

Communication and Counselling Skills

Section A: Headline Information	
Module title	Communication and Counselling Skills
Module NFQ level (only if an NFQ level can be demonstrated)	Level 7
Module number/reference	TBC
Module Co-ordinator	Colleen Macintosh Hill
Parent programme	BA in Applied Social Studies (Professional Social Care)
Stage of parent programme	Stage 3
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5 ECTS
List the teaching and learning modes	Lectures, Experiential classes, weekly personal reflective journal
Entry requirements (statement of knowledge, skill and competence)	For entry onto Stage 3, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	N/A
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the area of Communications and Counselling Skills. As experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.
Recommended number of learners per module	120
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2 hours
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, small group room, Library, IT.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 40	4	1: 10				97: Reflective journal 12 Self-directed study & reading 85			125 hours
Allocation of marks (within the module)										
		Continuous Assessment		Supervised project		Proctored practical examination		Proctored written examination		Total
Percentage contribution		40%: Experiential Group 10% Journal 30%						60%		100%

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module will prepare learners for professional practice in social care settings. Learners will expand their fluency and competency across a spectrum of counselling and psychotherapy theories specific to understanding human behaviours. These theories will help learners to achieve a greater sense of self awareness, integral to working with individuals in an ethical, client centred, and empowering manner.
Module Aims and Objectives	The focus of this module will be on understanding how the professional task of Social Care practitioners can meet the needs of vulnerable individuals in a therapeutic, thoughtful, and empowering manner. Professional Social Care learners will be encouraged to consider the effect of their “self” on the clients they work with; specifically, their values and belief system, and how to create an

	<p>environment conducive to open and respectful communication. The learners will learn how to best deal with challenging behaviour through the process of containment, and how to respond in a therapeutic and empathic manner. The spectrum of theories taught will provide a selection of approaches and therapeutic interventions when working with various vulnerable individuals. The learners will study and discuss oppression, both societal and internalized, and learn how to implement and participate in anti- oppressive practice in various settings.</p>
<p>Minimum Module Learning Outcomes</p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a working knowledge of the principal theories relating to social care practice drawn from the humanistic, behavioural cognitive, and psychodynamic perspective (MIPLO 3). 2. Demonstrate a working knowledge of basic counselling and people skills that apply to social care practice (MIPLO 2, 4). 3. Understand the importance of the professional use of self in social care settings (MIPLO 2, 6). 4. Work in an ethical and empowering manner, mindful of the rights of the service users (MIPLO, 7).
<p>Information Provided to Learners about the Module</p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook 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.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<p>Module Content, Organisation and Structure</p>	<p>The lectures will focus on the spectrum of psychology and psychotherapy theories relevant to social care practice: the Humanistic, Behavioural/Cognitive, and Psychodynamic theories: Transactional Analysis: Attachment, Loss, and Separation (Bowlby); The Un-Integrated Child (Winnicott): Basic Counselling Skills Theory: The practical element of the experiential group will focus on Listening and counselling skills; Assertiveness skills, Small group facilitation; Self awareness; Dealing with challenging behaviour.</p>
<p>Module Teaching and Learning Strategy</p>	<p>The theory element of the module will be delivered to the entire class in lecture and seminar forms, with maximum participation facilitated through small buzz and discussion groups, presentation of findings, role play, and Question and Answer sessions.</p> <p>The Skills element will be delivered through the following methods:</p> <p>The class will be divided into four Experiential Groups to work in listening and counselling skills, to understand the theory and practice of facilitating small groups and to experience group dynamics.</p>

	<p>The learners will be required to keep a personal reflective journal throughout the module. 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.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	Moodle will be used to deliver material and additional readings and links to relevant websites. Learners may also upload material for peer-learning purposes.
Specifications for Module Staffing Requirements	<p>One lecturer. It would be beneficial if the staff member is currently working as a practitioner in the field of Social Care.</p> <p>Staff – learner ratio is typical of a lecture format, 1- 120. Experiential groups should have no more than 30 learners.</p>
Module Summative and Formative Assessment Strategy	<p>When assessing for the programme, the three aspects of knowledge, skills and competencies are considered; as are the five domains of proficiencies stipulated by the Health and Social Care Professionals Council (CORU, 2017). This module focuses on the knowledge aspect of both, and meets three of the Minimum Programme Learning Outcomes (MIPLOs).</p> <p>This module will be assessed by a reflective journal and experiential group participation (assessment for learning) and a final exam (assessment of learning).</p> <p>The journal will have a weighting of 30%, the experiential group 10%, and the 2-hour final exam will have a weighting of 60%.</p>
Sample Assessment Materials	<p>Reflective Journal:</p> <p>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.</p> <p>Examples of Exam Questions:</p> <ol style="list-style-type: none"> 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’s role in the development of Attachment Theory. 3. Answer both sections. <ul style="list-style-type: none"> (a) 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 service uses? (b)What did you learn about yourself that will be useful to you and others

4. Choose four groups of vulnerable people in Irish society who suffer from oppression. Discuss and provide examples that include both societal and internalized oppression experienced by these groups.

5. Elizabeth Kubler Ross may be identified with Death and Dying. However, her theories can be more than useful to Social Care Workers helping their clients cope with all kinds of loss. Explain, giving fictitious examples.

Choose two questions and answer in essay style.

Criteria used for marking: Essay structure, content, grammar, spelling. Legible hand-writing, attention to spelling, grammar, and addressing the question with focus.

Reading Lists and Other Information Resources

Essential Reading:
 Bowlby, J. (2005) *A Secure Base*. London: Routledge Classics.

Dryden, W. and Mytton, J. (1999) *Four Approaches to Counselling and Psychotherapy*. London: Routledge.

Stewart, I. and Joines, V. (1987) *TA Today: A New Introduction to Transactional Analysis*. England. Nottingham: Lifespace.

Ward, A., Kasinski, K., Pooley, J. and 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:
 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.

Ruch, G., Turney, D. and Ward, A. (2010) *Relationship- Based Social Work*. London: Jessica Kingsley Publishers.

Other Resources:

1. Irish Journal of Applied Social Studies
2. International Journal of Therapeutic Communities
3. www.therapeuticchildcare.ie

Recommended Viewing:
 Brené 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>

	<p>Irish Muslims - What is it like to grow up Muslim in Ireland? https://www.youtube.com/watch?v=i3085mG2x38</p> <p>On Contact: The Reality of Prostitution with Rachel Moran https://www.youtube.com/watch?v=2S2pE-Uoh6l</p> <p>Once we were young - Age Concern campaign video https://www.youtube.com/watch?v=c_XyFGFr29c</p> <p>So who is ageist? Mervyn Eastman TEDxCanaryWharf https://www.youtube.com/watch?v=t90ZzZajO5w</p> <p>Still Face Experiment: Dr. Edward Tronick https://www.youtube.com/watch?v=apzXGEbZht0</p> <p>The Truth About Irish Travellers (Part 1 of 5) https://www.youtube.com/watch?v=mJsiNpaCdRk</p> <p>What if age is just a state of mind? Bruce Grierson TEDxPSU https://www.youtube.com/watch?v=56JMahuMlvE</p> <p>'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</p> <p>Young Children in Brief Separation: John, aged 17 months. James Robertson films</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall Internet Projector Speakers WIFI</p>