

CE1E8-30 Foundational Theories for Integrative Practice

26/27

Department

Centre for Lifelong Learning

Level

Undergraduate Level 1

Module leader

Cathryn MacLeod

Credit value

30

Module duration

30 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

In this module, you will be introduced to the underpinning theories of relational counselling and psychotherapy. You'll gain a secure understanding of the key principles of the person-centred approach and will explore and appraise the importance of the relationship between counsellor and client in therapeutic work. You'll also learn about how person-centred counselling fits into the wider framework of counselling approaches and begin to explore how you might use an understanding of your personal context, values and beliefs to develop your own integrative approach to counselling. You will have the opportunity to begin to critically appraise the theories we introduce, exploring them in relation to their cultural, historical and socio-political context. This module also aims to begin to develop your self-awareness around themes of cultural identity and diversity.

You'll explore these concepts through formal lectures, group discussions and experiential exercises in a variety of group contexts, including beginning to apply relevant counselling skills to practice work with peers in the classroom. This aligns to QAA Benchmarks (section 3.5 and 3.6 on Theory, 3.10 on Research, and elements of 3.9 on Professional Development), BACP Core Training elements (B3.1 through B3.4 on Knowledge) and ScoPEd framework themes (3 Therapeutic Relationship, 4 Knowledge and Skills).

You'll develop key employability and academic skills linked to the Warwick Award Core Skills as

you explore Information Literacy, Digital Literacy and Critical Thinking skills, and develop your Self Awareness and Intercultural Awareness as you apply theory to your relational skills.

Module aims

Understand key concepts in person-centred counselling

Compare and contrast with other theoretical conceptualisations of the therapeutic relationship

Explore aspects of the socio-political context of counselling

Define some ways of conceptualising integrative practice

Apply theoretical understanding to the development of self and awareness of cultural identity and diversity

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Rogerian person-centred approach and the necessary and sufficient conditions.

Person-centred therapy in context - broad comparison with other approaches to the therapeutic relationship and on the directive/non-directive spectrum.

Conceptualising integrative practice - ways of integrating theory and some introduction to integrative theories.

Introduction to cultural and social context - ways of understanding our identity.

Oppression and identity in social systems.

Applying theory to practice and self development.

Self-awareness.

Beginning to explore own integrative orientation.

Guest speakers on the module will include central University Wellbeing and Conduct services, and University Report and Support service will deliver their core workshops. The subject specific librarian will also deliver their workshop.

Learning outcomes

By the end of the module, students should be able to:

- Explain the key theoretical principles of Rogers' person-centred approach
- Evaluate own ability to respond empathically in the context of a therapeutic relationship
- Analyse some relational circumstances that may impact on ability to demonstrate empathy
- Explain key components of a relational model of integrative counselling
- Identify some differences between person-centred counselling and other ways of conceptualising the therapeutic relationship
- Describe how personal values and identities may contribute to own developing integrative approach

Indicative reading list

[Specific reading list for the module](#)

Research element

Student developing literature research skills to deepen understanding of theories of counselling and integration. Researching self and own positionality in a integrative model

Interdisciplinary

Theories of human development, of integration, cultural awareness taken from a variety of disciplines

Subject specific skills

Understanding of person-centred and relational models of counselling

Ability to compare and contrast different counselling approaches

Applying theory to practice and self development

Ability to reflect on own cultural and social context and to understand the impact on relational practice

Transferable skills

Communication: The ability to communicate ideas and feelings effectively both orally and in writing. This will be done this via your written empathy assignment and your poster presentation.

Critical Thinking and Information literacy: The ability to understand the nature, value, use, and management of information and to independently analyse ensuing facts, data, information, and opinions to form an evaluation and engage in debate.

Intercultural awareness: The ability to work productively with people from different cultural backgrounds.

Self-awareness: The ability to be aware of your own personality, strengths, and emotions, then learn and develop accordingly. This will be evidenced via the ability to write reflectively.

Digital Literacy: The use of IT skills, including word processing, accessing library information and using a virtual learning environment.

Study

Study time

Type	Required
Lectures	13 sessions of 1 hour 30 minutes (6%)
Seminars	22 sessions of 1 hour (7%)
Other activity	6 hours (2%)
Private study	172 hours 30 minutes (57%)
Total	300 hours

Type	Required
Assessment	80 hours (27%)
Total	300 hours

Private study description

Reading around the subject - Talis reading lists are provided with recommended as well as further suggested reading. Students will need to keep up their journaling. There will also be details of YouTube and other videos, as well as podcasts to watch and listen to on the Moodle site.

Other activity description

Weekend introduction - experiential and introductory activities

A 2 day residential teaching workshop run on main campus. Staffed by 2 or 3 (QAA benchmark ratios 1:16) members of teaching team.

Introduction to all 3 modules (integrated curriculum as per QAA benchmark) with focus on CE1F1 and CE1E8

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A3

Assessment component	Weighting	Study time	Eligible for self-certification
An exploration of an element of person-centred theory	50%	40 hours	Yes (extension)
An essay examining the core attitudinal condition of empathy, covering theoretical conceptualisations and personal reflections			

Reassessment component is the same

Assessment component

	Weighting	Study time	Eligible for self-certification
Exploring the Therapeutic Relationship and own developing integrative approach	50%	40 hours	Yes (extension)
A poster exploring the therapeutic relationship and examining components of own developing integrative approach			

Reassessment component is the same

Feedback on assessment

Tutor feedback on assignment and poster presentation.
Individual tutorials.

Availability

Post-requisite modules

If you pass this module, you can take:

- CE291-30 Relational Processes and Working Within Diversity
- CE349-30 Synthesising and Applying an Integrative Approach

Courses

This module is Core for:

- Year 1 of UCEA-X1GB Undergraduate Counselling and the Psychotherapeutic Relationship