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| **Tutor(s):** |  | **Day/time of course:** |  | | **Venue/room:** | HE Centre, A5 |
| **Qualification**  **title:** | TC-L4 | **Qualification/level:** | Level 4- Diploma in Therapeutic Counselling | | Course Manager: | Catherine Slade |
| **Week/** | **Topic** | **Objectives** | **Teaching methods/activities** | **Criteria** | **Assessment**  **method** | **Evaluation of session** |
| 1  W/C:  6th September 2010 | Getting to know you, handbooks, assignments, theoretical contents.  Theory: Carl Rogers, Historical perspective | Students becoming familiar with each other. Understanding the model and content of the course.  Students to become familiar with the background of PCT, including an in depth look at theorist. | Variety of exercises. Icebreakers. Whole group discussion, small group and paired group work.  PDG: Tutor Led, development of student led PDG. | Unit 1:1.1, 1.2, 1.3  Unit 2: 1.3, 1.4, 2.1, 2.2,  Unit 3: 2.1, 2.2  Unit 4: 1.1, 1.2, 2.1,  Unit 5: 1.1, 1.2, 1.3, 3.1,  Unit 6: 1.4,  Unit 7: 1.1, 1.2 | Direct Observation  Listening to discussions  Introduce Learning Review and Personal Development Work (journal).  Self Review |  |
| Skills: Review of skills, practice and assess.  Placement Guidance, support materials. | Skills practice, review and reminder of foundation skills.  Workshop focusing on placement guidance. Individual support as required. |
| Group Boundaries and Ethics | Group Contract |
| PDG: Sharing Self | Getting to know each other.  Opening awareness to self direction and learning on a PCT course. |
| 2  W/C:  13th September 2010 | Theory: The anthropological and ethical foundations of PCT.  Theory of PCT – Overview | Familiarity of foundations of PCT (USA and Europe/UK)  Learners to familiarise themselves with core concepts of PCT. | Didactic Teaching methods, experiential learning within small groups (triads, pairs etc).  Supervision groups to be arranged  PDG: Whole group self directed learning (use of topic if required). | Unit 1: 1.1, 1.2, 1.3, 2.2, 3.4  Unit 2: 1.2, 1.3, 2.2  Unit 3: 2.1, 2.2  Unit 4: 1.1, 1.2,  Unit 5: 1.1, 1.2, 1.3, 2.1, 3.1  Unit 6: 1.1, 1.4  Unit 7: 1.1, 1.2, 2.2 | Direct Observation of students within the different settings.  Responses to Q & A  Peer Feedback and support.  Ability to self direct within a PCT framework |  |
| Skills Practice: User Centred contracts.  The first session: Pre-contact, meeting and engaging. | Introduction to holistic skills practice (PCT skills: Holistic rather than reductionist).  How to ensure user-centred work. Understanding of issues that arise before and during the first meeting. Discussion within supervision group. |
| Supervision Group: Placement concerns, worries.  Case Presentation (the first session) | Opportunity to discuss worries and fears concerning placement, within group supervision. |
| Personal: Listening to the Self (PDG). Self Directed by Learners. | PDG: Becoming familiar with self direction within a PDG. Learner directed. |
| 3  W/C:  20th September 2010 | Theory: Development and Personality Theory: Carl Rogers  Theory: The Human Infant: Development and Needs | Understanding of Carl Rogers’s perspective on development and personality theory.  Understand and reflect on own past, relating to own development and needs. | Tutor led discussions and didactic teaching. Experiential learning. Whole group and small group discussions. Triad work.  PDG: Whole group learner directed. | Unit 1:1.1, 1.2, 1.3, 3.3  Unit 2: 1.2, 1.3, 1.4, 2.1, 2.2  Unit 3: 1.1, 1.2  Unit 4: 1.1, 1.2, 2.1  Unit 5: 1.1, 1.2, 1.3, 2.2, 3.1,  Unit 6: 1.1  Unit 7: 1.1, 1.2, 2.1, 2.2, 2.3. | Observation of discussion responses and interaction within groups.  Tutor and Peer feedback: Skills  Interaction within PDG |  |
| Skills: The first session: Gathering information  Skills: The first session: decision making and ending the session | Familiarity of the assessment process: Introduction to CORE. Discussion within supervision  Use of assessment tools to aid support within first session. Understand importance of own proficiency and skill (referrals). How to end sessions confidently. Discuss within supervision group. |
| Supervision group: Discussion of client issues/cases (the first session) |  |
| PDG: Self Acceptance (Learner directed) | PDG: Learner Directed (Use of topic if required) |
| 4  W/C:  27th September 2010 | Theory: Maslow’s Hierarchy of Needs  Theory: The Human Infant: Development of Self and Personality | Re-familiarise students with Maslow’s Hierarchy. Understand the relatedness to PCT. Application to self.  PCT application of theory to self. Understand core concepts of self and personality development in relation to pct. | Whole group discussions, lead by didactic teaching. Individual work: whole group feedback.  Triad work with feedback.  Discussions within own peer supervision group.  Whole group PDG. | Unit 1: 1.1, 1.2, 1.3, 1.4, 2.1, 3.4  Unit 2: 1.1, 1.2, 1.3, 2.2, 2.3  Unit 3: 2.1, 2.2  Unit 4: 2.2  Unit 5:1.1, 1.2, 2.1, 2.2, 2.3  Unit 6: 1.1, 1.3, 1.4  Unit 7: 1.1, 1.2, 2.2 | Observation of discussion responses and interaction within groups.  Tutor and Peer feedback: Skills  Interaction within PDG |  |
| Skills: The first session: Post session tasks and reflection  Skills: Holistic Skills Practice. Enabling the Student Counsellor | Skills: Understanding importance of reflection and post session tasks. Discuss within supervision group.  Skills: Holistic practice (PC skills development) |
