Trinity College Dublin, the University of Dublin

School of Psychology

Professional Doctorate in Counselling Psychology

2019 – 2020

D.Couns.Psych.
Course Modules, Learning Outcomes & Module Descriptors.
Contents:

Course Module & Module Descriptors

Course Modules Year 1 ........................................................................................................ 1
Course Modules Year 2 ........................................................................................................ 3
Course Modules Year 3 ........................................................................................................ 4
Course Learning Outcomes ................................................................................................. 6
Small Group Supervision I, II, III .................................................................................. 9
Counselling & Psychotherapy Skills Training I .............................................................. 15
Counselling & Psychotherapy Skills Training II ........................................................... 17
Personal Development I, II ......................................................................................... 19
Reflective Practice ............................................................................................................. 21
Professional Issues in Counselling Psychology and Case Management ................................................................. 23
Theories & Approaches & Theoretical Issues in Counselling Psychology ........................ 27
Advanced Life Span Developmental Psychology - Theory and Practice ......................... 33
Psychological Assessment I .............................................................................................. 38
Research in Counselling Psychology I, II ......................................................................... 42
Small Scale Research (Research Project I) ...................................................................... 45
Reflective Practice & Research ......................................................................................... 47
Advanced Counselling & Psychotherapy Theory and its Application – Counselling & Psychotherapy Modalities I, II ................................................................. 50
Psychological Assessment II ........................................................................................... 67
Placements I, II, III ........................................................................................................... 70
Dissertation Research – Research Proposal & Literature Review .................................. 74
Dissertation Research – Doctoral Dissertation ................................................................. 75
The Course Modules and Modules Descriptors

- Note. X = the module runs in that term
- MT = Michaelmas Term (September – December)
- HT = Hilary Term (January – April)
- TTS = Trinity Term Summer (May – September)

<table>
<thead>
<tr>
<th>Module</th>
<th>Contact Hours</th>
<th>MT</th>
<th>HT</th>
<th>TTS</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>PS7024: Small Group Supervision I.</td>
<td>51 in-class hrs</td>
<td>x</td>
<td></td>
<td>x</td>
<td>3 Client presentations, Supervisor’s Evaluation, In-class participation</td>
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<tr>
<td>PS7022: Counselling &amp; Psychotherapy Skills Training I.</td>
<td>88 in-class hrs + self-study</td>
<td>x</td>
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<td>x</td>
<td>Process Report, Skills evaluation and in-class participation</td>
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<tr>
<td>PS7021: Personal Development I. - (Group Process, Personal Counselling)</td>
<td>20 indiv. therapy hrs + 24 group therapy hrs + 10.5 hrs in-class workshops (some overlap with Reflective Practice) Learning partner weekly + self-study (e.g., learning journal)</td>
<td>x</td>
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<td>x</td>
<td>Satisfactory participation</td>
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<tr>
<td>PS7030: Reflective Practice</td>
<td>7.5 hrs in-class workshops (some overlap with Personal Development) Learning partner weekly + self-study (e.g., learning journal)</td>
<td>x</td>
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<td>Reflective Learning Journal Report</td>
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## Year 1 continued

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<tbody>
<tr>
<td>PS7020: Professional Issues in Counselling Psychology and Case Management</td>
<td>60 in-class hrs + self-study</td>
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<tr>
<td>PS7031: Theories and Approaches and Theoretical Issues in Counselling Psychology</td>
<td>54 in-class hrs + self-study</td>
<td>x</td>
<td>x</td>
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<td>In-Class Presentation</td>
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<tr>
<td>PS7035: Advanced Lifespan Developmental Psychology - Theory and Practice</td>
<td>43 in-class hrs + self-study</td>
<td>x</td>
<td>x</td>
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<td>Small Group Presentations</td>
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<tr>
<td>PS7016: Psychological Assessment I.</td>
<td>54 in-class hrs + self-study</td>
<td>x</td>
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<td></td>
<td>1 Technical Summary, 1 Complete Psychological Report, active participation</td>
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<tr>
<td>PS7028: Placements I.</td>
<td>See Placement Booklet</td>
<td>x</td>
<td>x</td>
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<td>Mid-placement Review End of Placement Review</td>
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<tr>
<td>PS7000: Research in Counselling Psychology I.</td>
<td>20 in-class hrs + self-study</td>
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<td>Written exam</td>
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<tr>
<td>PS7027: Small Scale Research (Research Project I)</td>
<td>Regular consultation (usually in group format)</td>
<td></td>
<td>x</td>
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<td>Research Proposal</td>
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**Year 2**

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<th>Module</th>
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<tr>
<td>PS8022: Small Group Supervision II.</td>
<td>36 in-class hrs</td>
<td>x</td>
<td>x</td>
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<td>2 Client presentations, Supervisor's Evaluation, In-class participation</td>
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<tr>
<td>PS8027: Reflective Practice &amp; Research</td>
<td>20 hours Learning partner weekly + self-study (e.g., learning journal)</td>
<td>x</td>
<td>x</td>
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<td>Personal &amp; Professional Development Presentation and Report</td>
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<tr>
<td>PS8020: Counselling &amp; Psychotherapy Skills Training II.</td>
<td>36 in-class hrs + self-study</td>
<td>x</td>
<td>x</td>
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<td>Skills evaluation and in-class participation</td>
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<tr>
<td>PS8021: Advanced Counselling &amp; Psychotherapy Theory and its Application - Counselling Modalities I.</td>
<td>138 in-class hrs + self-study</td>
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<td>x</td>
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<td>Case Study</td>
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<tr>
<td>PS8024: Personal Development II. - (Group Process, Personal Counselling)</td>
<td>20 indiv. therapy hrs 24 group therapy hrs Learning partner weekly + self-study (e.g., learning journal)</td>
<td>x</td>
<td>x</td>
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<td>Satisfactory participation,</td>
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### Year 2 continued

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<tr>
<th>Module</th>
<th>Contact Hours</th>
<th>MT</th>
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<th>TTS</th>
<th>Assessment</th>
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<tr>
<td>PS8028: Research in Counselling Psychology II.</td>
<td>33 in-class hrs (inclusive of 20 hrs of student presentations/research)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Critical review</td>
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<tr>
<td>PS8029: Dissertation Research - Research Proposal &amp; Literature Review</td>
<td>Individual work + supervision consultations</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Literature Review, Research Presentation, active participation</td>
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<tr>
<td>PS8030: Psychological Assessment II.</td>
<td>24 in-class hrs + self-study</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Assessment Report, active participation</td>
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<tr>
<td>PS8026: Placements II.</td>
<td>See Placement Booklet</td>
<td>x</td>
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<td>Mid-placement Review End of Placement Review</td>
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### Year 3

