

## Liverpool John Moores University

Title: COUNSELLING SKILLS  
Status: Definitive  
Code: **6005LDS** (104890)  
Version Start Date: 01-08-2018

Owning School/Faculty: Education  
Teaching School/Faculty: Education

| Team           | Leader |
|----------------|--------|
| Jennifer Woods | Y      |

**Academic Level:** FHEQ6  
**Credit Value:** 24  
**Total Delivered Hours:** 45  
**Total Learning Hours:** 240  
**Private Study:** 195

### Delivery Options

Course typically offered: Standard Year Long

| Component | Contact Hours |
|-----------|---------------|
| Lecture   | 21            |
| Online    | 20            |
| Seminar   | 3             |
| Tutorial  | 1             |

**Grading Basis:** 40 %

### Assessment Details

| Category | Short Description | Description   | Weighting (%) | Exam Duration |
|----------|-------------------|---|---------------|---------------|
| Essay    | AS1               | 3000 word Assessment will consist of a written assignment to critically evaluate the relationship between counselling theory and the practical application of counselling skills within a particular context. | 100           |               |

### Aims

*This module will focus on the skills for effective basic counselling and guidance work*

*with children and young people in educational and other settings. There will be an opportunity for participants to familiarise themselves with the skills fundamental to counselling mainly through experiential seminars and workshops*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Critically review the philosophical and practical issues involved in using counselling skills with young people in a range of settings
- 2 Critically evaluate the theoretical underpinnings and current research, and apply these ideas to the practical use of counselling skills with children and young people
- 3 Display critical understanding of the ethical issues involved in counselling work, and demonstrate significant judgement in the management of these issues, especially those relating to confidentiality and trust
- 4 Critically reflect on their own strengths and weaknesses in relation to the skills involved in counselling with young people.
- 5 Produce a critical rationale for the application of the basic skills of counselling to their own professional work with children and young people.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

|                      |   |   |   |   |   |
|----------------------|---|---|---|---|---|
| 3000 Word Assessment | 1 | 2 | 3 | 4 | 5 |
|----------------------|---|---|---|---|---|

## **Outline Syllabus**

*Practical counselling skills from an integrative perspective, encompassing Egan's Three Stage Model of counselling adapted for the work with children and young people within an educational setting via the application of Daniel Goleman's concept of emotional intelligence. Theoretical orientations considered include Carl Roger's person centered approach, Egan's integrative approach and Goleman's emotional intelligence. Practical skills focus on the first stage of Egan's model, namely the establishment of a basic therapeutic alliance using verbal and non-verbal strategies, and the development of awareness of some of the intervention strategies for the later stage of the counselling process.*

## **Learning Activities**

Lectures, seminars, practical skill demonstrations, group exercises, self / peer assessment of practical skills, individual, group tutorials and e-learning activities

## **Notes**

This module provides an introduction to the concepts of counselling skills as

traditionally conceptualized, and begins an analysis and exploration of the issues and processes specific to work with children and young people. The emphasis is the integration of theory and practice