| Supervision group: Discussion of first session with clients. Issues raised  The Ethical Framework (BACP): Values | In depth discussion relating to Ethical Framework and Values: relation to self as a counsellor. |
| PDG: Guilt (Learner directed) | PDG: Learner Directed (use of topic if required) |
| 5  W/C:  4th October 2010 | Theory: Congruence/Incongruence – Psychological Tension | In-depth familiarisation of congruence and incongruence within the self. | Didactic whole class teaching methods. Small and individual work.  Triads and supervision group work  Whole class, learner directed Personal Development Group. | Unit 1: 1.1, 1.2, 1.3, 1.4  Unit 2: 1.2, 2.2, 2.3, 2.4  Unit 3: 2.1, 2.2  Unit 4: 1.3, 2.1, 2.3  Unit 5: 1.1, 1.3, 2.3, 3.1,  Unit 6: 1.1, 1.2, 1.3, 1.4  Unit 7: 1.1 | Observation of discussion responses and interaction within groups.  Tutor and Peer feedback: Skills  Interaction within PDG |  |
| Skills: Holistic Skills Practice: Enabling the learner (Individual support to develop skills) | Triad Work: Holistic skills practice: Individual support to develop skills. |
| The Ethical Framework (BACP): Principles | In-depth discussion relating to Ethical Framework and Principles: relation to self as a counsellor  Discussion of ethical framework (BACP) |
| PDG: Guilt (Learner Directed) | PDG: Learner Directed (use of topic if required) |
| 6  W/C:  11th October 2010 | Theory: The Fully Functioning Person | Learners to familiarise themselves with PC understanding of the fully functioning person. | Didactic whole class teaching methods. Small and individual work.  Triads and supervision group work  Whole class, tutor directed Personal Development Group. | Unit 1: 1.1, 1.2, 1.3, 1.4,  Unit 2: 1.3, 2.2, 2.3, 2.4  Unit 3: 2.1, 2.2  Unit 4:1.3, 2.1,2.3  Unit 5:1.1, 1.2, 1.3, 2.1, 2.2, 3.1  Unit 6: 1.1, 1.2, 1.3, 1.4 | Observation of discussion responses and interaction within groups.  Tutor and Peer feedback: Skills  Interaction within PDG |  |
| Skills: Holistic Skills Practice: Enabling the learner (Individual support to develop skills) | Triad Work: Holistic skills practice: Individual support to develop skills. |
| The Ethical Framework (BACP): Personal Moral Qualities | In-depth discussion relating to Ethical Framework: Focusing on personal moral qualities of the counsellor. |
| PDG: Focusing and listening to oneself: Tutor Directed | Tutor Directed PDG: Introduction to focusing. |
| 7  W/C:  18th October 2010 | Theory: Conditions of Worth/ Locus of Evaluation  Theory: Motivation: The Actualizing Tendency | In-depth discussion relating to core theories of PCT. Application to self.  Familiarisation of core PC concepts. Application to self. | Tutor led discussions and didactic teaching. Experiential learning. Whole group and small group discussions. Triad work.  PDG: Whole group tutor directed. | Unit 1: 1.1, 1.2, 1.3, 1.4, 1.5,  Unit 2: 1.2, 1.3, 2.2, 2.4  Unit 4: 1.3, 2.1, 2.2, 2.3  Unit 5: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1  Unit 6: 1.1, 1.2, 1.3, 1.4, | Q&A responses. Revision of L3 learning.  Peer and Tutor observations of Skill work: Feedback to be given to students.  Observation of interaction within PDG. |  |
| Skills: Holistic Skills practice | Skills: Holistic skills practice with individual tutor support. |
| Duty of Care and Legislation | Safeguarding Children, young people and POVA. |
| PDG: Focusing and Listening to oneself (Tutor Directed) | Tutor Directed PDG: Continuation of focusing work. |
| 8  W/C:  24th October 2010  (Half Term) | Self Directed Learning  Placement | | | | | |
| 9  W/C:  1st November 2010 | Theory: Motivation: Self Actualisation | Familiarisation of core PC concepts. Application to self. | Tutor led discussions and didactic teaching. Experiential learning. Whole group and small group discussions. Triad work.  PDG: Whole group tutor directed. | Unit 1: 1.1, 1.2, 1.3, 1.4  Unit 2: 1.2, 1.3, 2.2, 2.3, 2.4, 2.5  Unit 3:1.1, 2.1, 2.2,  Unit 4: 1.2 or 1.3, 2.1  Unit 5: 1.1, 1.2, 2.1, 3.1, 3.1  Unit 6: 1.1, 1.2, 1.4, | Q&A responses.  Peer and Tutor observations of Skill work: Feedback to be given to students.  Observation of interaction within PDG. |  |
| Skills: Use of Silence | Understand the importance of silence within the counselling session. |
| Record Keeping: Aims and Objectives.  Record Keeping: Principles of Record Keeping. | Further understanding of need for record keeping within counselling. |
| PDG: Parochialism (Learner directed) | PDG: Learner directed (use of topic if required) |
| 10  W/C:  8th November 2010 | Theory: The Person in Context (Part 1) | Introduction to intersubjective understanding. Application to self. | Tutor led discussions and didactic teaching. Experiential learning. Whole group and small group discussions. Triad work.  PDG: Whole group tutor directed. | Unit 1:1.1, 1.2, 1.3, 1.4  Unit 2: 1.2, 1.3, 2.2, 2.4,  Unit 3:1.1, 2.1, 2.2,  Unit 4:1.2 or 1.3, 2.3  Unit 5: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1  Unit 6: 1.1, 1.2, 1.4,  Unit 7: 1.1 | Q&A responses.  Peer and Tutor observations of Skill work: Feedback to be given to students.  Observation of interaction within PDG. |  |
| Skills: Advanced Empathy skills. | Skills: Focusing on the ‘Edge of awareness” |
| Record Keeping: Sessional and Process Notes | Further understanding of need for record keeping within counselling. |
| PDG: Parochialism (Learner directed) | PDG: Learner directed (use of topic if required) |