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<tr>
<td>PS9020: Small Group Supervision III.</td>
<td>24 in-class hrs + self-study</td>
<td>x</td>
<td>x</td>
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<td>2 Client presentations, Supervisor’s Evaluation, In-class participation</td>
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<tr>
<td>PS9021: Advanced Counselling &amp; Psychotherapy Theory and its Application - Counselling Modalities II.</td>
<td>99 in-class hrs + self-study</td>
<td>x</td>
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<td>Case Study II.</td>
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### Year 3 Continued

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<th>Module</th>
<th>Contact Hours</th>
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<th>Assessment</th>
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<tr>
<td>PS9023: Dissertation</td>
<td>Individual work + supervision consultations + classes on formal aspects of the dissertation</td>
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<td>Progress Report</td>
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<tr>
<td>Research – Doctoral</td>
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<td>Dissertation and viva voce examination</td>
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<td>Dissertation.</td>
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</tr>
<tr>
<td>PS9024: Placements III.</td>
<td>See Placement Booklet</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Mid-placement Review</td>
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<td></td>
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<td>End of Placement Review</td>
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Doctorate in Counselling Psychology – Course Learning Outcomes

In summary, the D.Couns.Psych. aims to develop competent Counselling Psychologists by providing training in 3 broad competency areas:

1. **Knowledge Acquisition**: knowledge of psychological theory, research and practice

2. **Skills Development**: by providing formal and informal opportunities for skills development in order for this knowledge to be applied to professional practice and

3. **Personal & Professional Development**: by providing opportunities for students to acquire and develop self-awareness, ethical awareness and professional attitudes and behaviours in all aspects of their work.

On successful completion of this programme, students should be able to:

**1. Knowledge**

a) Comprehend, articulate and critically evaluate a range of psychological and psychotherapeutic propositions and psychological systems of thought

b) Integrate psychological and psychotherapeutic theory into clinical practice with reference to research.

c) Demonstrate in-depth knowledge of the main theoretical approaches and conceptualise these models with reference to the individual needs of clients while holding the qualities of the person-centred/humanistic principles as a central aspects of their client work.

d) Articulate a well integrated personal theory of Counselling Psychology applicable to clients throughout the life span and from diverse backgrounds

e) Comprehend the principles of ethics, value systems, equality and inclusive practice and reflect upon these as integral to clinical practice and research.

f) Demonstrate in-depth knowledge of human development, psychopathology and of associated biological, cultural and social influences on human behaviour and mental health.

g) Create and interpret new knowledge through empirical research and successfully complete the D.Couns.Psych. Dissertation.

h) Demonstrate knowledge of the organisational and legal contexts in which counselling psychologists and other mental health professionals and other relevant professionals work.

i) Demonstrate knowledge of training and supervision models relevant for counselling psychology.
2. Skills Development
a) Demonstrate competence in skills acquisition for clinical practice, including psychological assessment, therapeutic skills, case management, development and evaluation of treatment plans, intervention skills, referrals, and relevant administrative skills, etc.

b) Demonstrate skills acquisition in critical analysis and application of this to a range of psychological and psychotherapeutic theory in clinical practice.

c) Critically evaluate models of psychological therapy with reference to individual needs of clients.

d) Recognise and identify the issues facing diverse groups and being able to respond to their specific psychological needs.

e) Recognise the way in which clients presenting concerns may be understood in the context of the client’s phenomenological world and use this effectively in clinical practice.

f) Develop reflective and ethical skills within the context of ongoing personal and professional development and research inquiry.

g) Develop a range of research skills and to produce high quality research that contributes to and further develops the existent body of Counselling Psychology literature.

h) Demonstrate competence in presenting clinical, academic and research topics and appropriate report writing.

i) Demonstrate competence in responding to abstract problems that expand and redefine existing procedural knowledge.

j) Demonstrate competence in communication with professionals from other disciplines and awareness of the role of other relevant disciplines and appropriate engagement with them (including appropriate referral)

k) Identify and appropriately respond to the variety of contexts that impact on the counselling psychologist’s work, including organisational, ethical, legal, social, economic, cultural contexts etc.

l) Demonstrate competence (commensurate with their professional developmental stage) to engage in consultation, training and supervisory roles.

3. Personal & Professional Development
a) Demonstrate interpersonal sensitivities, qualities, abilities and competencies required to establish, maintain and conclude professional therapeutic relationships with clients and to develop and maintain professional relationships with peers, tutors and colleagues.

b) Recognise the need for ongoing professional and personal development based
on their full participation in personal and group therapy and professional development opportunities.

c) Take responsibility for and critically reflect upon their own learning process and professional development

d) Work, safely, effectively, autonomously and as part of a team

e) Apply effective communication and presentation skills

f) Engage in critical dialogue in Counselling Psychology research and development and communicate results of research and innovation to peers

g) Demonstrate a high level of professional and ethical behaviour, recognising their level of competence and abide by PSI code of ethics.

h) Adopt an open and flexible approach to the critique of theory and research.
Module Descriptors

**Module Title:** Small Group Supervision I., II., III.
**Degree Title:** D.Couns.Psych.
**Module Coordinators:** Dr. Mary Creaner
**Year:** 1, 2, 3

**Rationale**
This module aims to develop and support the student’s clinical experience and competence for their clinical placement client work through regular participation in the supervisory relationship provided by small group supervision. As soon as placements begin, students have weekly small group supervision during each term. Students present their cases, concerns and questions, receive feedback from group members and the supervisor to further their own personal process and to enhance their developing skills. Each student is required to present several cases, including audio recordings and transcripts of their sessions, to facilitate discussion and feedback. Small group supervision is provided for throughout Years 1, 2 and 3. In Year 3 this includes an introduction to supervision training. In line with our course philosophy, a collaborative learning environment is promoted. From the outset, each supervisee is considered to be capable of making a valuable and unique contribution to the learning of the group. Overall, the module aims to support students in developing clinical practice, which is:

- Self-reflective
- Clinically competent
- Culturally sensitive
- Informed and guided by theoretical understanding and evidence based practice
- Informed and guided by supervisory processes
- Adheres to PSI Ethical Framework for Best Practice and Equality and Inclusive Practice Policy

**Purpose**
Small Group Supervision serves the following functions:

- **A training function** which involves facilitating the trainee to integrate theory with practice and to develop competent practice
- **A supportive function** by maintaining the trainee’s personal and professional well-being with respect to client work. There is also some degree of
- **A managerial function** which the group supervisor will exercise if they consider the student’s practice to require major improvements / to be unethical / lacking competence / or presenting fitness to practice concerns. This function provides a degree of protection for the trainee’s clients and the trainee’s well-being. However, the accountability for providing appropriate supervision and management of the clinical work is with the individual supervisor and the placement agency who are the providers of the counselling service to the agencies clients. Trainees are required to be in placement-provided supervision, as the agency (not the course) holds clinical accountability for their clients.
Overall Aims

- To assist supervisees in the application of knowledge and skills, gained from studies in Counselling Psychology to professional clinical practice.
- To provide for client and supervisee welfare and well-being during the learning process.
- To promote ethical and professional standards of conduct and service with due regard to equality and inclusive practice.
- To support the professional development of supervisees in ways that will increase their effectiveness as future counselling psychologists and as reflective practitioners.
- To raise awareness of how contextual and organisational factors may impact on client work.
- To promote critical analysis, evaluation and synthesis of new and complex ideas.

