

Edexcel BTEC Level 5 Diploma in Therapeutic Counselling (QCF)

Course Overview

The Edexcel BTEC Level 5 Professional Diploma in Therapeutic Counselling qualification is in the Qualifications and Credit Framework (QCF), it is designed to provide a professional work-related qualification which on completion allows individuals to work as professional, ethical counsellors. Studying this qualification gives learners the knowledge, understanding and skills that they need to prepare for employment in the counselling sector. The qualification also provides career development opportunities for those already in work. This course is part-time and is designed to run alongside a voluntary supervised work placement which includes a minimum of 100 client hours. On successful completion of a BTEC Professional Qualification learners can; progress to voluntary or paid employment or continue their study in the same or related vocational area.

The Diploma in Therapeutic Counselling is worth 120 credits on completion.

BTEC Professional qualifications provide much of the underpinning knowledge and understanding required by National Occupational Standards for the sector; they are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC).

Professional Body Recognition

This course is recognised by the British Association of Counselling and Psychotherapy (BACP) and students may wish to apply as student members whilst studying. On successful completion of the course learners will be eligible to apply for individual membership and progress to registered member status and/ or begin working towards accreditation.

It is important when undertaking counselling training to recognise regulation may be imminent and registration with a professional body will be an essential requirement of practice.

Entry Requirements

Learners must have completed level 2 or an equivalent certificated qualification in counselling and attend an interview with the tutors of the course.

It is expected that learners will have a level of GCSE English and Maths at grade A-C or equivalent.

The Edexcel BTEC Level 5 in Therapeutic Counselling (QCF) is accredited on the QCF for learners aged 18 and above. In particular sectors, the restrictions on learner entry might relate to any physical or legal barriers, for example people working in health, care or education are likely to

be subject to an enhanced Disclosure and Barring Service (DBS) check, this is the equivalent of the old CRB.

NB This course encourages self-exploration and the nature of the experiential learning methods used on this course, in terms of the affect on your emotional well-being, should not be underestimated. The process will challenge your belief system, assumptions about the world, us and other people. It is a challenging training and you will be expected to challenge yourself throughout the course.

Work based learning arrangements and requirements

All BTEC Level 5 Diploma in Therapeutic Counselling students are required to obtain a supervised work based voluntary counselling placement of 100 hours. In addition students will need to access regular supervision in line with the BACP recommendations of one hour supervision per every 8 hours of client work. Supervision ranges in price from £30-£50 per hour. Group supervision is acceptable however dependent on the number of supervisees in the group you can only claim a percentage of the time. For example a group of four supervisees that have 2 hours of supervision, each supervisee can only claim 30 minutes supervision time.

Personal Therapy

We request that all level 5 students undertake some personal therapy over two years. This will ensure that all learners are safe, ethical practitioners on graduation.

Assessment

All units within this qualification are internally assessed. To achieve a 'pass' a learner must have successfully passed all the assessment criteria, there are no merit and distinction criteria for this qualification. Each unit studied will have an assignment attached to it, these assignments will include a range of assessment activities which include but are not limited to written reports, group presentations, role play and journal writing.

Mode of delivery

This qualification will be studied part time over two years. In addition learners will be expected to engage in self-directed study each week.

Tutorial support

To ensure that you are progressing throughout the course as you and we would expect you will have termly tutorials where you will have the opportunity, with your tutor, to identify specific learning needs and reflect and review on your progress. Your tutor will be available during each lesson to support and guide you in addition to your termly review.

Unit descriptors

The BTEC Level 5 Diploma in Therapeutic Counselling consists of one specialist unit, five mandatory units and two optional units that provide a combined total of 120 credits.

This course is unit based and all 8 units must be successfully completed to achieve the qualification. This course is divided into 3 areas of work, each unit is worth 15 credits.

The first unit is a specialist one and will be chosen by the tutor from a list of five;

Unit 1 - Psychodynamic Approaches to Counselling.

Unit 2 - Person-centred Approaches to Counselling.

Unit 3 - Gestalt Approaches to Counselling.

Unit 4 - Cognitive Behavioural Approaches to Counselling.

Unit 5 - Transactional Analysis in Counselling.

The next area of work covers five mandatory units;

Unit 6 - Counselling Skills, Development and Practice.

Unit 7 - Comparative Theories and Approaches in Counselling.

Unit 8 - Continuing Personal Development in Counselling.

Unit 9 - Human Development in Relation to Counselling.

Unit 10 - Client Work in Therapeutic Counselling.

The third and final area of work covers two units which are chosen according to student need by the tutor;

Unit 11- Counselling for Loss and Grief.

Unit 12 - Counselling Clients Who Have Experienced Abuse.

Unit 13 - Counselling Young People.

Unit 14 - Relationship Counselling.

Unit 15 - Counselling Related Research.

Specialist Units

The first unit is a specialist one and will be chosen by the tutor from a list of five;

Unit 1 - Psychodynamic Approaches to Counselling.

Unit 2 - Person-centred Approaches to Counselling.

Unit 3 - Gestalt Approaches to Counselling.

Unit 4 - Cognitive Behavioural Approaches to Counselling.

Unit 5 - Transactional Analysis in Counselling.

Unit 1 Psychodynamic Approaches to Counselling (15 credits)

Unit Aim

This unit will enable learners to explore different psychodynamic approaches that can be applied to the counselling process and develop learners' knowledge of psychodynamic theory. It focuses on the work of theorists who have developed and expanded Freud's pioneering work and relates this to more recent developments such as object relations. In this unit learners are encouraged to apply the core model to a practice interaction and it is envisaged that at this stage of the qualification this will be a role play. Learners are introduced to the methods and techniques used in some therapies with a psychodynamic underpinning and invited to evaluate the consequences of the application of theory to the counselling process.

Delivery and Assessment

Learning will take the form of directed study, personal development opportunities, role play, self directed study and enrichment activities. Assessment of the unit will be through a range of role play and simulation, discussion, journal writing and assignments which all demonstrate theoretical understanding and clear reflection.

Unit Content

On successful completion of the unit learners will understand the psychodynamic approach to counselling; the core theorists including Freud, Jung and Adler. The main theories including but not limited to the psychosexual stages, Oedipus complex; defense mechanisms, personality development, introjections, splitting, envy and greed and internalizing and the theoretical developments of Bowlby, Winnicott and Miller.

Learners will be able to demonstrate their ability to be able to apply principles of the psychodynamic approach to counselling interactions through role play, experiential exercise and simulation. Learners will be able to demonstrate how to effectively work with a number of different influences such as the balance of power in the counselling relationship, setting of interactions and boundaries. In addition to linking the present with the past and demonstrating a consideration for unconscious and factors and communication.