| 11  W/C:  15th November 2010 | Theory: The necessary and sufficient conditions for therapeutic change  Theory: Psychological Contact | Revision of L3 work, leading to further in-depth understanding of Rogers conditions. Understanding of core concept of PCT. Application to self and client work. | Tutor led discussions and didactic teaching. Experiential learning. Whole group and small group discussions. Triad work.  PDG: Whole group tutor directed. | Unit 1: 1.1, 1.2, 1.3, 1.4, 1.5,  Unit 2:1.2, 1.3, 2.1, 2.2, 2.3, 2.4  Unit 4: 1.2/1.3, 2.1, 2.2, 2.3  Unit 5:1.1, 1.3, 2.3, 3.1, 3.2,  Unit 6: 1.1, 1.2, 1.3, 1.4  Unit 7: 1.1 | Interaction within groups. Responses to discussion and Q &A.  Tutor and Peer Feedback (skills and supervision)  Interaction within PDG |  |
| Skills: Advanced Empathy Skills | Continued practice of advanced empathy skills. |
| Record Keeping: Legal aspects – Confidentiality and Access to records  Freedom of Information act and Retention and Destruction of records | Legal and ethical requirements of record keeping. |
| PDG: Use of literature (Stories and poems). | PDG: tutor led, use of literature to support empathic understanding. |
| 12  W/C:  22nd November 2010 | Note: One day of week 12 will include a workshop day: Empathy Lab.  Theory: Empathy and Empathy Scale, Skills: Empathy Lab, Personal: Empathy Lab | | Whole group discussion followed largely by small group work. Whole group feedback | Unit 2: 2.1, 2.2, 2.3, 2.4  Unit 5: 3.1, 3.2  Unit 6: 1.1, 1.3  Unit 7: 1.1. | Interaction within groups. Ability to empathise and give and respond to feedback. |  |
| 12  W/C:  22nd November 2010 | Skills: Being yourself within a counselling session. | Skills: ‘Core conditions’ how to develop skills and openness within session. | Tutor led discussions and didactic teaching. Experiential learning. Whole group and small group discussions. Triad work.  PDG: Whole group tutor directed. | Unit 1:1.1, 1.2, 1.3, 1.4,  Unit 2: 1.2, 1.3, 2.2, 2.3, 2.4, 2.5,  Unit 4:1.2/1.3, 2.1, 2.2, 2.3  Unit 5:3.1, 3.3  Unit 6:1.1, 1.2, 1.3, 1.4,  Unit 7: 1.1, 1.2, 2.2, 2.3 | Observation of discussion responses and interaction within groups.  Tutor and Peer feedback: Skills  Interaction within PDG |  |
| Supervision Group: Record Keeping and disclosure  PDG: Use of literature (Stories and Poems). Tutor Led. | Supervision group: further developing understanding and sharing of records.  PDG: Tutor led, use of literature to develop empathy. |
| 13  W/C:  29th November 2010 | Theory: Empathy and Locus of Evaluation  Theory: Empathy and ‘The Felt Sense’ | Continuation of understanding of empathy and how it links into the locus of evaluation of client.  Empathy development and understanding: Further understanding of ‘The Felt Sense’. | Tutor led discussions and didactic teaching. Experiential learning. Whole group and small group discussions. Triad work.  PDG: Whole group tutor directed. | Unit 1: 1.1, 1.2, 1.3, 1.4, 3.4  Unit 2: 1.2/1.3, 2.2, 2.4,  Unit 5: 1.1, 1.2, 2.2, 3.1, 3.3  Unit 6: 1.1, 1.4  Unit 7: 2.2 | Q&A responses. Observation of interaction.  Peer and Tutor feedback.  Interaction within whole group work |  |
| Skills: Holistic skills practice | Skills: Holistic skills practice with individual tutor support |
| Supervision group: case study: Counsellor Self Disclosure | Supervision: Self Disclosure |
| PDG: Use of music (tutor led) | PDG: Tutor led: Use of music to develop empathic understanding |
| 14  W/C:  7th December 2010 | Theory: Gendlin and Focusing | Familiarisation of Gendlin and his theory of ‘Focusing’. | Tutor led discussions and didactic teaching. Experiential learning. Whole group and small group discussions. Triad work.  PDG: Whole group tutor directed. | Unit 1:1.1, 1.2, 1.4, 1.4, 3.2, 3.3, 3.4  Unit 2: 1.3, 2.4, 2.5  Unit 3: 2.1, 2.2  Unit 4: 1.2/1.3, 2.2  Unit 5: 1.1, 1.2, 3.1, 3.2,  Unit 6: 1.3, 2.1  Unit 7: 1.1, 1.2 | Observation of discussion responses and interaction within groups.  Tutor and Peer feedback: Skills  Interaction within PDG |  |
| Skills: Use of focusing skills within a session | Development of focusing skills within the session. |
| Supervision: Case Study: Disclosure | Supervision: Response to question: What do I do if client discloses something illegal?” |
| PDG: Focusing on edge of awareness (tutor led) | PDG: Tutor led Focusing activity |
| 15  W/C:  13th December 2010 | Theory: Unconditional Positive Regard and Congruence  Theory: Challenging clients and UPR | Revision of L3 work, leading to further in-depth understanding of UPR and Congruence  Understanding the difficulties of working with challenging clients and how to manage them. | Didactic Teaching methods, experiential learning within small groups (triads, pairs etc).  Supervision groups and triad groups | Unit 1: 1.1, 1.2, 1.3, 1.4,  Unit 2: 1.2, 1.3, 2.2, 2.3, 2.4, 2.5  Unit 3: 1.1, 1.2, 1.3, 2.1, 2.2  Unit 4:1.2/1.3, 2.1, 2.2  Unit 5: 1.1, 3.1, 3.2,  Unit 6: 1.1, 1.2, 1.3, 1.4  Unit 7: 1.1, 1.2 | Q&A responses. Observation of interaction.  Peer and Tutor feedback.  Interaction within whole group work |  |
| Skills: Being Present | Skills: How to engage fully with the client and be present for them. |
| Diversity Awareness: Exploring difference and issues within counselling sessions. | Exploration of diversity and issues within the therapeutic relationship. |
| PDG: UPR (Learner directed)  PDG: Learning to be genuine (Learner directed) | PDG: Learner Directed (Use of topic if required). |
