

Module Template for New and Revised Undergraduate Modules¹

Module Code	PSU34880
Module Name	Theoretical Perspectives in Counselling and Psychotherapy
ECTS credit weighting	5 ECTS
Semester taught	Semester 1
Module Coordinator/s	Meg Ryan

Module Learning Outcomes with embedded Graduate Attributes

This module has the following key aims:

- 1) To introduce students to the key theories in Counselling and Psychotherapy and to explore skills and techniques related to each approach.
- 2) To introduce students to the evidence base for key therapeutic approaches and to understand the research methodologies employed in investigating outcomes in psychotherapy.
- 3) To introduce students to the concept of Case Formulation in areas of practice.
- 4) To teach students to engage with counselling & psychotherapy beyond the confines of particular schools and techniques, and to develop an awareness of the impact of cultural and contextual factors.

Upon successful completion of the module students should be able to:

LO1) Demonstrate knowledge of the major therapeutic approaches that inform the practice of counselling psychology.

LO2) Compare and contrast the major therapeutic approaches in counselling and psychotherapy and be familiar with the critiques and evidence-based evaluations of these therapeutic approaches.

LO3) Critically appraise the concept of formulation within psychotherapeutic traditions and compare the similarities and distinctions with more traditional medicalized diagnoses.

LO4): Demonstrate awareness of the impact of the cultural and social context within which these approaches take place

TCD Core Graduate Attributes will be developed in this module through research-led teaching, collaborative student team-work, and reflective assessment, aiming to foster critical, adaptable, and ethical graduates.

The following Key Graduate Attributes will be developed by:

¹ [An Introduction to Module Design](#) from AISHE provides information on designing and re-designing modules.

- **Thinking Independently:** Developed by encouraging critical analysis and the creation of independent, evidence-based arguments through the group presentation assessment.
- **Communicating Effectively:** Developed through diverse assessment methods such as oral presentations and team-based projects.
- **Developing Continuously:** Cultivated by encouraging students to reflect on learning experiences using discussion board prompts.
- **Acting Responsibly:** Fostered by providing students with an understanding of the ethical standards of the practice of counselling and psychotherapy and through participating in group work that requires professional integrity and social responsibility.

Module Content

Counselling and psychotherapy theories provide frameworks that professionals use to understand human behaviour, emotions, and motivations, each offering unique techniques to help individuals cope with mental health challenges and life stressors.

This module offers an introduction to a range of theories and approaches that are central to counselling and psychotherapy practice, such as psychodynamic, cognitive-behavioural, humanistic and systemic approaches.

The module will explore the different ways in which these theories define and treat mental health issues, and will consider the social, cultural, philosophical and historical contexts of these theories and practices.

Students will learn about the processes involved in counselling and psychotherapy practice across each theoretical perspective; such as an appreciation of the core characteristics associated with effective psychotherapy; the factors associated with establishing a good therapeutic relationship, and the professional issues that impact on the practice of counselling and psychotherapy.

The course draws heavily on real examples from practice and research on psychological therapy.

1. Diagnostic Frameworks (Defining Mental Health, DSM/ICD, Critical psychiatry approaches)
2. Psychotherapeutic Frameworks – Introduction to Case Formulation using Psychotherapeutic paradigms.
3. Psychoanalysis 1- History and Theory
4. Psychoanalysis 2 – Contemporary Approaches
5. CBT 1 – History and Theory
6. CBT 2- Contemporary Approaches
7. Humanistic therapy 1- History and Theory
8. Humanistic therapy 2- Contemporary Approaches
9. Culture, context and power – The Role of Politics in Psychology
10. Alternative frameworks 1: Feminist Psychotherapy

11. Alternative frameworks 2: Community Psychology and Trauma Informed Care

Teaching and Learning Methods²

In order to assess knowledge acquisition and retention, this module will employ Didactic teaching practises, self-directed learning and classroom assessment techniques such as polling using resources such as Vevox.

To assess understanding and comprehension of the module content, strategies such as classroom discussions, group work and interactive teaching methods will be used.

Application of knowledge and analysis of taught content will be assessed through both assessment 1 and 2 (group and individual work) which will require students to critically engage with theories and practices relevant to counselling and psychotherapy and to apply them to case studies.

UDL principles will be incorporated by providing; **1) Multiple Means of Engagement** – through group discussions in class, self-directed learning and discussion board prompts on Blackboard, **2) Multiple Means of Representation** – through providing information (both in class and for self-directed learning resources) in various formats (e.g., text, video, audio), and **3) Multiple Means of Action and Expression** - by offering diverse methods for students to demonstrate their knowledge through multiple assessment measures.

