

# CE299-30 Counselling Approaches and the Reflective Practitioner

**26/27**

**Department**

Centre for Lifelong Learning

**Level**

Undergraduate Level 2

**Module leader**

Cathryn MacLeod

**Credit value**

30

**Module duration**

30 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module continues to develop your counselling practice in line with QAA benchmark statement 3.7 and the BACP accredited course guidelines section B4 , building your understanding of your relational processes and ways of encountering others in a range of group settings as well as your counselling practice. You will use developmental feedback from peers and tutors to evaluate and reflect on the rationale for your practice.

We will study a range of contemporary humanistic and existential counselling approaches to working relationally with clients, exploring how theorists have critiqued and updated traditional approaches, looking through a critical, decolonial and anti-oppressive lens. You will work in teams to research one approach in depth and share your learning with your peers. You will explore how you integrate your learning from these approaches and how it informs your conceptualisation of the therapeutic process and the rationale for your own integrative practice, developing your ability to apply theory to practice.

### Module aims

To further develop the practice of relational counselling

To evaluate own counselling practice from reflection and feedback

To learn about contemporary humanistic approaches

To work in a variety of group settings and reflect on your relational processes as they impact your therapeutic presence.

To relate the counselling process to contemporary theories of existential and humanistic practice

To think critically about the historical and political context and impact of theoretical ideas

To develop further understanding of own integrative identity and practice

## **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.

Firming and critically reflecting on the core conditions for relational practice as a way of being in one to one, small and large group settings.

Developing understanding of a range of contemporary approaches, the philosophy and theory that informs them and the evidence base relating to their effectiveness - including, for example, Emotion-focused Therapy, Pre-Therapy, Existential therapy, somatic and creative approaches.

Critical appraisal of approaches including evaluating their relevance to different client groups and delivery methods, equity, diversity and inclusivity.

Developing own coherent integration of diverse philosophies, theories and approaches recognising the complexity and tension of integration.

Skills development including deepening integrative relational skills, assessment and therapeutic exploration, psychotherapeutic strategies and interventions.

Further experiential development of feedback skills (for observer role) and reflective practice (in counsellor role).

Recognising the important elements of complex ethical practice in different professional contexts, including appropriate use of supervision and self care, professional guidance and points of referral in practice.

Further development of diversity and cultural awareness and competence in practice including personal development emotional competency and awareness of personal, social, cultural and family values.

## **Learning outcomes**

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

- Critically appraise and compare a variety of contemporary counselling approaches
- Explain how the historical and political context of counselling has impacted on the perception and treatment of clients from various groups
- Demonstrate safe, ethical and relational practice in a counselling session in the classroom
- Critically reflect on own counselling practice and identify limitations, strengths and developmental objectives
- Explain own emerging integrative approach in relation to counselling theory & philosophy

## **Indicative reading list**

[Specific reading list for the module](#)

## Research element

Applying research findings and theory to understanding of own practice

## Interdisciplinary

Approaches to wellbeing and societal structure from a variety of disciplines across the social sciences

## Subject specific skills

This module aligns principally to QAA Counselling and Psychotherapy Benchmarks (2022) on Theory (section 3.5), professional practice (section 3.7) and personal development (section 3.8) with integrated components from professional development (3.9) and research (3.10). The focus of the module is the development of practice through the integration of theory, skills and relational self awareness to become an ethical, safe and effective practitioner.

- relationship building and maintaining
- communication and active listening
- assessment and therapeutic exploration
- formulation and client conceptualisation
- psychotherapeutic strategies and interventions
- reflective and reflexive practice
- monitoring, evaluation, and research
- the use of digital technologies as well as the use of virtual learning environments to support both the acquisition of knowledge and the delivery of therapy.
- an understanding of a range of therapeutic approaches, the theory that informs them, and the evidence base relating to their effectiveness, in order to help clients make appropriate choices according to their needs.
- appropriate emotional competency and emotional warmth, including the capacity to explore and resolve personal issues arising from engaging in therapeutic work
- the ability to use personal and professional resources in a creative and flexible way, responding to the needs of a wide range of clients
- the ability to identify personal triggers in the work with clients and address these by seeking appropriate self-care strategies, supervision, and/or personal therapy
- an awareness of how the trainee's own experiences (past and present) can impact the therapeutic process and can be affected by factors such as age, family position, culture, disadvantage, gender, race, sexuality and social position
- an ability to make intrapersonal and interpersonal reflection an integral part of all clinical work to understand needs of self as differentiated from those of the client, and/or take responsibility for own learning, use of supervision and continued professional development recognising the need for, and engaging with, their own personal support and therapy, as appropriate
- adopting personal responsibility and being willing to engage constructively with feedback
- recognising limitations, power and strength
- developing and strengthening practical creativity, flexibility, self-motivation, autonomy and