| 16  W/C:  20th December 2010  (Xmas Break) | Self Directed Learning  Placement | | | | | |
| 17  W/C:  27th December 2010 | Self Directed Learning  Placement | | | | | |
| 18  W/C: 3rd January 2010 | Theory: How can the counsellor foster congruence?  Theory: Client Perceptions of PCT | Continuation of Congruence training and development.  Research: Discussions regarding the impact of PCT (client viewpoint). | Didactic whole class teaching methods. Small and individual work.  Triads: Individual tutor support as required  Whole class, learner directed Personal Development Group. | Unit 1:1.1, 1.2, 1.3, 1.4, 3.2, 3.3, 3.4  Unit 2:1.2/1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5  Unit 4: 1.2,/1.3, 2.1, 2.2  Unit 5: 1.1, 1.3, 2.3, 3.1, 3.2  Unit 6: 1.2, 1.3, 1.4, 2.3  Unit 7: 1.1, 1.2, 2.2 | Interaction within groups. Responses to discussion and Q &A.  Tutor and Peer Feedback (skills and supervision)  Interaction within PDG |  |
| Skills: Holistic skills practice | Skills: Holistic skills practice with individual tutor support. |
| Supervision group: Case Study: Disclosure  Supervision group: Case Study: Referrals and hand overs. | Supervision: Response to question ‘What do I do if my client discloses something of importance at the end of the session?’  Supervision: Response ‘How do I refer or hand over my client to a new counsellor?’ |
| PDG: Learning to be genuine (learner directed) | PDG: Learner directed (use of topic if required) |
| 19  W/C: 10th January 2011 | Theory: Student Perceptions of PCT  Theory: Personal Evaluations | Evaluating own learning: Own perceptions of PCT  Self Reflection: Evaluate own counselling practice and self development. | Didactic teaching methods, leading to whole class discussions. Experiential learning.  Triad work/Supervision groups and small group discussions.  PDG: Whole group learner directed. | Unit 1: 1.1, 1.2, 1.3, 1.4, 3.1, 3.4  Unit 2:1.2, 1.3, 2.2, 2.3,  Unit 3: 2.1,  Unit 4:1.2/1.3, 2.1, 2.2, 2.3  Unit 5: 1.1, 3.1,  Unit 6: 1.2, 1.3, 1.4  Unit 7: 1.1, 1.3, | Interaction within groups. Responses to discussion and Q &A.  Tutor and Peer Feedback (skills and supervision)  Interaction within PDG |  |
| Skills: Holistic Skills practice | Skills: Holistic skills practice with individual tutor support. |
| Supervision group: case presentation | Supervision: Own case presentation |
| PDG: Discussion (Learner Directed) | PDG: Learner directed (use of topic if required) |
| 20  W/C: 17th January 2011 | Theory: Working at relational depth | Introduction to concept. Definitions and exercises: Fostering of congruence  Client and counsellor perceptions of relational depth | Didactic teaching, experiential learning. Whole group and small group exercises.  Triad work  Whole group PDG | Unit 1: 1.1, 1.2, 1.3, 1.4,  Unit 2: 1.3, 1.4, 2.1, 2.2, 2.3, 2.4  Unit 4: 1.2/1.3, 2.1, 2.2, 2.3  Unit 5: 1.1, 1.3, 3.1, 3.2, 3.3  Unit 6: 1.1, 1.2, 1.3, 1.4  Unit 7: 1.1, 1.2, 2.1, 2.2 | Direct Observation of students within the different settings.  Responses to Q & A  Peer Feedback and support. |  |
| Skills: User-centred contracts (revision)  Holistic Skills Practice | Skills: Revision of the importance of user centred contracts. Holistic skills practice (individual tutor support) |
| Supervision group: case presentation | Supervision: Own case presentation |
| PDG: Learner Directed: Conditions of worth and influence over self | PDG: Learner directed (use of topic if required) |
| 21  W/C: 24th January 2011 | Theory: Critiques and development of original model | Discussion surrounding evidence based research into PC development and modern day developments. | Didactic teaching, whole group discussions. Feedback and responses to small group discussions.  Triad work and supervision group  PDG: Whole group | Unit 1: 1.1, 1.2, 1.3, 1.4  Unit 2: 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 2.5  Unit 4: 1.3, 2.1, 2.2, 2.3  Unit 5: 3.1, 3.3  Unit 6: 1.3,  Unit 7: 1.1, 1.2 | Q&A responses..  Peer and Tutor observations of Skill work: Feedback to be given to students.  Observation of interaction within PDG. |  |
| Skills: Reviewing the contract with the client (revision) | Skills: Revision of the importance of reviewing the contract regularly with the client. |
| Supervision: Placement concerns/issues | Supervision: Using supervision skills to seek support and guidance |
| PDG: Learner Directed: Identification of movement through transitional stages | PDG: Learner directed (use of topic if required) |
| 22  W/C: 31st January 2011 | Theory: The person in context: intersubjectivity | Discussion regarding the intersubjectivity of individuals. | Didactic teaching, whole group discussions. Feedback and responses to small group discussions.  Triad work and supervision group  PDG: Whole group | Unit 1: 1.1, 1.2, 1.3, 1.4,  Unit 2:1.2,1.3, 2.2, 2.3, 2.4  Unit 4: 1.2/1.3, 2.1, 2.2, 2.3  Unit 5: 1.1, 1.3, 2.3, 3.1  Unit 6:1.1, 1.2, 1.3, 1.4,  Unit 7: 1.1, 1.2, 2.1, 2.2 | Q&A responses..  Peer and Tutor observations of Skill work: Feedback to be given to students.  Observation of interaction within PDG. |  |
| Holistic skills development | Holistic skills development (individual tutor support) |
| Supervision: Using supervision to support client work/staying focused | Supervision: Using supervision skills to seek support and guidance with clients, enabling clients to remain focused. |