Learning Outcomes

The learning outcomes in the respective years are developmental and build on each other with the expectation of greater integration, critical thinking and autonomy in Years 2 and 3.

Learning Outcomes - Year 1

On successful completion of this module, students should be able to:

- Demonstrate their ability to contribute to supervision group learning by preparation for and active participation in supervision 1I, 3A.
- Comprehend the role of supervision for their client work and be able to discuss how they have used supervisory insights in their clinical work and used supervision for support, challenge and self care 1I, 3A.
- Explain, describe and guide clinical practice in relation to Year 1 theoretical perspectives with reference to the overarching humanistic paradigm underpinning the philosophy of counselling psychology 3C.
- Demonstrate case management skills including maintenance of records, case notes and administrative task in relation to client work and with due regard to placement agency requirements 2A.
- Recognise and identify the issues facing diverse groups and be able to respond to their specific psychological needs 1D, 2D.
- Communicate and with due regard to confidentiality, consult with their peers and fellow practitioners, about counselling psychology interventions and client referrals in a sustained and professional manner. 2A, 3A.
- Demonstrate interpersonal sensitivities, qualities, abilities and competencies required to establish, maintain and conclude professional therapeutic relationships with clients. 3A.
- Demonstrate increased autonomy in applying ethical and best practice principles including sensitivity to diversity, equality and inclusive practice principles 3G, 1E.
- Demonstrate competence in skills acquisition for clinical practice, including psychological assessment, therapeutic skills, development and evaluation of treatment plans, intervention skills etc. for Year 1 stage of training. 2A.
Identify factors preventing the development of their competencies and address them 1I, 3B
Be aware of the need for evidence-based practice supported by research literature 3F
Recognise organisational issues and the possible impact on their work. 1H, 2K, 3A

Learning Outcomes: Year 2
On successful completion of this module, students should be able to:
- Develop learning outcomes achieved in Year 1 and continue to integrate these into their clinical practice as best practice principles. 3B, 3C
- Synthesise and evaluate clinical practice in relation to Year 1 and Year 2 theoretical perspectives with reference to the overarching humanistic paradigm underpinning the philosophy of counselling psychology. 2D
- Create links between their clinical practice, their self-reflective stance and research 3H, 1B
- Formulate, treat and evaluate complex client presentations. 2A, 2B
- Demonstrate that they are reflective of the effect that difficult-to-treat clients have on them and that they can use supervision appropriately and are committed to self-care. 3B
- Demonstrate competence in skills acquisition for clinical practice, including psychological assessment, therapeutic skills, case management, development and evaluation of treatment plans, intervention skills etc. for a range of client groups with diverse needs – for Year 2 stage of training 2A
- Demonstrate autonomy in applying ethical and best practice principles including equality and inclusive practice principles 2E
- Analyse the complexity of organisational issues and the possible impact on their work. 1H, 2K, 3A

Learning Outcomes: Year 3
On successful completion of this module, students should be able to:
- Develop learning outcomes achieved in Year 1 and Year 2 and continue to integrate these into their clinical practice as best practice principles 1B, 1C
- Demonstrate a commitment to and ongoing capacity for self-reflection and discuss the relevance of this capacity to their role as a trainee counselling psychologist 3A, 3B
- Critically analyse and integrate a range of psychological and psychotherapeutic theory into clinical practice with reference to research and demonstrate this in their client work 1B, 2C
- Integrate in-depth knowledge of the main theoretical approaches over the course of 3 years and an ability to conceptualise these models with reference to the individual needs of clients while holding the qualities of the person-centred/humanistic principles as a central aspects 1C
- Demonstrate a theoretical and applied understanding of PSI ethical framework for good practice 3G
- Demonstrate competence and confidence in skills acquisition for clinical practice, including psychological assessment, therapeutic skills, case
management, development and evaluation of treatment plans, intervention skills etc. for Year 3 stage of training 2A
- Demonstrate a high level of professional and ethical behaviour, awareness of not to work beyond their level of competence and to abide by and promote PSI code of ethics 3G
- Demonstrate awareness of the need for ongoing professional development and clinical support in their work as Counselling Psychologists. 2I, 3B

Methods of Teaching and Student Learning
An inclusive approach to teaching and learning is employed to take into account of the diversity of learning styles and learning preferences of students. These may include:
- Group facilitation
- Presentation of clinical cases
- Group discussion
- Experiential Learning (In Year 3 this also comprises the role of supervisor)
- Role Play
- Audio recordings

Methods of Assessment & Evaluation in Small Group Supervision
The supervision sessions are subject to continuous assessment and a mark will be awarded at the end of the each year for each student's performance. The supervisor uses two general methods of evaluation: formative and summative. Evaluation will be discussed and form part of the small group supervision contract.

Formative Evaluation
Formative evaluation is the process of facilitating, challenging and supporting professional development through direct feedback from the group supervisor and peer group, as appropriate. This is an integral part of the foundation of clinical supervision. The supervisor continually monitors and provides feedback regarding supervisee’s professional development based on reviews of taped clinical sessions, case presentations, direct observation, discussion and so forth. Selection of supervision interventions, questions asked to facilitate reflection and discussion, commentary on a supervisee’s case conceptualization, feedback regarding the appropriateness of the supervisee’s use of a skill or technique, may all be described as formative evaluation. Formative evaluation is consistent, runs through the academic year and tends to focus on process and progress, rather than outcome. At the end of MT and HT terms in Year 1 & 2, the Small Group Supervision Evaluation Form will be used as a resource to give specific feedback to each student on their progress. Formative evaluation is will be discussed and included in the small group supervisory working contract.

Summative Evaluation
Summative evaluation is a more formal expression of the supervisee’s developing clinical practice, skill and professional identity. The summative evaluation process will occur at the end of the academic year, is the culmination
of the evaluation process and incorporates the formative evaluation that has occurred throughout the year. The Small Group Supervision Evaluation Form will be completed at the end of the academic year in Year 1 & 2 and this is considered as Summative evaluation. Year 3 summative evaluation is with reference to the module learning outcomes.