the ability to work proactively

- recognising the social, political and cultural context of their practice
  - recognising potential limitations of their preferred theoretical model or models in engaging with difference
  - ensuring a consistent commitment to continuing professional and personal development, including self-awareness and fitness to practice
  - recognising their own professional strengths and limitations that may affect therapeutic practice, and developing appropriate self-support and self-care strategies
  - recognising and coping with uncertainty, responding therapeutically while maintaining firm boundaries
  - ensuring that the method of delivery and approach of therapy used is consistent with the client's needs
- using research literature on the impact of the therapeutic alliance to enhance relationships with clients
- integrating and consistently applying a comprehensive, in-depth and research informed body of knowledge in their practice with clients and in supervision
  - drawing on the full extent of international research to engage with diversity and inclusion
- The module includes BACP Core Training elements (B3.1 through B3.4 on Knowledge) and ScoPEd framework themes (3 Therapeutic Relationship, 4 Knowledge and Skills).

## **Transferable skills**

You'll develop key employability and academic skills linked to the Warwick Award Core Skills as you develop personal effectiveness through self awareness, ethical values and ethical decision making, problem solving decisions in complex situations, and sometimes with incomplete information. Engagement, influence and impact will be enhanced through your learning from teamwork, effective communication skills, intercultural sensitivity and understanding. Cognitive skills will include Information Literacy, Digital Literacy and Critical Thinking, including:

Capacity to understand and apply research to practice;

Ability to communicate effectively both orally and in writing - including presentation skills, and the ability to give and receive feedback, and self-reflect on this in written communications where appropriate;

Reflect on learning in small groups, with some understanding of the dynamics of such groups;

Teamwork - ability to sustain good, supportive, challenging and trusting relationships with others in which sensitive personal material can be considered;

Capacity to tolerate and learn from the process of challenge, self-reflection and change, developing self awareness and professionalism.

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## **Study**

### **Study time**

<b>Type</b>	<b>Required</b>
Lectures	10 sessions of 1 hour 15 minutes (4%)
Seminars	6 sessions of 1 hour (2%)
Tutorials	1 session of 30 minutes (0%)
Practical classes	7 sessions of 1 hour 15 minutes (3%)
Other activity	17 hours (6%)
Private study	155 hours 15 minutes (55%)
Assessment	80 hours (29%)
Total	280 hours

## Private study description

Reading on counselling skills development. Journal reflection. Completion of assessment tasks. Observation feedback sheets.

## Other activity description

Day 1 - introduction to year 3 and learning themes, building relationships 5.5 hours

Recorded practice assessment day 4.5 hours

SDRG presentation day 3.5 hours

IPR experiential day 3.5 hours

## Costs

No further costs have been identified for this module.

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## Assessment

You must pass all assessment components to pass the module.

### Assessment group A2

<b>Assessment component</b>	<b>Weighting</b>	<b>Study time</b>	<b>Eligible for self-certification</b>
SDLG project - Post-Rogerian theoretical approaches	45%	36 hours	Yes (extension)

Critically appraise, contextualise and compare a chosen theoretical approach, based on the formative self-directed group presentation project work.

	<b>Weighting</b>	<b>Study time</b>	<b>Eligible for self-certification</b>
<b>Reassessment component is the same</b>			
<b>Assessment component</b>			
Reflection on 20 minute observed practical skills session	45%	36 hours	Yes (extension)
Use feedback from the observed session to reflect on and evaluate your counselling practice, identify limitations, strengths and own learning objectives in developing safe, ethical and relational integrative practice.			

**Reassessment component is the same**

**Assessment component**

My developing integration	10%	8 hours	No
A poster presentation that represents the integration of your learning from this year as it influences your counselling practice.			

**Reassessment component is the same**

## **Feedback on assessment**

Written feedback including detailed in text comments. Observation feedback given verbally and in written form. Verbal feedback during presentation.

## **Availability**

### **Pre-requisites**

To take this module, you must have passed:

- All of
  - [CE1E9-30 Introduction to Relational Practice](#)

### **Post-requisite modules**

If you pass this module, you can take:

- CE350-30 Working at Depth and the Reflective Practitioner

## **Courses**

This module is Core for:

- Year 3 of UCEA-X1GB Undergraduate Counselling and the Psychotherapeutic Relationship