| PDG: Learner Directed: Identification of movement through transitional stages | PDG: Learner directed (use of topic if required) |
| 23  W/C: 7th February 2011 | Theory: Diversity Awareness | Diversity awareness: Discussion surrounding own fears, issues and prejudices. Again, looking at intersubjectivity.  Understanding how diversity can enhance empathic understanding. | Didactic teaching methods, leading to whole class discussions. Experiential learning.  Triad work/Supervision groups and small group discussions.  PDG: Whole group learner directed. | Unit 1: 1.1, 1.2, 1.3, 1.4,  Unit 2: 1.2/1.3, 2.2, 2.3, 2.5  Unit 3: 1.1, 1.2, 1.3, 2.1, 2.2  Unit 4:1.1, 1.2/1.3, 2.1, 2.3  Unit 5: 1.3, 2.1, 2.2, 2.3, 3.1  Unit 6: 1.1, 1.2, 1.3, 1.4,  Unit 7: 1.1, 1.2 | Observation of discussion responses and interaction within groups.  Tutor and Peer feedback: Skills  Interaction within PDG |  |
| Skills: Managing interruptions and breaks | Skills: Focused work, managing interruptions and breaks |
| Supervision: Challenging own ideas, prejudices  Supervision: Case Study: What do I do if my client is a different culture to my own? | Supervision: Links to theory, enabling the counsellor to recognise their own values and prejudices.  Supervision. Response to questions “What do I do if my client is a different culture to my own?” |
| Learner directed: Awareness of assumptions needs and fears upon which personal prejudices are based. | PDG: Learner directed (use of topic if required) |
| 24  W/C: 14th February 2011 | Theory: Diversity Awareness  Theory: Widening Access to counselling provision | Use of self within the session: raising awareness of diversity issues within a counselling session  Understanding of wider access and client needs. How can we support communities in accessing counselling support? | Didactic Teaching methods, experiential learning within small groups (triads, pairs etc).  Supervision groups and triad groups  PDG: Whole group self directed learning (use of topic if required). | Unit 1:1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.4,  Unit 2: 1.1, 1.2/1.3, 2.2, 2.3, 2.4, 2.5  Unit 3: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1  Unit 4: 1.1, 1.2/1.3, 2.1, 2.2, 2.3  Unit 5: 1.3, 2.1, 2.3, 3.1, 3.3  Unit 6: 1.1, 1.4,  Unit 7:1.1, 1.2, 2.1, 2.2 | Q&A responses. Tutor observations of interactions.  Peer and Tutor feedback |  |
| Skills: holistic skills practice | Skills: Holistic skills development (individual tutor support). |
| Supervision: Focusing on diversity issues | Supervision: Response to question “What do I do if my client wants a therapist of a different sex/race/sexual orientation? |
| PDG: Learner directed: Reduction or control over personal prejudices | PDG: Learner directed (use of topic if required) |
| 25  W/C: 21st February 2011  (Half Term) | Self Directed Learning  Placement | | | | | |
| 26  W/C: 28th February 2011 | Theory: Working with a third party | Develop understanding of possibility of using a third party. | Whole group discussion. Individual work, followed by pair work. Whole group feedback.  Triad and supervision group work.  PDG: Whole group learner directed. | Unit 1: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3  Unit 2: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.3, 2.5  Unit 3: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2  Unit 4: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3  Unit 5: 3.1, 3.2, 3.3  Unit 6: 1.1, 1.3, 1.4, 2.1, 2.3  Unit 7: 1.1, 1.2, 2.2 | Interaction within groups. Responses to discussion and Q &A.  Tutor and Peer Feedback (skills and supervision)  Interaction within PDG |  |
| Skills: Role play a session with a third party. | Skills: Role play |
| Supervision: Being part of a professional team/teamwork skills Relationships. | Supervision: Team work |
| PDG: Learner directed: Awareness of way in which own sexuality is expressed within personal and professional | PDG: Learner directed (use of topic if required) |
| 27  W/C: 7th March 2011 | Theory: Using a pc approach within a medical model | History and Evidence based research. | Whole group discussion. Individual work, followed by pair work. Whole group feedback.  Triad and supervision group work.  PDG: Whole group learner directed. | Unit 1:1.1, 1.2, 1.3, 1.4, 1.5, 2.1,  Unit 2: 1.1, 1.2, 1.3, 2.2, 2.3,  Unit 3: 1.1, 1.2, 1.3, 2.1, 2.2  Unit 4: 1.2, 1.3, 2.1  Unit 5: 1.1, 2.1, 3.1, 3.3  Unit 6: 1.1, 1.2, 1.3, 1.4, 2.1,  Unit 7: 1.1, 1.2, 2.1, 2.2, 2.3 | Interaction within groups. Responses to discussion and Q &A.  Tutor and Peer Feedback (skills and supervision)  Interaction within PDG |  |
| Skills: Holistic skills practice | Skills: Holistic skills practice (individual tutor support) |
| Supervision: Being part of a professional team/teamwork skills Relationships. | Supervision: Team work |
| PDG: Learner directed: Awareness of way in which own sexuality is expressed within personal and professional | PDG: Learner directed (use of topic if required) |
| 28  W/C: 14th March 2011 | Theory: Separation and Loss | Understanding of issues Separation and Loss and impact it can have on client. | Didactic Teaching methods, experiential learning within small groups (triads, pairs etc).  Supervision groups and triad groups  PDG: Whole group self directed learning (use of topic if required). | Unit 1: 1.1, 1.2, 1.3, 1.4  Unit 2: 1.1, 1.2, 1.3, 1.4, 2.2, 2.5  Unit 3: 1.1, 1.2, 2.1, 2.2  Unit 4: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3  Unit 5: 1.1, 3.1, 3.3  Unit 6: 1.1, 1.4, 2.1, 2.2, 2.3, 2.4  Unit 7: 1.1, 1.2 | Observation of discussion responses and interaction within groups.  Tutor and Peer feedback: Skills  Interaction within PDG |  |
| Skills: Role play. Use of holistic counselling skills | Skills practice: Role play. (individual support) |
| Supervision: case study | Supervision: case study |
| PDG: Learner directed: How do personal prejudices inhibit the counselling relationship | PDG: Learner directed, use of topic if required |
| 29  W/C: 21st March 2011 | Theory: Bereavement | Understanding of bereavement and stages. | Didactic teaching methods, leading to whole class discussions. Experiential learning.  Triad work/Supervision groups and small group discussions.  PDG: Whole group learner directed. | Unit 1: 1.1, 1.2, 1.3, 1.4  Unit 2: 1.1, 1.2, 1.3, 1.4, 2.2, 2.5  Unit 3: 1.1, 1.2, 2.1, 2.2  Unit 4: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3  Unit 5: 1.1, 3.1, 3.3  Unit 6: 1.1, 1.4, 2.1, 2.2, 2.3, 2.4  Unit 7: 1.1, 1.2 | Interaction within groups. Responses to discussion and Q &A.  Tutor and Peer Feedback (skills and supervision)  Interaction within PDG |  |
| Skills: Role play | Skills: Role play, using holistic skills (individual tutor support |
| Supervision: Case study | Supervision: Case study |
| PDG: Learner directed (as previous week) | PDG: Learner directed, use of topic if required |
| 30  W/C: 28th March 2011 | Theory: Relationships(D.A) | Relationships. Exploration of difficulties within relationships Domestic Abuse, understanding of and help for clients. | Whole group discussion. Individual work, followed by pair work. Whole group feedback.  Triad and supervision group work.  PDG: Whole group learner directed. | Unit 1: 1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.4  Unit 2: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5  Unit 3: 1.3, 2.1, 2.2  Unit 4: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3  Unit 5:1.1, 1.3, 2.3, 3.1, 3.2, 3.3  Unit 6: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4  Unit 7: 1.1, 1.2, 2.2 | Direct Observation of students within the different settings.  Responses to Q & A  Peer Feedback and support.  Ability to self direct within a PCT framework |  |
| Skills: Role Play | Role play with holistic counselling skills (individual tutor support) |
| Supervision: Case Study | Supervision: Case study |
| PDG: Learner Directed: Over involvement with the client | PDG: Learner directed (use of topic if required) |
| 31  W/C: 4th April 2011 | Theory: Anger Management | Anger Management, understanding of and strategies to support. | Experiential learning and didactic teaching methods. Discussion groups.  Triad skills work.  PDG: whole group, learner directed. | Unit 1: 1.1, 1.2, 1.3, 1.4, 1.5  Unit 2: 3.1, 3.2, 3.3, 3.4  Unit 3: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5  Unit 4: 2.1, 2.2  Unit 5: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3  Unit 6: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4  Unit 7: 1.1, 1.2, 2.1, 2.2, 2.3 | Observation of discussion responses and interaction within groups.  Tutor and Peer feedback: Skills  Interaction within PDG |  |
| Skills: Role Play | Role play with holistic counselling skills (individual tutor support) |
| Supervision: Case Study | Supervision: Case study |
| PDG: Learner directed: Under involvement with the client | PDG: Learner directed (use of topic if required) |
| 32  W/C: 11th April 2011 | Theory: Alcohol and Drug issues (Speaker) | Speaker: Discussion of topic and awareness of how counselling can support clients | Experiential learning and didactic teaching methods. Discussion groups.  Triad skills work.  PDG: whole group, learner directed. | Unit 1: 1.1, 1.2, 1.3, 1.4, 1.5  Unit 2: 3.1, 3.2, 3.3, 3.4  Unit 3: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5  Unit 4: 2.1, 2.2  Unit 5: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3  Unit 6: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4  Unit 7: 1.1, 1.2, 2.1, 2.2, 2.3 |  |  |
| Skills: Role Play | Role play with holistic counselling skills (individual tutor support) |
| Supervision: Case Study | Supervision: Case study |
| PDG: As previous Week | PDG: Learner directed (use of topic if required) |
| 33  W/C: 18th April 2011  (Easter Break) | Self Directed Learning  Placement | | | | | |
| 34  W/C: 25th April 2011  (Easter Break) | Self Directed Learning  Placement | | | | | |
| 35  W/C: 2nd May 2011 | Theory: Learning disabilities | Understanding of different learning disabilities. How counsellors can support clients and aid that can be given. | Experiential learning and didactic teaching methods. Discussion groups.  Triad skills work.  PDG: whole group, learner directed. | Unit 1: 1.1, 1.2, 1.3, 1.4, 1.5, 3.2, 3.3, 3.4  Unit 2: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5  Unit 3: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2  Unit 4: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3  Unit 5: 1.3, 3.1, 3.3  Unit 6: 1.4, 2.1, 2.2, 2.3, 2.4  Unit 7:1.1, 1.2, 2.1, 2.2 | Direct Observation of students within the different settings.  Responses to Q & A  Peer Feedback and support.  Ability to self direct within a PCT framework |  |
| Skills: Role play | Role play with holistic counselling skills (individual tutor support) |
| Supervision: Case Study | Supervision: Case study |
| PDG: Learner directed: Spirituality | PDG: Learner directed (use of topic if required) |
