



## **Module Specification**

### **Essential Elements of Counselling Young People: Introductory Counselling Module**

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## Part 1: Information

**Module title:** Essential Elements of Counselling Young People: Introductory Counselling Module

**Module code:** USPKJV-15-2

**Level:** Level 5

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Social Sciences

**Partner institutions:** None

**Field:** Psychology

**Module type:** Module

**Pre-requisites:** Counselling Practice, Supervision and Research 1 2023-24, Personal and Professional Development and Group Process 2023-24, Theory and Practice in Counselling 2 2023-24

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** Yes

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Pre-requisites: students must have UPJUB-30-3

USPJNJ-30-3

USPJUC-30-2

**Features:** Module Entry requirements: BACP Student Member or equivalent;  
Students are currently training on the UWE BACP diploma level 1  
adult counselling training; Or already qualified counsellors.

**Educational aims:** This is a BACP five day module which is designed for students who are currently undergoing a counseling training course designed to work with adults. In line with BACP recommendations <http://bacp.co.uk/research/competences>, it is designed to supplement the existing adult training. It can be taken as stand-alone - non- counting credit towards DPS.

The course operates within the BACP Ethical Framework.

**Outline syllabus:** Day 1:

Introduction to the module and the assessments  
Operating within professional and ethical guidelines  
Contracting for therapeutic work  
Working within the context of the setting (e.g. school)  
Monitoring outcomes and onward referral  
Skills practice/case discussion

Day 2:

Legal frameworks relating to young people  
Risk assessments  
Collaborative assessments  
Skills practice/case discussion

Day 3:

Development in young people  
Child protection issues  
Skills practice/case discussion/interventions and techniques

Day 4:

Communicating with young people of differing ages, developmental level and background  
Mental health and young people

Skills practice/case discussion/interventions and techniques

Day 5:

Ethical and value issues associated with counselling children and young people including those of equality of opportunity and working with diversity.

Consideration of personal and philosophical assumptions that have been influenced by reading and personal experience and the implications of this on the choice of therapeutic intervention.

Skills practice/case discussion/interventions and techniques.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Scheduled learning: Lectures which will include experiential exercises, demonstrations, skills acquisitions (e.g., developmentally appropriate assessment skills, contracting) video examples, tutorials and demonstrations (approximately 36 hours).

Independent learning: Essential reading, reflective diary, case study preparation, assignment preparation and completion etc. (approximately 114 hrs).

5 days x 7.2 hours teaching sessions. This includes a broad range of teaching activities, including lectures, participation in group work, skills practice, tutorials, demonstrations and experiential exercises. This enables students to integrate their theoretical and practical learning, and to understand the importance of self-awareness and being reflective in their understanding of the counselling needs of young people.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Operate within professional and ethical guidelines

**MO2** Understand the development of young people

**MO3** Understand mental health problems in young people

**MO4** Have an understanding of legal frameworks relating to young people, including issues of confidentiality, consent and capacity, child protection issues, risk assessments and contracts

**MO5** Have an understanding of working in the context of specific settings

**MO6** Understand the communicative needs and styles of young people of differing ages and developmental level

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uspkjv-15-2.html) via the following link <https://uwe.rl.talis.com/modules/uspkjv-15-2.html>

## **Part 4: Assessment**

**Assessment strategy:** Strategy:

The students will have the experience, throughout the module, of giving and receiving feedback on the practical learning and reflective aspects of the course. This will prepare them for the self-reflective, personal learning and skills-based elements of the course-work and exam. Students already have clinical skills and knowledge for working with adults. BACP's intention is that the module will provide a developmentally, ethically and legislatively aware framework for understanding the complex issues of working with young people. The module assessments will also seek to test the extent to which students are aware of the importance (and development) of self-awareness. The overall strategy is aimed to ensure that students are adequately prepared to begin working with the different challenges and frameworks that are involved in working with young people.

**Formative:**

Practical exercises in class (which include understanding of developmentally appropriate assessment skills, ways of working and theoretical models).

Application of learning to case study material.

Ongoing Personal Learning Diary.

**Summative:**

Assessment One: 1 hour exam. This will take place in-class, in controlled conditions. Students will be examined on an understanding of specific professional and ethical issues in working with young people. The exam will take the form of a written response to a case-study which will link to the use of therapeutic skills, understanding of context, safeguarding and developmental knowledge required for professional practice.

Assessment Two: 1,500 word Reflection based on Personal Learning Diary. The Personal Learning Diary is not assessed but forms the basis from which students write the assessed 1,500 word reflection. This format is in accordance with one of the central aims of counselling training which is to produce reflective practitioners who are able to develop their own internal supervisor', extend and maintain awareness of self and others and continue to integrate all aspects of their learning from the course and outside it. The reflection should contain a summary of evidence of theoretical and practical learning, and the development of self-awareness during the module.

**Assessment tasks:****Examination** (First Sit)

Description: 1 hour exam

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Reflective Piece** (First Sit)

Description: Reflection based on personal learning diary (1500 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO4, MO6

**Examination (Resit)**

Description: 1 hour Exam

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Reflective Piece (Resit)**

Description: Reflection based on personal learning diary (1500 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO4, MO6

**Part 5: Contributes towards**

This module contributes towards the following programmes of study: