Applications can now be made for the Educational Guidance and Counselling programme organised by the School of Education in Trinity College, Dublin. The course will begin in September 2013.

**Aims of the programme**

The Educational Guidance and Counselling programme aims to build a structure of professional knowledge and career skills on foundations already acquired by students in teaching, guidance and counselling, mental health, psychology, pastoral care, chaplaincy, or school/college administration. This is achieved by a combination of academic and experiential components, together with supervised experience. An integrative framework is developed over this two-year programme.

The course also provides an opportunity for personal reflection, with a strong emphasis on personal growth, self-confidence building and self-awareness, so that the therapeutic relationship, which is the basis of effective guidance and counselling, can be used to maximum effect.

**Who is the programme for?**

The programme is intended for secondary teachers, pastoral care tutors, psychologists, adult education officers, and for those who have an initial qualification in guidance counselling and who wish to proceed to Masters level. The course is recognised by the Department of Education and Skills as an initial qualification in Guidance and Counselling. An internship is an important part of the training in Year Two.

**Structure**

The taught component of the course contains four modules, with each module containing 25 hours of contact time. Modules take place on Fridays in Trinity College, from 9.00am to 4.00pm (during both semesters). The modules take an interactive approach based around lectures, seminars, relevant readings, and student participation. Assessment is by means of academic papers, approximately 4,000 - 5,000 words in length, or equivalent. Activities such as student presentations, case-studies or portfolio type projects form part of the assessment of some of the modules. Students who have attained a satisfactory level in their module assignments may progress to the dissertation year. This second year is a research year and, with supervision, the student will be involved in the researching and writing a dissertation. To support this work, there is a course in research methods and critical reading and writing. Students are also expected to complete a minimum of two full weeks ‘work shadowing’ a Guidance Counsellor (and associated academic work) and this period of internship normally constitutes a total of 50 hours.

Students also source and complete personal counselling (10 hours) and an approved qualification in psychometric testing (British Psychological Society - Test User: Occupational, Ability). Guidance is provided to students in relation to the academic and experiential requirements of the programme.

**Course Modules**

<table>
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<tr>
<th>Module</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Counselling Theory and Practice</td>
<td>15</td>
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<tr>
<td>(Counselling Practicum)</td>
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<tr>
<td>Educational Psychology for Guidance</td>
<td>15</td>
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Counsellors

Psychometrics 15
Counselling and Vocational Psychology 15
Total for four modules 60

Counselling Theory and Practice (Counselling Practicum)

Rationale:
- Students are prepared to approach their professional practice on a basis of sound theoretical principles and are knowledgeable about a wide range of skills training.

Aims:
- Students are knowledgeable about Guidance and Counselling Psychology in historical context;
- Students are familiar with major counselling orientations;
- Students are knowledgeable about a wide range of counselling skills and have an awareness of the importance of the therapeutic relationship in systems of healing;
- Students have a critical understanding of the counselling process and are capable of producing a reflective journal for self-reflection and feedback; and,
- Students are able to write appropriate and succinct case studies and are aware of the dynamics of change within counselling practice.

Learning Outcomes - on successful completion of this module, the student will be able to:
- Demonstrate a critical understanding of counselling theory;
- Demonstrate a critical understanding of the counselling process and the power of the therapeutic relationship to heal;
- The student will have worked under supervision and will have obtained feedback on competencies and priority learning needs; and,
- Reflect critically on professional, social and ethical responsibilities in counselling practice.

Educational Psychology for Guidance Counsellors

Rationale:
- The role of psychology in education is increasing in terms of input and impact. So as to best help students, the contemporary Guidance Counsellor requires an understanding of the latest research informed developments from the field of Educational Psychology (both theoretical and practical). Alongside this, Guidance Counsellors require a detailed understanding of the bio-psycho-social development of the adolescents. This module will present students with the necessary knowledge to help students via the knowledge derived from Educational Psychology.