| 36  W/C: 9th May 2011 | Theory: Carers | Understanding of carer issues. Supporting carers within counselling. | Whole group discussion. Individual work, followed by pair work. Whole group feedback.  Triad and supervision group work.  PDG: Whole group learner directed. | Unit 1: 1.1, 1.2, 1.3, 1.4, 1.5, 3.2, 3.3, 3.4  Unit 2: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5  Unit 3: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2  Unit 4: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3  Unit 5: 1.3, 3.1, 3.3  Unit 6: 1.4, 2.1, 2.2, 2.3, 2.4  Unit 7:1.1, 1.2, 2.1, 2.2 | Q&A responses.  Peer and Tutor observations of Skill work: Feedback to be given to students.  Observation of interaction within PDG. |  |
| Skills: Role play | Role play with holistic counselling skills (individual tutor support) |
| Supervision: Case study | Supervision: Case study |
| PDG: Learner directed: As previous week | Understanding of different disorders: Evidence based research. Supporting clients |
| 37  W/C: 16th May 2011 | Theory: Disorder focused therapy | Understanding of different disorders: Evidence based research. Supporting clients | Didactic Teaching methods, experiential learning within small groups (triads, pairs etc).  Supervision groups and triad groups  PDG: Whole group self directed learning (use of topic if required). | Unit 1: 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4  Unit 2: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5  Unit 3: 2.1, 2.2  Unit 4: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3  Unit 5:1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 3.3  Unit 6: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4  Unit 7: 1.1, 1.2, 2.1, 2.2, 2.3 | Observation of discussion responses and interaction within groups.  Tutor and Peer feedback: Skills  Interaction within PDG |  |
| Skills: Role Play | Role play with holistic counselling skills (individual tutor support) |
| Supervision: Case Study | Supervision: Case Study |
| PDG: Listening to self | PDG: Learner directed (use of topic if required) |
| 38  W/C: 23rd May 2011 | Theory: Disorder focused therapy | Understanding of different disorders: Evidence based research. Supporting clients | Didactic Teaching methods, experiential learning within small groups (triads, pairs etc).  Supervision groups and triad groups  PDG: Whole group self directed learning (use of topic if required). | Unit 1: 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4  Unit 2: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5  Unit 3: 2.1, 2.2  Unit 4: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3  Unit 5:1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 3.3  Unit 6: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4  Unit 7: 1.1, 1.2, 2.1, 2.2, 2.3 | Direct Observation of students within the different settings.  Responses to Q & A  Peer Feedback and support.  Ability to self direct within a PCT framework |  |
| Skills: Role Play | Role play with holistic counselling skills (individual tutor support) |
| Supervision: Case Study | Supervision: Case study |
| Personal: Listening to self | Personal: Listening to self |
| 39  W/C 30th May 2011  (Half Term) | Self Directed Learning  Placement | | | | | |
| 40  W/C: 6th June 2011 | Theory: Eating Disorders (speaker) | Speaker to discuss eating disorders with class. | Didactic teaching methods, leading to whole class discussions. Experiential learning.  Triad work/Supervision groups and small group discussions.  PDG: Whole group learner directed. | Unit 1: 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4  Unit 2: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5  Unit 3: 2.1, 2.2  Unit 4: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3  Unit 5:1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 3.3  Unit 6: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4  Unit 7: 1.1, 1.2, 2.1, 2.2, 2.3 | Q&A responses. Tutor observations of interactions.  Peer and Tutor feedback |  |
| Skills: Role Play | Role play with holistic counselling skills (individual tutor support) |
| Supervision: Case Study | Supervision: Case study |
| PDG: Self Actualisation | PDG: Learner directed (use of topic if required) |
| 41  W/C: 13th June 2011 | Theory: Crisis intervention | Person-centred approach to crisis intervention | Didactic whole class teaching methods. Small and individual work.  Triads: Individual tutor support as required  Small group supervision work  Whole class, learner directed Personal Development Group. | Unit 1: 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4  Unit 2: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5  Unit 3: 2.1, 2.2  Unit 4: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3  Unit 5:1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 3.3  Unit 6: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4  Unit 7: 1.1, 1.2, 2.1, 2.2, 2.3 | Direct Observation of students within the different settings.  Responses to Q & A  Peer Feedback and support. |  |
| Skills: Role Play scenario | Skills: Role play with holistic counselling skills (individual tutor support) |
| Supervision: Case Study | Supervision: Response to question “What do I do if my client is suicidal?” |
| PDG: Learner directed (as previous week) | PDG: Learner directed (use of topic if required) |