For each section, in the Summative evaluation, the student will receive a mark – Pass/Fail and verbal feedback comments. Students must achieve a Pass in each of the sections. A fail in any section would mean an overall fail and the student will meet with the Course Director and Group Supervisor to plan a course of action.

Students are invited to complete this form themselves at the end of the year as a self-evaluation. An opportunity will be provided for discussion of this in the supervision group and students will receive peer and supervisor feedback. An individual summative feedback meeting needs to be arranged with the Group Supervisor.

Each student is required to present a minimum of 3 cases in Year 1, 2 in Year 2 and 2 in Year 3. These will include audio recordings, and a transcript extract from their sessions to facilitate discussion and feedback. Please note that you are required to gain written consent (Signed Consent Form) from clients, prior to taping sessions.

Module Evaluation
A Trinity course survey is used but student feedback is highly encouraged throughout group supervision.

Indicative Resources


**Supervisors:** Dr. Mary Creaner, Barbara Hannigan, Dr. Susan Eustace, Mark DuBerry, Dr. Ladislav Timulak
Module Title: Counselling & Psychotherapy Skills Training I.
Degree Title: D.Couns.Psych.
Module Coordinator: Barbara Hannigan
Year: 1

Rationale & Overview:
A series of workshops are conducted providing training in interviewing techniques, listening skills, establishing empathy, immediacy, identifying feelings, reflecting feeling and content, paraphrasing, summarising, reframing, dealing with ‘resistance’, and action planning. Many of the skills have their origin in person-centred approach and this approach underlies the overall therapeutic strategy students learn. This is in line with the overall course’s philosophy. The skills training is supplemented by Counselling Skills Training (Video) and Counselling Skills Training (Workshops on Specific Topics).

Objectives:
- to provide students with a comprehensive overview of counselling skills;
- to stimulate the students development of basic counselling skills.
- to promote critical analysis, evaluation and synthesis of new and complex ideas in the area of counselling and psychological therapy skills

Learning Outcomes:
On successful completion of this module, students should be able to:
- professionally apply counselling skills 2A
- demonstrate an ability to recognise and identify the issues facing diverse groups and be able to respond to their specific psychological needs 1E
- conduct counselling under supervision 2A, 3A
- demonstrate competence in skills acquisition for clinical practice (year 1: to be achieved on a theoretical knowledge and practical performance level) 2A
- demonstrate skills acquisition in critical analysis and application of this to a range of psychological and psychotherapeutic theory in clinical practice (year 1: to be achieved on a theoretical knowledge and practical performance level) 2A, 2B
- demonstrate an ability to critically evaluate models of psychological therapy with reference to individual needs of clients. (year 1: to be achieved on a theoretical knowledge and practical performance level) 2C, 2D
- demonstrate interpersonal sensitivities, qualities, abilities and competencies required to establish, maintain and conclude professional therapeutic relationships with clients and to develop and maintain professional relationships with peers, tutors and colleagues. 3A
- demonstrate an ability to integrate psychological and psychotherapeutic theory into clinical practice. 2B

Teaching Methods:
Workshops will present students with opportunity to learn and practice in role
plays relevant counselling skills. In the classes using video, students will be asked to role play their clients.

Content:
- Core conditions in practice.
- Active listening.
- Therapeutic relationship and therapeutic attitudes.
- Exploration facilitating skills.
- Understanding facilitating skills.
- Action promoting skills.
- Integration of counselling skills.

Assessment:
The supervision sessions will be subject to continuous assessment and a mark will be awarded at the end of the year for each student's performance. Process Report: An assessment of students’ emerging skills as a therapist, a transcript of 15 minutes of a recent counselling session, along with the tape, should be submitted. Written guidelines provided must be followed with an in-depth evaluation of the moment to moment personal and interactive process of the session and commentary on how this was guided by theory (references required throughout). Person-centred theory is used as a baseline of the therapeutic approach. Other theories and approaches may be drawn on as well.

Suggested Reading:

Lecturers:
Barbara Hannigan, Dr. Mary Creaner, Dr. Susan Eustace, Mark Du Berry and Dr. Ladislav Timulak
Module Title: Counselling & Psychotherapy Skills Training II.
Degree Title: D.Couns.Psych.
Module Coordinator: Barbara Hannigan
Year: 2

Rationale & Overview:
Throughout all terms, students will work on video using their placement case material. Students will role-play both client and counsellor from various theoretical approaches covered on the course, and will be given feedback and assistance from the group and the supervisor to further develop integration of theories while keeping the person-centred/humanistic principles as central. Supervision and interpersonal process recall techniques will be utilised.

Objectives:
- to stimulate the students’ further development of basic counselling and therapeutic skills;
- to facilitate the students’ development of advanced counselling and psychotherapeutic skills.
- to promote critical analysis, evaluation and synthesis of new and complex ideas in the area of counselling and psychological therapy skills

Learning Outcomes:
On successful completion of this module, students should be able to:
- professionally apply counselling skills; 2A
- demonstrate an ability to recognise and identify the issues facing diverse groups and be able to respond to their specific psychological needs 1E
- provide professional feedback to their peers; 3A
- critically appraise their own skills as well as the skills of their peers. 3B, 3D
- demonstrate competence in skills acquisition for clinical practice (year 1: to be achieved on a theoretical knowledge and practical performance level; year 2: fully integrated into practice) 2A
- demonstrate skills acquisition in critical analysis and application of this to a range of psychological and psychotherapeutic theory in clinical practice. (year 1: to be achieved on a theoretical knowledge and practical performance level; year 2: fully integrated into practice) 2B
- demonstrate an ability to critically evaluate models of psychological therapy with reference to individual needs of clients. (year 1: to be achieved on a theoretical knowledge and practical performance level; year 2: fully integrated into practice) 2C, 2D
- demonstrate interpersonal sensitivities, qualities, abilities and competencies required to establish, maintain and conclude professional therapeutic relationships with clients and to develop and maintain professional relationships with peers, tutors and colleagues. 3A
- demonstrate an ability to integrate psychological and psychotherapeutic theory into clinical practice. 1B, 2A, 3A
- demonstrate an in-depth knowledge of the main theoretical approaches and an ability to conceptualise these models with reference to the individual needs
of clients while holding the qualities of the person-centred/humanistic principles as a central aspects of their client work. (year 1: to be achieved on a theoretical knowledge level; year 2: fully integrated into practice) 1C

Teaching Methods:
Workshops will present students with opportunity to learn and practice in role plays relevant counselling skills. In the classes using video, students will be asked to role play their clients.

Assessment:
The supervision sessions will be subject to continuous assessment and a mark will be awarded at the end of the year for each student's performance.