Learners will demonstrate that they understand the application of the psychodynamic approach to self; recognising prejudices and values, behaviour patterns and developing self-awareness. In addition to recognising and understanding the impact self awareness has on counselling, the importance of supervision, constructive criticism and personal limitations.

Finally understand the application of the psychodynamic approach to the counselling process and in particular the implications for practice and strengths and weaknesses of the approach in relation to counselling practice.

Indicative resource materials

Textbooks

Balint M - *The Basic Fault: Therapeutic Aspects of Regression* (Northwestern University Press, 1992) ISBN 9780810110250

Bennett E A and Storr A - *What Jung Really Said* (Abacus, 2001) ISBN 9780349111674

Bowlby J - *Separation: Anger and Anxiety (Attachment and Loss)* (Pimlico, 1998) ISBN 9780712666213

Bowlby J - *A Secure Base* (Routledge, 2005) ISBN 9780415355278

Casement P - *On Learning from the Patient* (Routledge, 2005) ISBN 9780415025539

Dinkmeyer D C - *Adlerian Counselling and Psychotherapy* (Charles Merrill, 1987) ISBN 9780675206143

Evans D - *An Introductory Dictionary of Lacanian Psychoanalysis* (Routledge,

1996) ISBN 9780415135238

Fairbairn W R D - *Psychoanalytic Studies of the Personality* (Routledge, 1994) ISBN 9780415107372

Gomez L - *An Introduction to Object Relations* (Free Associated Books, 1997) ISBN 9781853433474

Hall C S and Nordby V J - *A Primer of Jungian Psychology* (New American Library, 1999) ISBN 9780452011861

Holmes J - *The Search for the Secure Base: Attachment Theory and Psychotherapy* (Routledge, 2001) ISBN 9781583911525

Jacobs M - *Psychodynamic Counselling in Action, 4th edition* (Sage Publications, 2010) ISBN 9781849208031

Jacobs M - *The Presenting Past: The Core of Psychodynamic Counselling and Therapy* (O U Press, 2005) ISBN 9780335217663

Klein M - *Love, Guilt and Reparation and Other Works 1921-1945 Vol 1* (The Free Press, 1984) ISBN 9780029184202

Klein M - *Envy and Gratitude and Other Works 1946-1963 Vol 3* (The Free Press, 1984) ISBN 9780029184400

Samuels A, Shorter B and Plaut F - *A Critical Dictionary of Jungian Analysis* (Routledge, 1986) ISBN 9780710209153

Storr A - *Jung (Fontana Modern Masters)* (Fontana Press, 1995) ISBN 9780006860310

Winnicott D - *The Maturational Processes and the Facilitating Environment* (Karnac Books, 1996) ISBN 9780946439843

Website

www.bacp.co.uk British Association for Counselling and Psychotherapy

Unit 2- Person- centred Approaches to Counselling (15 credits)

Unit Aim

The aim of this unit is to enable learners to explore person-centred approaches to counselling. This unit develops learners' awareness of the principles and practice of person-centred therapy with particular reference to the work of Rogers and later proponents of the person-centred approach to counselling, such as Bozarth, Thorne, Mearns and Cooper. This unit requires learners to use the principles of person-centred counselling in practice, to apply these theories to themselves and to review the impact on themselves and the counselling process.

Delivery and Assessment

Learning will take the form of directed study, personal development opportunities, role play, self directed study and enrichment activities. Assessment of the unit will be through a range of role play and simulation, discussion, journal writing and assignments which all demonstrate theoretical understanding and clear reflection.

Unit Content

On successful completion of this unit learners will understand the core theories and theorists of Rogers and Maslow and the theoretical developments of Mearns, Cooper, Thorn and Bozarth. Have an understanding of the different concepts in person centred therapy including but not limited to the core conditions, actualising tendency, conditions of worth, locus of evaluation and Rogers' 19 Propositions.

Learners will be able to apply principles of person-centred approaches to counselling practice through ongoing development of the core conditions and skills practice for example role play, experiential exercises and simulation. Learners will develop an understanding of the balance of power, setting interviews and the establishment of therapeutic relationships.

Understand the application of the person centred approach to self through personal development and practice, self-awareness and skills development.

Finally learners will understand the application of the person centred theory to the counselling process and in particular the implications for practice; the development of core conditions, strategies, key concepts, conditions of worth, organismic self, necessary conditions and supervision. In addition to understanding the strengths and weaknesses of the person centred approach.

Indicative resource materials

Textbooks

Bozarth J - *Person-Centered Therapy: a Revolutionary Paradigm* (PCCS Books, 1998) ISBN 9781898059226

Cooper M, O'Mara M, Schmid P F and Wyatt G (editors) - *The Handbook of Person- Centred Psychotherapy and Counselling* (Palgrave, 2007) ISBN 9781403945129

Farber B, Brink D and Raskin P (editors) - *The Psychotherapy of Carl Rogers: Cases and Commentary* (Guilford Press, 1998) ISBN 9781572303775

Kirschenbaum H and Henderson V L (editors) - *The Carl Rogers Reader* (Houghton Mifflin, 1996) ISBN 9780395483572

Maslow A - *Motivation and Personality* (Longman, 1987) ISBN 9780060419875

Mearns D and Thorne B - *Person-Centred Counselling in Action* (Sage Publications, 1999) ISBN 9780761963165

Mearns D and Thorne B - *Person-Centred Therapy Today: New Frontiers in Theory and Practice* (Sage Publications, 2000) ISBN 9780761965619

Mearns D - *Developing Person-Centred Counselling* (Sage Publications, 2002) ISBN 9780761949695

Mearns D and Cooper M - *Working at Relational Depth in Counselling and Psychotherapy* (Sage Publications, 2005) ISBN 9780761944584

McMillan M - *The Person-Centred Approach to Therapeutic Change* (Sage Publications, 2004) ISBN 9780761948698

Natiello P - *The Person-Centred Approach: A Passionate Presence* (PCCS Books, 2001) ISBN 9781898059202

Rogers C - *A Way of Being* (Houghton Mifflin, 1996) ISBN 9780395755303

Rogers C and Stevens B - *Person to Person: The Problem of Being Human* (Souvenir Press, 1998) ISBN 9780285647176

Rogers C - *Client-Centered Therapy* (Constable, 2003) ISBN 9781841198408

Rogers C - *On Becoming a Person: a Therapist's View of Psychotherapy* (Constable, 1977) ISBN 9780094604407

