Douglas, B., Woolfe, R., Strawbridge, S. and Dryden, W. (2016) *The Handbook of Counselling Psychology.* London: Sage Murphy, D. (2017). *Counselling Psychology: A Textbook for Study and Practice.* London: Wiley **Other Reading:** Tinsley, H. E. A., Lease, S.H and Giffin Wiersma, N.S. (2015). *Contemporary Theory and Practice in Counselling and Psychotherapy.* New York: Sage In addition learners will be directed to articles from journals such as: *Australian Journal of Guidance and Counselling* *British Journal of Guidance and Counselling* *International Journal of Group Psychotherapy* *Psychotherapy and Psychosomatics.* **Recommended Viewing:** TED Talks-Various Counselling Psychology Topics.
Module Physical Resource Requirements	Lecture hall Internet Projector Speakers WIFI