University of the
West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Essential Elements of Counselling Young People: Introductory Counselling Module					
Module Code	USPKJV-15-2		Level	2	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	Yes	
Owning Faculty	Health and Applied Sciences		Field	Psychology		
Department	Health and Social Sciences		Module Type	Standard Module		
Contributes towards	This is a BACP 5 day module which is designed for students who are currently undergoing a counselling training course designed to work 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.					
Pre-requisites	Completion of DPS Year 1 modules: USPJUB-30-3 USPJNJ-30-3 USPJUC-30-2		Co- requisites			
Excluded Combinations	None		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		
First CAP Approval Date			Valid from	September 2016		
Revision CAP Approval Date			Valid from			

Review Date	

Part 2: Learning and Teaching		
Learning Outcomes	On successful completion of this module students will be able to: • Operate within professional and ethical guidelines • Understand the development of young people • Understand mental health problems in young people • Have an understanding of legal frameworks relating to young people, including issues of confidentiality, consent and capacity, child protection issues, risk assessments and contracts. • Have an understanding of working in the context of specific settings • Understand the communicative needs and styles of young people of differing ages and developmental level.	**Assessment** • Exam and Reflection based on Personal Learning Diary • Exam and Reflection based on Personal Learning Diary • Exam • Exam and Reflection based on Personal Learning Diary reflection • Exam • Reflection based on Personal Learning Diary
Syllabus Outline	**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	
Contact Hours	• 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.
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)
Key Information Sets Information	
Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available to them through membership of the university. These include a range of electronic books and journals and a wide variety of resources available through websites and information gateways. The university library webpages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Since we will initially aim to offer the course to current students, they will have already had a library tour with the subject librarian as part of their induction. Such an induction would be offered to external applicants as needed. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Key Information Sets Information section content:

Key Information Set - Module data

Number of credits for this module	15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam *case presentation/review*

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	0%
	100%

	Detailed reading lists and other guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders. http://www1.uwe.ac.uk/library/usingthelibrary/teachingstaff/readingstrategies.aspx
Indicative Reading List	**Provisional indicative reading list, which will be updated prior to start of module.** Lynn Norton, C. (2011). *Innovative interventions in child and adolescent mental health*. New York: Routledge. Pattison, S., Robson, M. & Beynon (eds) (2014). *The Handbook of Counselling Children & Young People*. London: SAGE. **Other indicative reading:** Crouch, A. (1997). *Inside Counselling*. London: Sage. Cully, S. and Bond, T. (2011). *Integrative Counselling Skills in Action (Second Edition)*. London: Sage. Feltham, C. & Horton, I. (Eds) (2006). Sage Handbook of Counselling and Psychotherapy. London: Sage. Prever, M. (2010). *Counselling and Supporting Children and Young People: A Person Centred Approach*. London: Sage Sederholm, G.H. (2003). Counselling Young People in School. London: Jessica Kingsley. Smyth, D. (2013). *Person Centred Therapy with Children and Young People*. London: Sage. **Journals:** British Journal of Guidance and Counselling Childhood Counselling and Psychotherapy Research (BACP) Journal of Research in Childhood Education British Journal of Educational Psychology

Part 3: 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**: **A: 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
	B: 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

Identify final assessment component and element	**Component B**	
	A:	**B:**
% weighting between components A and B (Standard modules only)	**50%**	**50%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. I hr exam.	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. 1,500 word Reflection based on Personal Learning Diary	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. I hr exam.	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. 1,500 word Reflection based on Personal Learning Diary	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	