Lecturers:
Dr. Susan Eustace, Jim Lyng, Claire O'Dowda and Dr. Ladislav Timulak
Module Title: Personal Development I., II.
Degree Title: D.Couns.Psych.
Module Coordinators: Dr. Mary Creaner
Year: 1, 2

Aims:
- To provide an opportunity for students to be aware of the role of their own personal process in their relationship with clients.
- To facilitate students self-awareness and personal development in order to ensure that their own unresolved issues will not adversely intrude on their work with clients.
- To personally experience the role of client.

Learning Outcomes:
On successful completion of this module, students should be able to:
- Demonstrate an increased self-awareness of how own process impacts therapeutic work and professional work in general. 3B, 3C
- Demonstrate sufficient stability (including self-care) so that own unresolved issues will not adversely intrude on their work with clients. 3C
- Demonstrate an ability to recognise the need for ongoing professional and personal development based on their full participation in personal and group therapy and professional development workshop and self-directed activities. 3B

Teaching Methods:
Personal Development - Group Process:
The group process is an opportunity for students to experience themselves in relation to others in the group. While recognising that work in the group will inevitably touch off, and bring up the past experiences of individuals, the emphasis of the work is on the here and now present. As group members discover how they are creating their own experience in a group, this opens up the possibility of choosing to respond differently. The facilitator’s role is to track and support the emerging interactive process. Confidentiality between the group facilitator and the students is highly respected.

Personal Development - Personal Counselling: Each student is required to undertake 60 hours individual counselling throughout the 3 years.

Personal Development – Workshops: There will be several workshops to develop self awareness, the recognition of each individual's uniqueness and personal style, group dynamics, self-care and how to use personal process therapeutically. Techniques will be offered which will help raise the students' knowledge of their own process and how it may affect the counselling situation.

Assessment:
An active engagement with the process of therapy as support and equally as a challenge to enhance students’ self-awareness and personal development is
required. Personal therapists or group facilitators will confirm that this was done so. A Personal & Professional Development of Self Report (see Reflective Practice Module) should be submitted in the second year to reflect the student’s awareness of their own personal and professional progress during the year, drawing on the journal and including a self-evaluation of their own, specific learning objectives.

**Note.** The learning outcomes to be demonstrated in the Personal & Professional Development of Self reports in Year 2 are elaborated upon in the guidelines for that report. The learning outcomes in the respective years build on each other with the expectation of higher comprehensiveness awareness and reflexivity in Year 2.

**Suggested Reading**
Module Title: Reflective Practice.
Degree Title: D.Couns.Psych.
Module Coordinators: Dr. Mary Creaner
Year: 1

Aims:
The central aim of this module is to provide collaborative learning support for students to deeply reflect upon and work towards integrating all aspects of their training in order to further develop their professional identity as counselling psychologists. This will be facilitated through reflection on their overall learning experiences and specifically, their clinical and research practice.

Learning Outcomes:
On successful completion of this module, students should be able to:

- Integrate all aspects of their training in order to further develop their professional identity as counselling psychologists; 1D
- Develop skills of reflection and reflexivity 3C
- Reflect on their overall learning experiences in context and specifically, their clinical practice and research 3C
- Demonstrate a capacity to communicate with their peers, practitioners in their own professions, and the larger community about counselling psychology interventions in a sustained and exact manner. 3A, 3F, 3E
- Promote, with due regard to ethical considerations and inclusive practice, within academic, professional and practice contexts, scientific and social advancement that have its origin in counselling psychology and related disciplines. 3F
- Demonstrate interpersonal sensitivities, qualities, abilities, knowledge and competencies required to establish, maintain and conclude professional relationships with clients, other mental health professionals, other relevant professionals, and colleagues. 2J, 3A
- Demonstrate comprehension of the principles of ethics, value systems, difference and diversity and to be able to reflect upon and use them appropriately in clinical practice 1E

Teaching Methods:
Reflective practice (Tutorials): Each student will be assigned a core staff member who will be their primary contact person on the course for all matters, including placement issues. Students will formally meet 1:1 with their Tutor at least once during the year to discuss any issues of concern or interest to either party. Students may, however, request additional tutorials if they wish at anytime and are encouraged to do so if there are any outstanding questions or concerns, including their status on the course. Tutors may also request additional meetings if required.

Reflective practice (Learning Partner): A learning Partner should be chosen in the first few weeks of Michaelmas Term. Partners should meet weekly to discuss
progress, set personal learning objectives and give each other support, encouragement and feedback.

Reflective practice (Reflective Learning Journal): From entry to the course through completion, a personal Learning Journal must be kept by each student, recording in detail, their opinions and reactions to all aspects of learning on the course, including classes and unstructured learning, personal development and client work. It should also demonstrate awareness of relationships with peers and tutors. It should also include reflection on your professional identity development as a trainee Counselling Psychologist. Personal learning objectives should be regularly set and reflected upon. The Journal should be regularly shared with the learning partner during weekly meetings together. It will also provide the basis for self evaluation and written personal development reports throughout the year.

Reflective practice (Integration & Reflection): Periodically throughout the year, sessions are held during which the students reflect upon all that they are experiencing on the course, and how this is being integrated by them. This is also an opportunity for students to provide feedback to the course staff. Formal course evaluation is facilitated at the end of each year.

Assessment:
Reflective learning journal report, reflecting on personal objectives and all aspects of the course to date. It should reflect the student’s awareness of their own personal and professional progress during the year, drawing on the journal and including a self-evaluation of their own, specific learning objectives.

Suggested Reading:
Module Title: Professional Issues in Counselling Psychology and Case Management.

Degree Title: D.Couns.Psych.

Module Coordinator: Barbara Hannigan

Year: 1

Part I - Professional Issues in Counselling Psychology

Rationale & Overview:
This course will provide a history and definition of the Counselling Psychology profession in Ireland and abroad, identity and values of counselling psychology and specifically course’s perspective on them (see Course Philosophy), working contexts of counselling psychologists, duties of care procedures, mandatory reporting, informed consent issues, PSI Code of Ethics and Policy on Diversity and Inclusive Practice, identifying and resolving ethical dilemmas, an overview of the health service system in Ireland and legislation relevant for psychology, interdisciplinary team and cross agency issues, and self-care techniques.

