

Communications and Counselling Skills

7.1 Module Overview									
Module Number		Module Title	Communications and Counselling Skills						
Stage of Principal Programme				Semester	1	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	M	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, engagement with VLE, 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		60
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	Staff - Learner Ratio X:Y
Lecturer/Tutor	A minimum Level 9 qualification in Applied Social Studies/Counselling or closely cognate area. As experiential Learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area.	1-60 Lecture
		1:12 Experiential Group

Assessment Techniques – percentage contribution					
Continuous Assessment	50%	Proctored Exam – in person	50%	Practical Based	Skills
Project		Proctored Exam - online		Work Based	
Capstone (Y/N)?	N	If Yes, describe			

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Demonstrate a working knowledge of the principal theories relating to social care practice drawn from humanistic, behavioural cognitive, and psychodynamic perspective	5, 6, 7
2. Demonstrate a working knowledge of basic counselling and people skills that apply to social care practice	1, 3, 4
3. Understand the importance of the professional use of self in social care settings	2, 3, 6

4. Work in an ethical and empowering manner, mindful of the rights of the service users	2, 3, 5
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7.3 Indicative Module Content, Organisation and Structure

Lecture content will focus on the spectrum of psychology and psychotherapy theories relevant to Social Care practice:

Humanistic, Behavioural/cognitive and psychodynamic theories.

Transactional Analysis: Attachment, loss, separation (Bowlby);

The unintegrated child (Winnicott)

Basic Counselling Skills Theory

The practical element of the module is based on the Experiential Group. Students work in small groups (max 12) and will focus on

- Listening and counselling skills;
- Assertiveness skills,
- Small group facilitation;
- Self-awareness,
- Dealing with challenging Behaviour

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

N/A

7.5 Specific module resources required (if applicable)

Room space for small group work. The Experiential Group asks students to bring their own lived experience to the group and therefore a quiet space without interruption is needed.

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

Teaching and Learning objectives are to:

- Promote deep learning through learner engagement and groupwork.
- Support inclusive learning and teaching – the practice element of this module requires each student to attend and participate in an experiential group. This challenges the student to take ownership of their contribution and engagement with the whole group – respecting difference, being inclusive, establishing boundaries, enabling a safe space are all essential components.
- Provide opportunities for collaborative learning using quiet uninterrupted space as appropriate.

Assessment objective is to employ a wide range of different assessment instruments across the programme. This module uses varied assessment approaches (Participation and Journal) to contribute to this overall objective.

This module contains 'Must-pass' assessments with minimum attendance at experiential group essential.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
2-4	Continuous assessment	50% (Must Pass Assessment)
1-4	Exam	50%
Standards of Proficiency taught:	1.2, 1.6, 1.8, 1.10, 1.14, 1.15, 1.18, 1.19, 1.20, 1.22, 1.23, 2.2, 2.11, 2.15, 3.2, 3.7, 3.14, 4.4, 5.9, 5.12, 5.13, 5.17, 5.18, 5.19	
Standards of Proficiency assessed:	1.6, 1.8, 1.10, 1.14, 1.18, 1.19, 1.20, 1.22, 1.23, 2.2, 2.11, 2.15, 3.2, 4.4, 5.9, 5.12, 5.13, 5.18, 5.19	

7.8 Sample Assessment Materials

Continuous Assessment:

Reflective Journal:

The learners will be asked to write up on a weekly basis how they are experiencing the module and to reflect on the process. This is intended to encourage self-awareness and to examine the inevitable overlap between the personal academic and professional roles.

Learners are required to submit a reflective summary of their learning journey through participation in the experiential group (12 entries). For e.g.: What communication and group skills did you learn on this course and in the experiential classes that will help you in your future work with social care Services users? What did you learn about yourself that will be useful to you and others?

Exam:

2 hours in duration, 2 questions to be answered. Examples of Exam questions:

1. Eric Berne developed the theory of Transactional Analysis. Discuss how this theory may help us to better communicate and understand clients in our social care practice.
2. Describe Mary Ainsworth role in the development of Attachment Theory. Answer both sections
3. Choose four groups of vulnerable people in Irish society who suffer from oppression. Discuss and provide examples that include both societal and internalised oppression experienced by these groups
4. Elizabeth Kubler Ross may be identified with Death and Dying. However, her theories can be more useful to Social Care Workers helping their clients cope with all kinds of loss. Explain giving fictitious examples.

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:

Bolton G, Delderfield, R. (2018) *Reflective Practice Relationship writing and professional development*, (5th edition). London: Sage Publishing.
 Bowlby J, (2005) *A Secure Base*. London: Routledge Classic.
 Dryden, W and Mytton, J. (2016) *Four Approaches to counselling and Psychotherapy*. London: Routledge.
 Stewart, I. and Joines, V. (2012) *TA Today: A New Introduction to Transactional Analysis*. England, Nottingham: Life space publishing.
 Ward, A. Kasinski and Pooley, J. Worthington. A. (2003) *Therapeutic Communities for children and young people*. London: Jessica Kingsley Publishers.
 Winnicott, D.W. (1964) *The Child, the Family and the Outside World*: London: Penguin.

Other Reading:

Berne E, (2010) *Games people play the psychology of human relationships*. London: Penguin.
 Clarkson, P. (1995) *The Therapeutic Relationship*. London: Whurr Publishers.
 Kubler-Ross, E. (1969) *On Death and Dying*. New York: Scribner.
 Lanyado, M. (2004) *The presence of the Therapist*. London: Brunner Routledge.
 Mate, G, Neufeld G. (2019) *Hold onto your kids, why parents need to matter more than peers*. USA: Vermilion.
 Ruch, G, Turney, D and Ward, A. (2018) *Relationship Based Social Work*, (2nd edition). London: Jessica Kingsley Publishers.
 Val, Wosket. (2016) *The therapeutic use of self*. London: Routledge Mental Health Classic Editors.

Other Resources:

Irish journals of Applied Social studies
International journal of therapeutic communities
www.therapeuticchildcare.ie

Recommended Viewing:

Brene brown on Empathy
<https://www.youtube.com/watch?v=pKWwplVPklo>

Dr. Allan Schore on Attachment trauma and the effects of neglect and abuse on the brain
<https://www.youtube.com/watch?v=AB51V3fAAVs>

Irish Muslims - What is it like to grow up Muslim in Ireland?
<https://www.youtube.com/watch?v=i3085mG2x38>

On Contact: The Reality of Prostitution with Rachel Moran
<https://www.youtube.com/watch?v=2S2pE-Uoh6I>

Once we were young - Age Concern campaign video
https://www.youtube.com/watch?v=c_XyFGFr29c

So who is ageist? | Mervyn Eastman | TEDxCanaryWharf
<https://www.youtube.com/watch?v=t90ZzZajO5w>

Still Face Experiment: Dr. Edward Tronick
<https://www.youtube.com/watch?v=apzXGEbZht0>

The Truth About Irish Travellers (Part 1 of 5)
<https://www.youtube.com/watch?v=mJsiNpaCdRk>

What if age is just a state of mind? | Bruce Grierson | TEDxPSU
<https://www.youtube.com/watch?v=56JMahuMlvE>
<https://www.youtube.com/watch?v=JJUaUe3p-Js>

'Young Travellers feel as though they can't be proud' Sindy Joyce | The Late Late Show | RTÉ One
<https://www.youtube.com/watch?v=SeRvRLWE9N8>

Young Children in Brief Separation: John, aged 17 months. James Robertson films