Aims:
- Students are provided with a thorough grounding in theories of, for example, Learning and Motivation, Multiple Intelligences, Personality Theory, And Adolescent Psychology (typical, atypical, and abnormal);
- Students will be provided with an opportunity to reflect upon the dynamics of creating a productive learning environment that is understanding of the emotional climate of the contemporary classroom and school, with an emphasis on understanding the world of the ‘always on’ generation of adolescents.

Learning Outcomes - on successful completion of this module, the student will be able to:
• Critically reflect upon the field of Educational Psychology and its role in Guidance and Counselling;
• Present critical reflection of psychological theories applied to adolescents, classrooms, and schools;
• Demonstrate an ability to apply a range of models which relate to integrative life planning;
• Devise, locate, and assemble a wide range of learning theories, articulate and apply them in an appropriate learning environment;
• Articulate a clear understanding of positive learning environments together with key insights in relation to approaches to positive behaviour management.

Psychometrics

Rationale:
• Students are knowledgeable about a wide range of psychometric testing in relation to aptitude, general intelligence testing, and interest inventories. This module includes a rigorous presentation of statistical concepts, insights, and understandings.

Aims:
• To acquaint students with essential principles of psychometric theory, test design, test construction and validation;
• To provide students with an understanding of the importance of standardised assessment procedures to the professions of applied psychology;
• To provide a thorough grounding in the concepts of validity and reliability;
• To provide exposure to the administration, scoring, and reporting of selected tests;
• To enable students to demonstrate competencies required by the British Psychological Society (BPS – Test User: Occupational, Ability)*.

* Students need to (concurrently) source and complete external training in this area. Guidance will be offered as to appropriate training courses.

Learning Outcomes - on successful completion of this module, the student will be able to:
• Demonstrate a critical awareness of contemporary tests and interest inventories;
• Critically reflect on professional and ethical responsibilities in relation to test administration and in the dissemination of data;
• Demonstrate a critical understanding of key statistical data and understandings.

Counselling and Vocational Psychology

Rationale:
• Students are prepared to approach their professional practice on a basis of sound and theoretical principles of counselling psychology and are knowledgeable about a wide range of skills training in vocational psychology.

Aims:
• Students are familiarised with major guidance and counselling orientations;
• Students are encouraged to review major theorists in the area of vocational psychology;
• Students will develop their knowledge of the application of ICT in guidance and research and will be encouraged to become familiar with the use of multimedia packages in the practice of vocational guidance;
• Students will further develop their understanding of guidance, counselling, and teaching roles and further develop their professional understanding of these interweaving and interacting concepts are fully delineated;
• Students will be introduced to ‘Life-Span Development’ as a period of continuous growth and regeneration, with attention to major theorists in the area (e.g., C. G. Jung, Joseph Campbell, Erik Erikson).

Learning Outcomes - on successful completion of this module, the student will be able to:
• Demonstrate a critical awareness of counselling and vocational psychology theory;
• Demonstrate a clear understanding of guidance, counselling, mentoring, and teaching roles;
• Demonstrate and apply a range of models which relate to integrative life planning;
• Devise and assemble a wide range of vocational information and be able to articulate it in an appropriate scholarly manner;
• Demonstrate an ability to reflect on the central role that lifelong learning plays in enriching people’s lives.

Teaching and Learning Strategies

A variety of teaching and learning strategies may be used throughout the programme, including group discussion, presentations, e-learning and on-line resources, case studies, lectures and individual reading and research.

Further information about course content please contact Dr Conor Mc Guckin (conor.mcguckin@tcd.ie). For all other enquiries, please contact Ms Keara Eades (master.education@tcd.ie / 00 353 1 896 3568) or Mr Daniel Wearen (cpdinfor@tcd.ie / 00 353 1 896 1290).

Note: prospective students should realise that this brochure is as accurate as it can be at the time of production but will not reflect changes to the programme which might have been made at a later stage.