Objectives:
- to provide students with a history and definition of Counselling Psychology and its relevant professional issues;
- to facilitate students own formulation of their identity as counselling psychologists;
- to stimulate students awareness of the place of counselling psychology among other helping and mental health professions with an emphasis on working within multi-disciplinary/professional teams

Learning Outcomes:
On successful completion of this module, students should be able to:
- formulate own identity as a counselling psychologist 1D
- be able to place themselves as a counselling psychologist in the context of other helping and mental health professions 2J, 3A, 3D, 3F
- demonstrate awareness of the organisational and legal contexts pertaining to the fields of their work.1H, 2K
- be able to reflect on the complexities of working within multi-disciplinary/professional teams 2J
- demonstrate an ability to professionally communicate with their peers, practitioners in their own professions, other relevant professionals and the larger community about counselling psychology interventions in a sustained and exact manner. 2J, 3A, 3D, 3F
- demonstrate a working knowledge of the PSI Code of Ethics, Equality and inclusive practice policy and relevant legislation 1H, 2K, 3G
- demonstrate comprehension of the principles of ethics, law, value systems, difference and diversity as relevant for clinical practice 1E, 1H, 2K
**Teaching Methods**
Lectures and seminars will present students with the relevant knowledge and stimulate students own thinking and reasoning around professional issues in counselling psychology.

**Content:**
- History and definition of the Counselling Psychology profession in Ireland and internationally.
- Values of counselling psychology – course perspective.
- The constructs and philosophy underlying the counselling process. (as part of Theories module)
- Counselling psychology and its relationship to other psychological specialisms and other related professions.
- Code of ethics and ethical reasoning.
- Duties of care procedures.
- Mandatory reporting.
- Cultural issues and counselling psychology (incl. spirituality and religion).
- Equality and inclusive practice (including equality legislation in Ireland).
- Service users’ involvement.
- Working contexts of counselling psychologists and organisational structures (Health Service Executive and other organisations).
- Counselling psychologists in interdisciplinary teams.
- Legal contexts of counselling psychologists.
- Continuous professional development of counselling psychologists.

**Suggested Reading:**
Part II - Case Management.

Rationale & Overview:
This course will include the responsibilities of the counselling psychology trainee in following a case through from referral to discharge. Topics will include procedures related to referrals, file management, case notes, letter and report writing, hypotheses formulation, on-going case management, use of supervision, and termination issues.

Objectives:
- to provide students with an comprehensive overview of case management skills;
- to facilitate the students development of their case management skills.
- to promote best practice principles, PSI Code of Ethics, equality and inclusive practice policy

Learning Outcomes:
On successful completion of this module, students should be able to:
- professionally manage their own counselling work; 2A
- professionally work with colleagues from the counselling psychology profession as well as with colleagues from other helping and mental health professions. 1H, 2J, 3A
- demonstrate a capacity to communicate with their peers, practitioners in their own professions, the larger community about counselling psychology interventions in a sustained and exact manner. 1H, 2J, 2G, 3E
- promote, with due regard to ethical considerations, equality and inclusive practice, within academic, professional, organisational, and practice contexts, scientific and social advancement that have their origins in counselling psychology 1E, 1H, 2J, 2K, 3G
- demonstrate comprehension of ethics, legal framework, value systems, difference and diversity and to be able to reflect upon this as integral to clinical practice 1E, 1H, 2K, 3G
- acquire skills for clinical practice, including case management skills etc. 2A

Teaching Methods
Lectures and seminars will present students with the relevant knowledge and stimulate students own thinking and reasoning around case management issues in counselling psychology.

Content:
- Case management from referral to discharge including case management in multi-disciplinary teams
- Intake, assessment, & hypotheses formulation.
- File management & case notes.
- Letters and reports writing.
- Referrals.
- Counselling psychologists in interdisciplinary teams.
- Use of supervision.
- Confidentiality.
- Termination issues.
- Resolving ethical dilemmas.

**Suggested Reading:**

**Assessment:**
Essay responding to a designated topic (case scenario), which includes the student's competency in using knowledge of professional and case management issues.

**Lecturers:**
Barbara Hannigan, Dr. MaryCreaner, Dr. Ladislav Timulak and guest lecturers.
Module Title: Theories & Approaches and Theoretical Issues in Counselling Psychology.

Degree Title: D.Couns.Psych.

Module Coordinator: Dr. Susan Eustace

Year: 1

Part I - Theories & Approaches in Counselling Psychology.

Rationale & Overview:
These seminars are aimed at providing a foundation in the major theoretical approaches used in counselling psychology. An overview of the different roles and functions of counselling and psychotherapy theories and approaches will be provided. Students will be instructed in the three main functions of counselling theories: providing conceptual frameworks, providing language, and generating research. The main theories and approaches explored in first year include Humanistic, Psychodynamic, and Cognitive-Behavioural. The module is conducted through a combination of lectures and class discussions, thus students are responsible for substantially researching content and contributing to these classes. Students will be guided in the critical evaluation of theories and approaches and encouraged to highlight both strengths and weaknesses. The module aims to ensure students become intimately familiar with the theoretical constructs, understand how these are evidenced in the therapy session, and ensure they are translated into practice by the student with their clients.

Objectives:
- to provide students with knowledge of the main functions of counselling theories in psychological and psychotherapeutic practice
- to provide students with knowledge of and skills in the application of counselling theories and approaches to practice
- to provide students with a critical orientation towards the appraisal of counselling theories and approaches

Learning Outcomes:
On successful completion of this module, students should be able to:
- demonstrate an understanding of the role of counselling theory in practice 1B, 2B
- demonstrate knowledge of a variety of counselling theories and approaches. 1A
- critically evaluate the strengths and weaknesses of different theories and approaches . 1A
- provide evidence of understanding the role of established theory within their own emerging theory 1D, 1B
- critically analyse, evaluate and synthesise new and complex ideas and practices in the area of psychotherapy theories 1B, 1C, 2B, 2C
- demonstrate a capacity to communicate with their peers, practitioners in their own professions, in a sustained and exact manner. 3A, 2G, 3E
- demonstrate an ability to comprehend, articulate and critically evaluate a
range of psychological and psychotherapeutic systems of thought. 1A
- demonstrate an ability to integrate psychological and psychotherapeutic theory into clinical practice. 2B
- demonstrate an ability to adopt an open and flexible approach to the critique of theory 1A, 2C

Teaching Methods
Lectures and discussion based seminars will present students with the relevant knowledge and conceptual background to understand the theoretical underpinnings of the theories and approaches presented; the role of theory in practice; the application of theory to practice; and the critical evaluation of counselling theory.

Content:
- An overview of the role of counselling theories and approaches.
- The constructs and philosophy underlying the counselling process.
- Presentation and evaluation of Humanistic theory.
- Presentation and evaluation of Psychodynamic theory.
- Presentation and evaluation of Cognitive-Behaviour theory.
- Guidance in critical evaluation of theories and approaches.
- Awareness of cultural limitations or need for cultural adaptation of mainstream theories.
- The application of theory to practice.
- Emphasis on the integration of theoretical knowledge with the student’s own emerging theory.

Suggested Reading:


**Part II - Theoretical Issues in Counselling Psychology (Psychopathology and other presenting issues).**

**Rationale & Overview:**
These sessions in provide students with an opportunity to learn about the difficulties associated with various forms of psychological suffering (psychological disorders as well as difficulties experienced with regard to significant life situations or conditions, including DSM-V classification and its controversies) that counselling psychologists encounter. Students contribute to group learning by providing a resource pack on their chosen subject which will identify their theoretical perspective, empirically informed therapeutic approach; well researched, reliable and valid therapeutic interventions and multicultural considerations. It may also include assessment strategies, therapeutic process and outcome challenges and indicators along with identifying practical information that may be beneficial in working with a client presenting with this problem.

**Objectives:**
- to provide students with an opportunity to discuss a theoretical issue
relevant for counselling psychology
• to provide students with knowledge of theoretical issues relevant for
  counselling psychology
• to contributes to discussion on a broad range of issues with immediate
  relevance to the practice and research.

Learning Outcomes:
On successful completion of this module, students should be able to:
• demonstrate presentations skills of issues relevant for counselling
  psychology through appropriate mediums 2G
• demonstrate knowledge of an issue relevant for counselling psychology
  such as psychopathology, resilience, coping, parenting, family interactions,
  emotional well-being, attachment, romantic relationships, ageing, etc. 1F
• have had an opportunity to facilitate a discussion with their peers and to
  have heard peer critical evaluation of their presentation. 2G, 3A
• demonstrate capability of critical analysis, evaluation and synthesis of new
  and complex ideas and practices in the area of psychopathology and other
  relevant issues addressed by counselling psychologists 1F
• demonstrate an in-depth knowledge of human development,
  psychopathology and of associated biological, cultural and social
  influences on human behaviour and mental health as relevant for applied
  psychology 1F
• demonstrate an ability to adopt an open and flexible approach to the
  critique of theory and research. 1A, 1B
• present professional, practice-oriented, academic and research topics. 2G

Teaching Methods
Students’ presentations through mixed methods complemented by the facilitated
discussions.

Content:
• An overview of DSM-V and ICD-10 (including its critical evaluation).
• Developmental disorders and disabilities.
• Mood and anxiety disorders.
• Personality disorders.
• Addictions.
• Eating disorders
• Severe psychopathology (psychotic and related disorders).
• Psychological intervention with somatic disorders.
• Emotional well-being, resilience and coping with adversity.
• Attachment, parenting, and family interactions.
• Psychology and palliative care.
• Emerging themes in the Irish counselling psychology (multiculturalism,
  social justice, etc.).

Suggested Reading:
See the general D. Couns.Psych. list and in particular DSM V and ICD-10.

D.Couns.Psych. September 2019
Assessment:

- The module will be assessed through a 20 minute in-class presentation responding to an assigned topic and incorporating issues around inclusivity and diversity. Presentation topics and dates will be assigned at the start of the module. The presentation must demonstrate knowledge of Person Centred Theory and one other theory from a different paradigm, evaluating both strengths and weaknesses.
- It must be well referenced and demonstrate clear understanding of theoretical underpinnings and foundations.
- The presentation must include current theoretical perspectives and demonstrate an understanding of the application of theory to practice.
- The trainee must show an ability to communicate with their peers in a sustained and exact manner.
- A hardcopy of the presentation must be submitted on the day of the presentation.

Lecturers:
Dr. Susan Eustace and Dr. Katie O'Brien
Module Title: Advanced Life Span Developmental Psychology – Theory and Practice.
Degree Title: D.Couns.Psych.
Module Coordinators: Dr. Mary Creaner
Year: 1

Part I - Advanced Life Span Developmental Psychology
These workshops will emphasise the value of seeing clients’ problems in their developmental and ecological context. Issues related to the various ages and stages of life, from childhood through to old age, will be discussed in terms of how this shapes the counselling psychologist’s approach to intervention. This series of classes will be in presentation format and draw upon current literature.

Aims:
To promote knowledge and understanding of:
- Major developmental issues across the lifespan and normative, adaptive, and maladaptive developmental processes.
- Intergenerational and systemic processes involved in development and change throughout the lifespan.
- A developmental perspective that will inform clinical practice and research.
- Continuities and discontinuities arising from the interrelationship of individual, family system, and societal contexts with reference to diversity and inclusive practice.

Learning Outcomes:
On successful completion of this module, students should be able to:
- Demonstrate knowledge of the major developmental and societal processes involved in individual functioning throughout the lifespan. 1F
- Demonstrate awareness of continuities and discontinuities in developmental processes. 1F
- Demonstrate an ability to apply a lifespan evidenced based perspective to clinical issues in Counselling Psychology 1F
- Demonstrate professional presentation skills 2G, 3E
- Demonstrate a capacity to communicate with their peers, practitioners in their own professions, the larger community and with society in general about developmental psychology in a sustained and exact manner. 3A
- Demonstrate an in-depth knowledge of human development, psychopathology and of associated biological, cultural, and social influences on human behaviour and mental health as relevant for applied psychology 1F
- Present professional, practice-oriented, academic and research topics. 2G

Indicative Syllabus
General issues in development:
- Introduction to lifespan developmental psychology
- Research from a lifespan developmental perspective
- Developmental social transitions.
- Developmental problems & issues

Relationships throughout the lifespan:
- Attachment theory: Antecedents, developmental sequelae of early attachment relationships across the lifespan including patterns of attachment. Parenting and the development of social relationships.
- Family as a system of social relationships in social contexts
- Sibling relationships, sibling rivalry, siblings as caregivers.

Transitions throughout the lifespan
- Adolescence: identity and sexuality.
- Psychological impact of puberty.
- Teenage pregnancy and motherhood.
- Gender issues
- Marriage and couple relationships, intimacy and support,
- Transition to parenthood.
- Fertility issues
- Marital conflict and family dissolution.
- Work and unemployment, retraining and re-skilling.
- Departure and independence of offspring.
- Mid-life, menopause.
- Bereavement.
- Care-giving to elderly parents.
- Psychological functioning in later life.
- Changing needs of people with ID across the lifespan.

Lecturers: Dr. Mary Creaner and others

Part II - Assessment and Counselling with Children and Adolescents.

Rationale & Overview:
The myriad of issues related to assessment and counselling work with children and adolescents will be included in this course. Theoretical, professional, and case management issues in assessment and counselling with children and adolescents will be presented and discussed.

Objectives:
- To provide students with knowledge of assessment and counselling with children and adolescents, professional issues and case management issues involved in counselling children and adolescents.
- To provide students with knowledge of and skills in conducting empirically informed therapy with children and adolescents.