Thorne B and Lambers E - *Person-Centred Therapy: A European Perspective* (Sage

Publications, 1998) ISBN 9780761951551

Thorne B - *Carl Rogers (Key Figures in Counselling and Psychotherapy series)*
(Sage Publications, 2003) ISBN 9780761941118

Thorne B - *Person-Centred Counselling: Therapeutic and Spiritual Dimensions*
(Wiley, 1991) ISBN 9781870332873

Tolan J - *Skills in Person-Centred Counselling and Psychotherapy* (Sage
Publications, 2003) ISBN 9780761961178

Websites

www.bacp.co.uk
www.bapca.org.uk

British Association for Counselling and Psychotherapy
British Association for the Person-Centred Approach

Unit 3- Gestalt Approaches to Counselling (15 credits)

Unit Aims

The aim of this unit is to enable learners to explore the Gestalt approach to the counselling process this unit develops learners' awareness of the principles and practice of a Gestalt approach to counselling, with particular reference to the work of Perls and later proponents of the Gestalt approaches: Clarkson, Polster and Polster, Fish etc. Learners will explore the Gestalt approach to counselling and will be helped to evaluate their skills ethically from a Gestalt basis.

Delivery and Assessment

Learning will take the form of directed study, personal development opportunities, role play, self directed study and enrichment activities. Assessment of the unit will be through a range of role play and simulation, discussion, journal writing and assignments which all demonstrate theoretical understanding and clear reflection.

Unit Content

On successful completion of this unit learners will understand the Gestalt approach to counselling in particular the Gestalt models of personality, health and disturbed personality functioning; organismic self-regulation; tendency towards growth; relational nature of life; Gestalt (figure/ground) formation; polarities; awareness and unawareness; present-centred awareness; creative adjustment; resistance; contact and support. Demonstrate an understanding of the different Gestalt theorists including Fritz and Laura Perls, Polster and Polster, Fish, Clarkson, Houston, Mackewn, Phillipson

Be able to apply principles of the Gestalt approach to counselling practice through role play, experiential exercises, simulation; appropriate use of tools and techniques of Gestalt Therapy for example providing support, awareness training, developing body awareness, recognising interruptions and avoidance, working with the theme, working with polarities, working with the transference with the aim of dissolving it; experimentation and enactment; exaggeration; focusing; guided fantasy and visualisation; working with dreams and chair work.

Learners will understand the application of the Gestalt approach to self and the impact of Gestalt theory on own counselling practice: Gestalt models of personality, health and disturbed personality functioning; organismic self-regulation; tendency towards growth; relational nature of life; Gestalt (figure/ground) formation; polarities; awareness and unawareness; present-centred awareness; creative adjustment; resistance; contact and support. The practical application of the Gestalt approach through providing support; awareness training; developing body awareness; recognising interruptions and avoidance; working with the theme; working with polarities; working with the transference with the aim of dissolving it; experimentation and enactment; exaggeration; focusing, guided fantasy and visualisation; chair work.

Understand the application of the Gestalt approach to self through personal development and practice, self-awareness and skills development.

Finally understand the application of Gestalt theory to the counselling process and in particular the implications for practice and strengths and weaknesses of the approach in relation to counselling practice.

Indicative resource materials

Textbooks

Clarkson P - *Gestalt Counselling in Action* (Sage Publications, 1999) ISBN 9780761963127

Clarkson P - *On Psychotherapy, Chapter 6 Individuality and Community in Gestalt* (Wiley, 1993) ISBN 9781870332538

Corsini R J and Wedding D - *Current Psychotherapies, 8th edition* (Thomson, 2008) eISBN 9780495097143

Dryden W (editor) - *A Handbook of Individual Therapy, 4th edition, Chapter 9 Gestalt Therapy* (Sage Publications, 2002) ISBN 9780761969433

Fish S, Sills C and Lapworth P - *Gestalt Counselling* (Speechmark Publishing, 2001) ISBN 9780863883699

Houston G - *The Now Red Book of Gestalt* (Rochester Foundation, 1995) ISBN 9780951032367

Joyce P and Sills C - *Skills in Gestalt Counselling and Psychotherapy* (Sage Publications, 2010) ISBN 9781847876003

Mackewn J - *Developing Gestalt Counselling* (Sage Publications, 1997) ISBN 9780803978614

Perls F - *Gestalt Theory Verbatim* (The Gestalt Journal Press, 1992) ISBN 9780939266166

Perls F - *In and Out the Garbage Pail* (The Gestalt Journal Press, 1992) ISBN 9780939266173

Polster E and Polster M - *From the Radical Center: The Heart of Gestalt Therapy* (Gestalt Press, 2000) ISBN 9780881633153

Video

Perls F - Gloria - Part 2 (A description of Gestalt therapy, the interaction by Perls and Gloria and a summary of the interaction) (Available on YouTube).

Website

www.bacp.co.uk British Association for Counselling and Psychotherapy

Unit 4- Cognitive Behavioural Approaches to Counselling (15 credits)

Unit Aims

The aim of this unit is to enable learners to explore the cognitive behavioural approach to the counselling process. The unit offers learners an overview of the history, theory and general principles of cognitive behavioural work. Learners are taught the structured techniques advocated by cognitive behavioural counsellors and are encouraged to reflect on these, particularly their didactic nature. The unit requires learners to use the principles of cognitive behavioural theory in practice and thereafter to apply the theories to themselves and to review the impact on themselves and the counselling process.

Delivery and Assessment

Learning will take the form of directed study, personal development opportunities, role play, self directed study and enrichment activities. Assessment of the unit will be through a range of role play and simulation, discussion, journal writing and assignments which all demonstrate theoretical understanding and clear reflection.

Unit Content

Learners will understand the cognitive behavioural approach to counselling and in particular the core theories and theorists: history and profile of cognitive behavioural work and the theoretical underpinning of cognitive behavioural counselling: Skinner, Pavlov, Watson, work of Beck, Ellis and other theorists. In addition to new developments and modern theorists, e.g. Dryden, Lazarus, Meichenbaum, Kabat-Zinn; mindfulness based cognitive therapy; acceptance and commitment therapy; schema therapy.

Be able to apply the principles of the cognitive behavioural approach to counselling practice through role play, experiential exercise, simulation; showing application of a range of CBT concepts and skills. In addition to the different influences: balance of power; outcomes; setting of interactions; establishment of therapeutic relationship; boundaries; endings; contract setting; formulation.

Understand the application of the cognitive behavioural approach to self through personal development and practice, self-awareness and skills development.

Finally understand the application of the cognitive behavioural approach to the counselling process and in particular the implications for practice and strengths and weaknesses of the approach in relation to counselling practice.