The module will consider accessibility and diversity by following the guidelines laid out by TCD's EDI resources – (<https://www.tcd.ie/equality/inclusive-curriculum/staff/making-your-materials-accessible/>), for example:

- Ensuring written content uses a sans serif font (Calibri, Arial), min 12 size, emphasising text using Bold, using Headings to organise content, adding Alternative Text to images.
- Carrying out a module interim feedback process to understand the inclusivity needs of students in real time.
- Avoiding gendered language and offering my own pronouns.

² [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

Assessment Details³

Please include the following:

- Assessment Component
- Assessment description
- Learning Outcome(s) addressed
- % of total

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Group Presentation	Assignment 1. <i>Group Work Assessment (80% of Final Grade) A group project presentation. Teams of approximately 5 students will choose and critically analyse a specific theorist or therapeutic model; describe their theory; detail any considerations with regard to intersectional, cultural and contextual factors; detail the current research base. Presentations should be recorded and uploaded to Blackboard.</i> Summative Assessment	1, 2, 3, 4	80
Individual Assessment	Assignment 2. <i>Individual</i>	1, 2, 3, 4	20

³ <https://www.tcd.ie/academicpractice/resources/assessment/>

	<i>Assessment: Session Analysis (500 words) (20% of Final Grade): Critically analyse Rogers' demonstration of the three core conditions (empathy, congruence, and unconditional positive regard) as shown on the Gloria Tape.</i> Summative Assessment		

Please describe both formative and summative assessment components, noting how the assessment(s) enable learning and enable demonstration of the achievement of the learning outcomes. Please include % weighting of summative assessment components, which should be carefully balanced between groupwork and individual components.

Each Assessment component should be clearly aligned to the learning outcomes. Please outline each assessment component, and the assigned LO(s) in the table below.

Outline how you would address academic integrity and AI-specific assessment considerations. Refer to the [Centre for Academic Practice GenAI](#) and [Academic Integrity hub](#) for guidance. (max 200 words).

Contact Hours and Indicative Student Workload⁴

Contact hours:

11

⁴ https://www.tcd.ie/academicpractice/resources/assessment_workload/

Independent Study (preparation for course and review of materials):

57

Independent Study (preparation for assessment, incl. completion of assessment):

57

Consider how much time an average student needs to invest in the elective to demonstrate the learning

outcomes at threshold level. Take into account attendance and time for preparation, including self-study, for all teaching, learning and assessment associated with the module. Workload should be commensurate with ECTS size, which is equivalent to 100-125 student learning hours.

Inclusive Curriculum

All modules should be inclusive for all students who learn differently. Please respond to the following questions (i.e. ensuring the course supports engagement and representation of all students)

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	X ☒
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	☒
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	☒
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design UDL principles will be incorporated by providing; 1) Multiple Means of Engagement – through group discussions in class, self-directed learning and discussion board prompts on Blackboard, 2) Multiple Means of Representation – through providing information (both in class and for self-directed learning resources) in various formats (e.g., text, video, audio), and 3) Multiple Means of Action and Expression - by offering diverse methods for students to demonstrate their knowledge through multiple assessment measures. The module will consider accessibility and diversity by following the guidelines laid out by TCD's EDI resources – (https://www.tcd.ie/equality/inclusive-curriculum/staff/making-your-materials-accessible/), for example:	

	- Ensuring written content uses a sans serif font (Calibri, Arial), min 12 size, emphasising text using Bold, using Headings to organise content, adding Alternative Text to images. - Carrying out a module interim feedback process to understand the inclusivity needs of students in real time. - Avoiding gendered language and offering my own pronouns. <i>(i.e. supports engagement and representation of all Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See: Universal Design for Learning - AHEAD for more information and guidance, and Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) for insights from Trinity students)</i>
Indicative Reading List (approx. 4-5 titles)	Indicative Reading List Books: • Corey, G.: 2004, Theory and practice of counselling and psychotherapy, 7th, Wadsworth Publication Co, Belmont, CA, US, • Feltam, C., Hanley, T. & Winter, L. (Eds.): 2017, The Sage handbook of counselling and psychotherapy, 4th ed, SAGE, London, UK, • Geldard, K.: 2003, Counselling skills in everyday life, Palgrave Macmillan, New York, US, • Mearns, D., & Thorne, B.: 2007, Person-centered counseling in action, 3rd, SAGE, London, UK, • McLeod, J.: 2009, An introduction to counselling., 4th, Open University Press, Berkshire, UK.
Module Pre-requisite	N/A
Module Co-requisite	N/A
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	N/A