| 42  W/C: 20th June 2011 | Theory: Approaches to working with life-threatened clients | Understanding of life-threatened and support counsellors can offer. | Didactic Teaching methods, experiential learning within small groups (triads, pairs etc).  Supervision groups and triad groups  PDG: Whole group self directed learning (use of topic if required). | Unit 1: 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4  Unit 2: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5  Unit 3: 2.1, 2.2  Unit 4: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3  Unit 5:1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 3.3  Unit 6: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4  Unit 7: 1.1, 1.2, 2.1, 2.2, 2.3 | Observation of discussion responses and interaction within groups.  Tutor and Peer feedback: Skills  Interaction within PDG |  |
| Skills: Role play | Skills: Role play with holistic counselling skills (individual tutor support) |
| Supervision: Case Study | Supervision: Case Study: working with endings, support for counsellor. |
| PDG: Learner directed: Congruence | PDG: Learner directed (use of topic if required) |
| 43  W/C: 27th June 2011 | Theory: Approaches to working with life threatened clients | Creating psychological safety. Being present. | Whole group discussion. Individual work, followed by pair work. Whole group feedback.  Triad and supervision group work.  PDG: Whole group learner directed. | Unit 1: 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4  Unit 2: 1.1, 1.2, 1.3, 1.4, 2.11, 2.2, 2.3, 2.4, 2.5  Unit 3:2.1  Unit 4: 1.2, 1.3, 2.1, 2.3  Unit 5: 3.1  Unit 6:2.1, 2.2, 2.3, 2.4  Unit 7: 1.1, 1.2, 2.1, 2.2 | Direct Observation of students within the different settings.  Responses to Q & A  Peer Feedback and support. |  |
| Skills: Role play | Skills: Role play with holistic counselling skills (individual tutor support) |
| Supervision: Case study | Supervision: Case Study: working with endings, support for counsellor. |
| PDG: Working with endings | PDG: Learner directed (use of topic if required) |
| 44  W/C: 4th July 2011 | Future Directions | Exploration of Continuous Personal Development. | Whole group discussion. Individual work, followed by pair work. Whole group feedback.  Triad and supervision group work.  PDG: Whole group learner directed. | Unit 1: 1.1, 1.2, 1.3, 1.4,  Unit 2: 1.2, 1.4, 2.5  Unit 4: 1.3,  Unit 5:1.1, 2.1, 2.2, 3.1  Unit 6: 1.1, 1.3, 1.4  Unit 7: 1.1, 1.2 | Tutor observations of interactions. |  |
| Skills: Role play | Skills: Role play with holistic counselling skills (individual tutor support) |
| PDG: Working with endings | PDG: Learner directed (use of topic if required) |
| 45  W/C: 11th July 2011 | Workshop: PC Approaches to expressive arts therapy | Familiarisation with practical aspects of PCT.  Theory and application | Emphasis on individual learning, whole class discussions. | Unit 1: 1.3, 3.4  Unit 2: 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4  Unit 5: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1 | Observation of interaction within the session |  |
| 46  W/C: 18th July 2011 | Workshop: Personality Mapping | Deeper reflection on self to develop awareness and explore and reflect on student’s route thus far. | Emphasis on individual learning, whole class discussions. | Unit 1:1.3, 3.4  Unit 3:2.1, 2.2  Unit 5:1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1  Unit 7:1.1, 1.2 | Tutor observations of interactions. |  |
| 47  W/C: 27th July 2011  (Summer Break) | Self Directed Learning  Placement | | | | |  |
| 48  W/C: 1st August 2011  (Summer Break) | Self Directed Learning  Placement | | | | |  |
| 49  W/C: 8th August 2011  (Summer Break) | Self Directed Learning  Placement | | | | |  |
| 50  W/C: 15th August 2011  (Summer Break) | Self Directed Learning  Placement | | | | |  |
| 51  W/C: 22nd August 2011  (Autumn Term) | Theory: Summary  Personal: Endings | Summary  Reflection on skills, theoretical and self development during course  PDG: Endings | Whole group discussion. Individual work, followed by pair work. Whole group feedback.  Triad and supervision group work.  PDG: Whole group learner directed. | Unit 1: 3.1, 3.4  Unit 2: 1.4  Unit 4: 1.2, 3.1  Unit 7:1.1, 1.2 | Ability to reflect and comment on observations.  Learning from course. |  |
| 52  W/C: 29th August 2011  (Autumn Term) | End of year Evaluation | End of Year Evaluation | Whole group discussion. Individual work, followed by pair work. Whole group feedback.  Triad and supervision group work.  PDG: Whole group learner directed. | Unit 1: 3.1, 3.4  Unit 2: 1.4  Unit 5: 1.2, 3.1  Unit 7:1.1, 1.2 | Ability to reflect and comment on observations.  Learning from course. |  |
| Students are required to complete 100 hours of **formally contracted** one to one counselling with at least five different clients in an agency setting  Criterion: Unit 1: All of unit 1 will be covered, with possibly the exception of 3.2. Unit 2: The criterion in this unit will be covered in the counselling agency  Unit 3: 1.3. Unit 4: 1.2 and all of 2. Unit 5: 3.3, Unit 6: All of Unit 6. Unit 7: all of 2. | | | | | | |
| Students will be required to undertake at least 10 hours of personal therapy during the course of TC-L4.  Criterion: Unit 1: 3.4, Unit 2: 2.1, 2.2, All of unit 5 | | | | | | |
| Note:  There will be a residential weekend (Fri-Sun) during the course to further reflect on self awareness and skills development, as well as day workshops. Attendance is essential.  There will be tutorials for each student during the year. However students can seek out support from the tutor when required. | | | | | | |