Indicative resource materials

Textbooks

Crane R - *Mindfulness-Based Cognitive Therapy* (Routledge, 2008) ISBN 9780415445023

Dryden W (editor) - *Dryden's Handbook of Individual Therapy, 5th edition, Chapters 12, 13, 14* (Sage Publications, 2007) ISBN 9781412922388

Gilbert P - *Compassion Focused Therapy* (Routledge, 2010) ISBN 9780415444809

Kabat-Zinn J, Segal Z V, Williams M G and Teasdale J D - *Mindfulness-based Cognitive Therapy for Depression: A New Approach to Preventing Relapse* (Guilford Press, 2002) ISBN 9781572307063

Rafaeli E, Bernstein D and Young J - *Schema Therapy* (Routledge, 2010) ISBN 9780415462990

Trower P, Jones J, Dryden W and Casey A - *Cognitive Behavioural Counselling in Action* (Sage Publications, 2011) ISBN 9781849201940

Weishaar M E - *Aaron T Beck (Key Figures in Counselling and Psychotherapy series)* (Sage Publications, 1993) ISBN 9780803985643

Wills F and Sanders D - *Cognitive Therapy: Transforming the Image* (Sage Publications, 1997) ISBN 9780761950820

Wills F - *Beck's Cognitive Therapy* (Routledge, 2009) ISBN 9780415439527

Websites

www.babcp.co.uk British Association for Behavioural and Cognitive Psychotherapies

www.bacp.com British Association for Counselling and Psychotherapy

Unit 5- Transactional Analysis in Counselling (15 credits)

Unit Aims

The aim of this unit is to enable learners to explore the Transactional Analysis approach to the counselling process. This unit introduces learners to the theory and practice of Transactional Analysis. It explores the structure of the psyche as viewed by Transactional Analysis, considering the Parent, Adult, Child (PAC) structure and its sub-divisions. The ways in which each ego state 'transacts' will be covered and learners will learn the effects of damaged or 'contaminated' ego states. Learners will learn how to construct and analyse their own and others' scripts. The Transactional Analysis life positions of 'okayness' will be studied and related to the concept of 'games'.

Delivery and Assessment

Learning will take the form of directed study, personal development opportunities, role play, self directed study and enrichment activities. Assessment of the unit will be through a range of diagrams, completed observation sheets, script analysis, questionnaire, script matrix and role play.

Unit Content

On successful completion of this unit learners will understand the Transactional Analysis approach to counselling and in particular the core theories and theorists: work of Berne, structure of the personality; work of Stewart and Joines and others. The ego states: functions and sub-divisions of Parent, Adult, Child; the concepts of transacting; structuring time; 'strokes'; complementary and crossed transactions; life scripts; discounting; racket feelings and games.

Be able to apply principles of the Transactional Analysis approach to counselling practice through role play, experiential exercises, simulation; showing application of a range of Transactional Analysis concepts and skills. The different influences including the balance of power; outcomes; setting of interactions; establishment of therapeutic relationship; boundaries; endings and contract setting.

Understand the application of the Transactional Analysis approach to self through personal development and practice, self-awareness and skills development.

Finally understand the application of Transactional Analysis theory to the counselling process and in particular the implications for practice and strengths and weaknesses of the approach in relation to counselling practice.

Indicative resource materials

Textbooks

Berne E - *Games People Play: The Psychology of Human Relationships* (Penguin Books, 1976) ISBN 9780140027686

Berne E - *What Do You Say After You Say Hello?* (Corgi Books, 1975) ISBN 9780552098069

Erskine R G (editor) - *Life Scripts: A Transactional Analysis of Unconscious*

Relational Patterns (Karnac Books, 2010) ISBN 97818576625

Harris T - *I'm OK - You're OK* (Arrow, 1995) ISBN 9780099552413

Hargaden H and Sills C - *Transactional Analysis: A Relational Perspective*
(Routledge, 2002) ISBN 9781583911204

Lister-Ford C - *Skills in Transactional Analysis Counselling and Psychotherapy*
(Sage Publications, 2002) ISBN 9780761956976

Steiner C - *Scripts People Live: Transactional Analysis of Life Scripts, 2nd edition*
(Grove Press, 1990) ISBN 9780802132109

Stewart I - *Eric Berne (Key Figures in Counselling and Psychotherapy series)* (Sage
Publications, 1992) ISBN 9780803984677

Stewart I and Joines V - *TA Today: A New Introduction to Transactional Analysis*
(Lifespace Publishing, 1987) ISBN 9781870244008

Stewart I - *Transactional Analysis Counselling in Action, 3rd edition* (Sage
Publications, 2007) ISBN 9781412934954

Widdowson M - *Transactional Analysis (100 Key Points and Techniques)*
(Routledge, 2009) ISBN 9780415473873

DVDs

Emotional Literacy - Transactional Analysis Workshop by Claude Steiner available from
www.emotional-literacy.com

Transactional Analysis with Mary Goulding available from www.psychotherapydvds.com

Website

www.bacp.co.uk

British Association for Counselling and Psychotherapy

Mandatory Units

The next area of work covers five mandatory units:

- Unit 6 - Counselling Skills, Development and Practice
- Unit 7 - Comparative Theories and Approaches in Counselling
- Unit 8 - Continuing Personal Development in Counselling
- Unit 9 - Human Development in Relation to Counselling
- Unit 10 - Client Work in Therapeutic Counselling

Unit 6- Counselling Skills, Development and Practice (15 credits)

Unit Aims

The aim of this unit is to enable learners to develop their counselling skills and referral procedures. They will also explore legal, ethical and professional issues related to counselling practice. This unit focuses on the identification, practice and development of a range of interpersonal and counselling skills. It also considers the professional context of counselling. On completion of the unit, learners should have the inter-related skills required to initiate, maintain and conclude a counselling interaction. The unit is congruent with the core theoretical model chosen. The unit will enable participants to develop their skills and relate them to experience drawn from their work, learning or personal setting.

Delivery and Assessment

Learning will take the form of directed study, personal development opportunities, role play, self directed study and enrichment activities. Assessment of the unit will be through a range of role play and simulation, discussion, journal writing and assignments which all demonstrate theoretical understanding and clear reflection.

Unit Content

On successful completion of this unit learners will be able to conduct a counselling interaction. How to *initiate an interaction*: appropriateness of situations; contracting and boundary setting; characteristics of process; self-awareness; development of the core conditions (empathy, unconditional positive regard, congruence) as a base for counselling practice. *Develop an interaction*: themes and their recognition; use of intuition; use of silences; communication of feelings/experience; use of immediacy; challenge and self-disclosure where appropriate, maintenance of boundaries; use of skills; open questions; prompts; reflection; summarising and paraphrasing; body language; giving and receiving feedback; feelings: warmth, acceptance, unconditional positive regard; remaining non-judgemental; personal values, prejudices and limits. *Conclude an interaction*: appropriate referrals; review of counselling process with client;

appropriate endings; awareness of endings at different stages in the counselling process; addressing feelings about ending. Understand referrals and learn how to *reflect* by selecting and summarising key elements of a counselling skills interaction; reflection on and assessment of skills practice using self-reflection and tutor/peer feedback from skills practice in triads (counsellor, client and observer).

Learners will understand the legal context in which counselling operates and understand the ethical context in which counselling operates.

Indicative resource materials

Textbooks

BACP Framework for Ethical Practice (available from www.bacp.co.uk)

Bond T - *Standards and Ethics for Counselling in Action* (Sage Publications, 2009) ISBN 9781412902397

Dryden W and Feltham C - *Issues in Professional Counsellor Training* (Continuum International Publishing Group, 1995) ISBN 9780304329762

Dryden W and Thorne B - *Training and Supervision for Counselling in Action* (Sage Publications, 1991) ISBN 9780803983366

Dryden W and Reeves A (editors) - *Key Issues for Counselling in Action* (Sage Publications, 2008) ISBN 9781412946995

Jenkins P - *Counselling, Psychotherapy and the Law, second edition* (Sage Publications, 2007) ISBN 9781412900065

Jenkins P (editor) - *Legal Issues in Counselling and Psychotherapy* (Sage Publications, 2002) ISBN 9780761954811

Jones C et al - *Questions of Ethics in Counselling and Therapy* (Open University Press, 2001) ISBN 9780335206100

Mearns D and Dryden W (editors) - *Experiences of Counselling in Action* (Sage Publications, 1989) ISBN 9780803981935

Shainberg D - *Teaching Therapists to Be with Their Clients, in Awakening the Heart* (Welwood (editor), Shambhala, 1993) ISBN 9780394721828

Wheeler S - *Training Counsellors: The Assessment of Competence*

(Sage Publications, 1996) ISBN 9780304333493

Websites

www.bacp.co.uk	British Association for Counselling and Psychotherapy
www.cqc.org.uk	Care Quality Commission
www.ukcp.org.uk	UK Council for Psychotherapy

Unit 7- Comparative Theories and Approaches in Counselling (15 credits)

Unit Aims

The aim of this unit is to enable learners to compare the application of two further theoretical approaches, in addition to their chosen specialist model, in counselling. This unit gives learners an opportunity to explore theoretical approaches used in counselling and to compare two of them to their chosen specialist model (Units 1 to 5). The unit is designed to widen the perspective of learners to the diversity of counselling theories. This unit will allow learners to gain knowledge of the beliefs, concepts and techniques inherent in each of the chosen theories.

Delivery and Assessment

Learning will take the form of directed study, personal development opportunities, role play, self directed study and enrichment activities. Assessment of the unit will be through a range of journal writing, presentation and a short assignment.

Unit Content

On successful completion of this unit learners will understand the main theoretical approaches to counselling and understand the strengths and weaknesses of the main theoretical approaches to counselling.

Indicative resource materials

Textbooks

Refer to relevant sections in Units 1 to 5.

Websites

www.babcp.com	British Association for Behavioural and Cognitive Psychotherapies
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Unit 8- Continuing Personal Development in Counselling (15 credits)

Unit Aims

The aim of this unit is to enable learners to explore self-development in relation to clients and group dynamics in counselling and consider what is involved in producing a personal development plan. This unit develops learners' awareness of the principles and practice of person-centred therapy with particular reference to the work of Rogers and later proponents of the person-centred approach to counselling, such as Bozarth, Thorne, Mearns and Cooper. This unit requires learners to use the principles of person-centred counselling in practice, to apply these theories to themselves and to review the impact on themselves and the counselling process.

Assessment

A personal reflective learning journal demonstrating a link between personal development and self-awareness to the theoretical concepts explored. The knowledge base should be clearly linked to the developmental, experiential group and the learner's performance within that group. On completing this unit, learners should produce a self-appraisal statement (a précis of the reflective learning journal) as summative evidence of their personal development.

Learners should be aware that material resulting from assessment outcomes is subject to the same processes as other units and therefore it will not be possible to maintain absolute confidentiality of learners' work.

Unit Content

On successful completion of this unit learners will understand self in relation to work with clients in counselling the *impact of experience*: models of human personality, development, motivation and needs, giving and receiving feedback, reflection on style of interacting with clients and colleagues, effects of interaction on others. In addition to *developing* own values, beliefs, prejudices, particularly with reference to equal opportunity issues; self as learner, person and counselling skills practitioner.

Understand group dynamics in counselling and personal development in relation to effective counselling skills. Learners will be able to produce an effective personal development plan in relation to counselling.

Indicative resource materials

Textbooks

Cross M C and Papadopoulos L - *Becoming a Therapist* (Routledge, 2001) ISBN 9780415221153

BTEC Level 5 Professional Diploma Specification

Horton I (editor) - *The Needs of Counsellors and Psychotherapists* (Sage Publications, 1997) ISBN 9780761952992

Johns H - *Personal Development in Counsellor Training* (Sage Publications, 2002) ISBN 9780826463807

Johnson D W and Johnson F P - *Joining Together: Group Theory and Group Skills* (Merrill, 2008) ISBN 9780205578634

Lago C and MacMillan M (editors) - *Experiences in Relatedness: Groupwork and the Person-Centred Approach* (PCCS Books, 1999) ISBN 9781898059233

Wilkins P - *Personal and Professional Development for Counsellors* (Sage Publications, 1996) ISBN 9780803974630

Journals

Lyons A - The Role of Group Work in Counselling Training in '*Counselling*' 8 (3) August 1997 pp. 211-215

British Journal of Guidance and Counselling - Taylor & Francis Health Sciences

Therapy Today - BACP

Psychodynamic Practice - Taylor & Francis Health Sciences

Website

www.bacp.co.uk

British Association for Counselling and Psychotherapy

Unit 9- Human Development in Relation to Counselling (15 credits)

Unit Aims

The aim of this unit is to enable learners to explore key models of human growth and development in relation to counselling. This unit gives learners an opportunity to consider the theoretical concepts underpinning models of human growth and development. Learners will explore the main physical and psychological factors affecting human growth and development. Learners will have the opportunity to explore the impact of these concepts on themselves and the counselling process.

Delivery and Assessment

Through learner-centred research and presentations. The application of concepts to self could be achieved through personal development work, specific, creative class-based exercises and skills practice. This unit will be assessed in the form of discussion groups, exercises, reports, presentations, essays, role play and simulation to demonstrate an integration of learners' academic knowledge with its application in their professional life. Learners should be encouraged to use their knowledge of developmental models to explore their understanding of themselves, their colleagues and clients to investigate appropriate forms of communication. They should especially identify and evaluate the impact of the use of a developmental model on their counselling practice.

Unit Content

On successful completion of this unit learners will understand models of human developmental process in relation to counselling, understand main aspects of human growth and development and finally, understand concepts of human growth and development in relation to counselling.

Indicative resource materials

Textbooks

Beckett C and Taylor H - *Human Growth and Development, 2nd edition* (Sage Publications, 2010) ISBN 9781847871794

Bowlby J - *The Making and Breaking of Affectional Bonds* (Routledge, 2005) ISBN 9780415354813

Erikson E H - *Childhood and Society* (Vintage, 1995) ISBN 9780099532910

Lago C - *Race, Culture and Counselling, 2nd edition* (Open University Press, 2005) ISBN 9780335216949

Mearns D and Thorne B - *Person-Centred Counselling in Action* (Sage Publications,

2007) ISBN 9781412928557

Murray Thomas R - *Counselling and Life-Span Development* (Sage Publications, 1990) ISBN 9780803936140

Rayner E - *Human Development, 4th edition* (Routledge, 2005) ISBN 9781583911129

Sheehy G - *New Passages* (Ballantine Books, 1996) ISBN 9780345404459

Smith P M - *Language, the Sexes and Society* (Wiley-Blackwell, 1985) ISBN 9780631127536

Sugarman L - *Life-Span Development* (Routledge, 2001) ISBN 9780415192651

Sugarman L - *Counselling and the Life Course* (Sage Publications, 2004) ISBN 9780761962403

Winnicott D W - *Through Paediatrics to Psychoanalysis* (Routledge, 2001) ISBN 9780415264051

Journals

British Journal of Guidance and Counselling - Taylor & Francis Health Sciences

Psychodynamic Practice - Taylor & Francis Health Sciences

Therapy Today - BACP

Website

www.bacp.co.uk

British Association for Counselling and Psychotherapy

Unit 10- Client Work in Therapeutic Counselling (15 credits)

Unit Aims

The aim of this unit is to enable learners to explore the use of counselling skills in the workplace or volunteer settings. They will also consider ethical practice, referral procedures and the use of supervision in the counselling process.

Learners must complete 100 hours of counselling practice in association with this unit. It is essential that learners take up placements only when they can demonstrate their readiness to work with clients and have agreed this with their tutor. The tutor must approve the placement as appropriate to the needs of the learner and the qualification. The work experience that underpins this unit should be gained in accordance with guidelines issued by the British Association for Counselling and Psychotherapy (BACP). It will comprise one-to-one counselling practice in an agency setting. The unit contains the ongoing counselling practice element of the course and develops learners' capacity to gradually build an intentional approach to counselling and to critically reflect on their work. Learners should demonstrate competence to practise counselling and the capacity to develop through reflection on practice. A ratio of at least one

hour of supervision to every eight hours of counselling must also be demonstrated (with appropriate client consent).

The unit's learning outcomes should be demonstrated through the specialist theoretical model chosen. Presentation of material for supervision and utilisation of supervisory feedback should be covered fully.

Assessment

Evidence may take the form of a professional log which should include details of at least 100 hours of client work gained, transcripts of audio/video recordings, case studies, peer and tutor feedback sheets. Evidence from supervisor/placements that at least 100 hours of satisfactory counselling work has been completed must be obtained. A ratio of at least one hour of supervision to every eight hours' counselling must also be demonstrated (with appropriate client consent).

Evidence for learning outcomes 1 and 2 can take the form of:

- peer and tutor feedback sheets
- audio recording and process notes and evaluation
- a piece of written work describing models of supervision
- records of the process of group supervision
- a case study of client work taken with supervision
- a case study of client work with one particular client (with appropriate client consent)
- a counsellor log of client hours.

A supervisor's report must be obtained commenting specifically on:

- the learner's competence to practise ethically and satisfactorily
- the appropriateness/inappropriateness of client referral from the workplace setting
- the number of client/supervised hours in accordance with the BACP framework for ethical practice

- whether the learner has been making regular and developmental use of supervision.

(Missed client work sessions cannot be counted against the requirement for the 100 hours.)

Supervision

Learners are expected as a mandatory requirement to have supervision outside of the organisation. Learners will be provided with a list of recommended supervisors but they may choose to work with someone not on the list, it is however the learners responsibility to make

contact with and pay for their own supervision. As a guide learners should have one hour of supervision for every eight hours of client work.

Unit Content

On successful completion of this unit learners will be able to engage in counselling in an agency setting, show adherence to the British Association for Counselling and Psychotherapy (BACP) framework for ethical practice in counselling and understand the use of supervision in counselling.

Indicative resource materials

Textbooks

Carroll M - *Counselling Supervision* (Sage Publications, 2001) ISBN 9781412902106

Dryden W and Thorne B - *Training and Supervision for Counselling in Action*
(Sage Publications, 1991) ISBN 9780083983366

Dryden W and Reeves A (editors) - *Key Issues for Counselling in Action*
(Sage Publications, 2008) ISBN 9781412946995

Hawkins P and Shohet R - *Supervision in the Helping Professions* (Oxford University Press, 2007) ISBN 9780335218172

Houston G - *Supervision and Counselling* (Rochester Foundation, 1995) ISBN 9780951032350

Mearns D and Dryden W (editors) - *Experiences of Counselling in Action* (Sage Publications, 1989) ISBN 9780803981935

Proctor B - *Group Supervision* (Sage Publications, 2008) ISBN 9781847873354

Shainberg D - *Teaching Therapists to Be with Their Clients in Awakening the Heart*
(Welwood (editor), Shambhala, 1993) ISBN 9780394721828

Wheeler S - *Training Counsellors: The Assessment of Competence* (Sage Publications, 1996) ISBN 9780304333486

Other

BACP Framework for Ethical Practice (available from www.bacp.co.uk)

BACP information sheet p 11 - Making the Contract for Counselling and Psychotherapy (available from www.bacp.co.uk)

Journal

Wilmot - *Paralleling in the Supervision Process* (Self and Society, European Journal of Humanistic Psychology 13(2) 86-92, 1985)

Website

www.bacp.co.uk

British Association for Counselling and Psychotherapy

Optional Units

The third and final area of work covers two units which are chosen according to student need by the tutor;

Unit 11- Counselling for Loss and Grief.

Unit 12 - Counselling Clients Who Have Experienced Abuse.

Unit 13 - Counselling Young People.

Unit 14 - Relationship Counselling.

Unit 15 - Counselling Related Research.

Unit 11- Counselling for Loss and Grief (15 credits)

Unit Aim

The aim of this unit is to enable learners to explore and apply theoretical approaches to counselling those who have experienced loss and grief. This unit requires learners to have an understanding of the various ways in which the term 'grieving process' may be understood. Learners will explore the application of various models to practice and are required to demonstrate a range of counselling skills within the context of loss and grief. Learners are challenged to determine whether any one grieving process is more than a social construct. The dilemma of medication and grief, and the consequent pathologising of grief, are considered in the context of counselling. This unit considers theories of loss and grief and is focused on models used for counselling.

Delivery and Assessment

Assessment will be in the form of practical demonstration of skills and subsequent analysis of interventions made. Learners should demonstrate their skills and capabilities by generating a specific loss scenario provided and appropriately managed by the tutor. They should then be able to analyse which models and/or theories underpinned their interventions and how these affect the counselling process.

Unit Content

On successful completion of this unit learners will understand theoretical perspectives of loss and grief, be able to apply models of loss and grief to counselling practice and understand the potential impact of working with loss and grief on the counsellor.

Indicative resource materials

Textbooks

Bayliss J - *Understanding Loss and Grief* (National Extension College, 1996) ISBN 9781853566592

De Hennezel M - *Intimate Death* (Time Warner, 1998) ISBN 9780751523324

Haugh S - *The Person-Centred Approach to Working With Loss and Bereavement* (Sage Publications, 2010) ISBN 9781412900294

Humphrey G and Zimpfer D - *Counselling for Grief and Bereavement, 2nd edition* (Sage Publications, 2007) ISBN 9781412935661

Kübler-Ross E - *On Death and Dying* (Routledge, 2008) ISBN 9780415463997

Kübler-Ross E and Kessler D - *On Grief and Grieving* (Simon & Schuster, 2005) ISBN 9780739468630

Lendrum S and Syme G - *Gift of Tears: A Practical Approach to Loss and Bereavement Counselling, 2nd edition* (Routledge, 2004) ISBN 9781583919330

Littlewood J - *Aspects of Grief: Bereavement in Adult Life* (Routledge, 1992) ISBN 9780415071765

Parkes C M - *Bereavement: Studies of Grief in Adult Life, 4th edition* (Penguin Books, 2010) ISBN 9780141049410

Parkes C M, Laungani P and Young B (editors) - *Death and Bereavement Across Cultures* (Routledge, 1996) ISBN 9780415131377

Silverman P R, Nickman S L and Klass D (editors) - *Continuing Bonds* (Taylor & Francis, 1996) ISBN 9781560323396

Stroebe M S, Stroebe W, Hansson R O and Schut H (editors) - *Handbook of Bereavement Research: Consequences, Coping and Care* (American Psychological Association, 2001) ISBN 9781557987365

Worden W - *Grief Counselling and Grief Therapy, 4th edition* (Routledge, 2009) ISBN 9780415559997

Journal

Bereavement Care - Cruse Bereavement Care

Websites

www.bacp.co.uk

British Association for Counselling and Psychotherapy

Unit 12 - Counselling Clients Who Have Experienced Abuse (15 credits)

Unit Aims

The aim of this unit is to enable learners to explore definitions of abuse and apply them to the counselling process in an ethical manner, making use of supervision where appropriate. This unit looks at the term 'abuse' in a broad sense and considers social, psychological and physical abuse as well as sexual abuse. The unit covers models of abuse, legal aspects and confidentiality. The unit emphasises the effects of counselling people who have experienced abuse on both client and counsellor, as well as the need for supervision.

Assessment and Delivery

Formal written work demonstrating understanding. Learners will need to provide evidence of well-thought out rehearsal/role play material. They should also have considered a variety of case studies in some depth. The evidence for supervised practice could be generated in a variety of ways - case history notes, professional logs and supervisor reports.

Unit Content

On successful completion of this unit learners will understand definitions of abuse used in counselling, *understand* models for counselling people who have experienced abuse and be able to apply ethical counselling practice when working with clients who have experienced abuse.

Indicative resource materials

Textbooks

Bass E and Davis L - *The Courage to Heal* (Vermilion, 2002) ISBN 9780091884208

Bond T - *Standards and Ethics for Counselling in Action, 3rd edition* (Sage Publications, 2009) ISBN 9781412902397

Burke Draucker C and Martsolf D - *Counselling Survivors of Childhood Sexual Abuse, 3rd edition* (Sage Publications, 2006) ISBN 9781412922401

Davies L - *Allies in Healing: When the Person You Love Was Sexually Abused as a Child* (HarperCollins, 1991) ISBN 9780060968830

Jenkins P - *Counselling, Psychotherapy and the Law, 2nd edition* (Sage Publications, 2007) ISBN 9781412900065

Miller A - *Banished Knowledge: Facing Childhood Injuries* (Virago Press, 1997) ISBN 9781860493485

Ryan V and Wilson K - *Case Studies in Non-directive Play Therapy* (Jessica Kingsley Publishers, 2000) ISBN 9781853029127

Sanderson C - *Counselling Adult Survivors of Childhood Sexual Abuse, 3rd edition* (Jessica Kingsley, 2006) ISBN 9781843103356

Tzeng O C S, Jackson J W and Karlson H C - *Theories of Child Abuse and Neglect* (Greenwood Publishing, 1991) ISBN 9780275938321

Websites

www.bacp.co.uk British Association for Counselling and Psychotherapy
www.wearesurvivors.org We are Adult Survivors of Child Abuse and Neglect

Unit 13 - Counselling Young People (15 credits)

Unit Aims

The aim of this unit is to enable learners to explore the concept of transition as it applies to young people. Learners are expected to apply their chosen specialist theory to counselling young people. This unit aims to give learners an insight into the pressures created by the transition from childhood to adulthood. This unit defines this period as from age 12 upwards. The unit examines how pressures might manifest themselves in issues brought up by young people during counselling and the problems these might raise for the counsellor. Learners are helped to conduct a counselling interaction contextualised with issues faced by young people and to demonstrate their counselling skills appropriately within this context. Learners should be confident and competent in the use of counselling skills before tackling this unit. Learners will need to be working in a capacity where they are able to observe and/or work with young people.

Assessment and Delivery

Evidence of learning outcomes can be in the form of an audio/video recording of the counselling interaction and a written analysis of the counselling process; assignments, projects and case studies. A portfolio of researched referral agencies appropriate for young people's needs is essential. Supervisors' reports are needed for learners working with 'real' clients. The assessment evidence produced for learning outcome 3 should be from an interaction conducted in a placement setting but in exceptional circumstances this interaction can be simulated.

Unit Content

On successful completion of this unit learners will understand the concept of transition as it applies to young people, *understand* pressures on young people and be able to apply a chosen specialist theory to counselling young people and finally understand professional issues involved when counselling young people.

Indicative resource materials

Textbooks

Erikson E H - *Childhood and Society* (Vintage Books, 1995) ISBN 9780099532910

Erikson E H - *Identity: Youth and Crisis* (W W Norton & Company, 1995) ISBN 9780393311440

Geldard K and Geldard D - *Counselling Adolescents, 3rd edition* (Sage Publications, 2009) ISBN 9781848606432

Luxmoore N - *Working with Anger and Young People* (Jessica Kingsley, 2006) ISBN 9781843104667

Murray Thomas R - *Comparing Theories of Child Development, 6th edition* (Wadsworth, 2004) ISBN 9780534607173

Perry A (editor) - *Teenagers and Attachment* (Worth Publishing, 2009) ISBN 9781903269138

Prever M - *Counselling and Supporting Children and Young People: A Person-centred Approach* (Sage Publications, 2010) ISBN 9781847879356

Smith P K, Cowie H and Blades M - *Understanding Children's Development, 4th edition* (John Wiley and Sons, 2003) ISBN 9780631228233

Website

www.bacp.co.uk

British Association for Counselling and Psychotherapy

Unit 14 - Relationship Counselling (15 credits)

Unit Aims

The aim of this unit is to enable learners to explore theoretical approaches to relationship counselling and the role of supervision within relationship interactions. This unit equips learners to work with the dynamics of relationship counselling. It focuses on couples/partnerships and considers how counselling theories might offer insight into the complex dynamics of relationships.

Learners are helped to define and establish the role of the counsellor when working in a non one-to-one situation and to understand the importance of avoiding collusion with any one party in a relationship. The crucial importance of supervision is stressed.

Assessment and Delivery

A mix of written and practical evidence including a portfolio of case histories demonstrating the theoretical approaches is preferable.

Unit Content

On successful completion of this unit learners will understand theoretical approaches to relationship counselling, understand the process of relationship counselling. Understand how to conduct a relationship counselling interaction, understand their own relationship dynamics and finally understand the role of supervision in relationship counselling.

Indicative resource materials

Textbooks

Bobes T and Rothman B - *Doing Couple Therapy: Integrating Theory with Practice*, 2nd edition (W W Norton & Company, 2002) ISBN 9780393703924

Clulow C (editor) - *Adult Attachment and Couple Psychotherapy: The 'Secure Base' in Practice and Research* (Routledge, 2000) ISBN 9780415224161

Geldard K and Geldard D - *Relationship Counselling for Children, Young People and Families* (Sage Publications, 2008) ISBN 9781847875518

Hollis J - *The Eden Project: In Search of the Magical Other - A Jungian Perspective on Relationship* (Inner City Books, 1998) ISBN 9780919123809

Litvinoff S - *Better Relationships* (Vermilion, 2001) ISBN 9780091856700

Payne M - *Couple Counselling: A Practical Guide* (Sage Publications, 2010) ISBN 9781848600492

Quilliam S - *Staying Together: From Crisis to Deeper Commitment* (Vermilion, 2001) ISBN 9780091856717

Richardson R W - *Couples in Conflict: A Family Systems Approach to Marriage Counselling* (Augsburg Fortress, 2010) ISBN 9780800696283

Sells J N and Yarhouse M A - *Counselling Couples in Conflict: A Relational Restoration Model* (IVP Academic, 2011) ISBN 9780830839254

Websites

www.bacp.co.uk	British Association for Counselling and Psychotherapy
www.relate.org.uk	Relate - a national federated charity supporting the nation's relationships.

Unit 15 - Counselling Related Research (15 credits)

Unit Aims

This unit aims to enable learners to explore the processes involved in carrying out counselling research. Learners will carry out research, present their findings, evaluate their outcomes and make recommendations for further investigation. This unit assumes an understanding of basic terminology, concepts and techniques used in research. Learners will explore a range of perspectives that influence research design and analysis of data. The use of research in counselling and the importance of ethical practice in research will be considered. Learners will be required to prepare a proposal for a research project, obtain data from both primary and secondary sources and present findings. Learners will then critically evaluate their project and make recommendations for further study.

Assessment and Delivery

Evidence for assessment will be in the form of a written report and analysis. Supporting artefacts should be included in assessed work (for example consent documents, questionnaires, interaction schedules, transcripts and presentation tools, such as PowerPoint printouts and overhead transparencies. If work is carried out in groups, the contribution of each learner should be clearly distinguished and tutors should ensure that learners meet all the assessment criteria individually.

Unit Content

On successful completion of this unit learners will be able to conduct research in relation to counselling, be able to present findings of counselling research and understand how to evaluate counselling research.

Indicative resource materials

Textbooks

Bor R and Watts M (editors) - *The Trainee Handbook: A Guide for Counselling and Psychotherapy Trainees* (Sage Publications, 2010) ISBN 9781849206266

Denscombe M - *Ground Rules for Social Research: Guidelines for Good Practice, 2nd edition* (Open University Press, 2009) ISBN 9780335233816

Denscombe M - *The Good Research Guide for Small-Scale Research Projects*,
2nd edition (Open University Press, 2003) ISBN 9780335213030

Hosker I - *Social Statistics* (Studymates, 2002) ISBN 9781842850046

McLeod J - *Doing Counselling Research, 2nd edition* (Sage Publications, 2003) ISBN
9780761941088

McLeod J - *Case Study Research in Counselling and Psychotherapy* (Sage Publications, 2010) ISBN
9781849208055

McLeod J - *Qualitative Research in Counselling and Psychotherapy, 2nd edition*
(Sage Publications, 2011) ISBN 9781849200622

Sanders P and Wilkins P - *First Steps in Practitioner Research* (PCCS Books, 2010) ISBN
9781898059738

Timulak L - *Research in Psychotherapy and Counselling* (Sage Publications, 2008) ISBN
9781412945790

Journal

Counselling and Psychotherapy Research (CPR) available at www.cprjournal.com

Website

www.bacp.co.uk British Association for Counselling and Psychotherapy

BTEC Level 5 Professional Diploma Specification