Learning Outcomes:
On successful completion of this module, students should be able to:
- Demonstrate knowledge of theoretical issues involved in psychological work with children and adolescents; 2A
• demonstrate that they are capable of using core counselling skills in work with children and adolescents. 2A, 2D
• Demonstrate a capacity to communicate with their peers, practitioners in their own professions and the larger community about child and adolescents psychology in a sustained and exact manner. 3A
• Promote, with due regard to ethical considerations, equality and inclusive practice within academic, professional and practice contexts, scientific and social advancements having their origin in child and adolescents psychology 1E, 3G
• Demonstrate an in-depth knowledge of human development, psychopathology and of associated biological, cultural and social influences on human behaviour and mental health as relevant for applied psychology 1F

Teaching Methods
Workshops will present students with opportunity to learn and practice relevant counselling skills applied in work with children and adolescents.

Content:
• Theoretical, professional, and case management issues in assessment and counselling with children and adolescents.
• Problems and disorders in childhood and adolescents.
• Overview of assessment tools when working with children and adolescents.
• Attachment theory and work with children and adolescents.
• Play therapy.
• Working with families.
• Counselling adolescents.
• CBT with children and adolescents.
• Psychodynamic therapy with children and adolescents.
• Working with survivors of sexual abuse / (and children with sexually harmful behaviour).
• Evaluation of adaptive behaviour skill.

Lecturers:
Dr. Paul Gaffney, Louise Jacobs, Daire Gilmartin

Assessment:
Student In-Class presentations:
• Areas will be discussed and allocated in the first session
• In-class presentations will be made in small groups
• Each presentation will last for approx. 50 minutes comprising a 30 minute presentation, 10 minutes facilitated discussion and 10 minutes summary and feedback.
• It is the responsibility of each presentation group to circulate relevant articles to each group member and tutor one week before the presentation date.
It is the responsibility of each group member to review these articles in preparation for the presentation and to fully participate in the sessions.

Suggested Reading:


Module Title: Psychological Assessment I.
Degree Title: D.Couns.Psych.
Module Coordinator: Ian O'Grady
Year: 1

Module Aims:
The Assessment Procedures and Psychometrics module has the goal of orientating students to the theory and application of psychological assessment in a wide variety of settings. The module aims to:

- Provide students with a critical grasp of the role, contexts and best practice of psychological assessment
- Critically evaluate the principals of psychometric theory and test development
- Provide students with theoretical understanding and practical skills in conducting clinical interviews
- Offer students the necessary framework to effective administer, score and interpret a range of psychological test measures in a wide range of practice settings
- Develop students understanding of the range of Cognitive and Neuropsychological tests and when their use is appropriate.
- Relate Cognitive and Neuro-psychological profiles to specific presentations and difficulties
- Develop skills in psychological report writing
- Provide a critical exploration of ethical assessment practice alongside consideration of psychological assessment in multi-cultural contexts and with minority groups

Note. The module (particularly the parts focused on cognitive and neuropsychological assessment) will continue in year 2 as a Psychological Assessment II module.

Module Plan
- Explore the philosophies underpinning the psychological assessment with due regard to issues of equality and inclusive practice
- Identify the functions and forms of psychological assessment
- Critically evaluate ethical practice in psychological assessment
- Orientate students to the principals of psychometric theory, including reliability, validity, questionnaire construction and survey design
- Explore the role of the clinical interview as an assessment procedure
- Critically investigate forms of symptom assessment using various psychological test measures
- Explore the assessment of normal and pathological personality with commonly used personality instruments
- Orientate students to the theory and practice of cognitive, neuropsychological and educational assessment with commonly used test instruments
- Critically review the elements of effective report writing
Integration and reflection with regard to role of psychological assessment in the practice of contemporary counselling psychology

Learning Outcomes:

On successful completion of this module, students should be able to:

- Critically appraise the purpose and main objectives of assessment in counselling psychology settings, distinguish between psychological assessment and psychological testing and identify situations where psychological assessment is appropriate 1A, 1B, 2A, 2B, 2E
- Critically appraise psychometric theory 1A, 1B, 2B, 2E
- Critically consider and evaluate ethical and cultural issues in assessment 1E, 2D, 2E, 2F, 3D, 3G
- Critically discuss the contribution of the interview in carrying out adult assessment and compare and contrast several approaches to conducting the initial interview 2A, 2B
- Describe the characteristics and functions a wide range of psychological test measures 1A, 1B, 2A
- Administer, score and interpret a number of psychological test instruments under appropriate supervision 2A, 2B
- Critically discuss the assessment of personality and comment on the strengths and limitations of contrasting approaches. 1a, 1B, 2B, 2E
- Identify & critically review decisions that arise from counselling psychology assessment. 1A, 1B, 2A, 2B, 2E
- Communicate the outcome of psychological assessment through report writing and effective verbal feedback 2A, 2E, 2H, 3E
- Demonstrate a capacity to communicate with their peers, practitioners in their own professions, the larger community and with society in general about psychological assessment in a sustained and exact manner. 1H, 2J, 3A, 3E

Indicative Reading List (Incomplete):

Essential:
Recommended:


Assessment:
Assessed practical assignments take place in class time and include: Test administration and giving feedback (1 x test administration, scoring and profile interpretation; 1 x Complete Psychological Report).

Lecturers:
Ian O'Grady, Dr. Ladislav Timulak and guest.
Module Title: Research in Counselling Psychology I., II.,
Degree Title: D.Couns.Psych.
Module Coordinator: Dr. Ladislav Timulak
Year: 1, 2

Rationale & Overview:
These lectures are aimed at orienting students towards their Dissertation research. Students will be instructed in how to approach the practical issues around conducting a major piece of research. Methodologies will be reviewed and initial ideas for dissertations will be entertained and constructively critiqued. Special emphasis would be put on how to carry practitioner research. An overview of different areas of counselling and psychotherapy research will be also provided. Instruments used in both, outcome and process research, will be reviewed. Research designs used in outcome and process research will be presented. Special emphasis would be put on using research to inform one’s practice. Students will be asked to get familiar with the relevant literature on psychological interventions pertinent to the topic of their dissertation.

Objectives:
- to provide students with knowledge of the basic methodological approaches in psychological and psychotherapeutic research
- to provide students with knowledge of and skills in research analyses
- to provide students with a critical orientation towards research appraisal
- to facilitate students ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity, rigour and discrimination, which may involve the development of new skills, techniques, tools, practices or materials
- to facilitate student’s ethical sensitivity and awareness in conducting research with human participants with due regard to PSI Code of Ethics and Equality and inclusive practice policy.

Learning Outcomes:
On successful completion of this module, students should be able to:
- critically evaluate the strengths and weaknesses of different methodologies for answering different research question 1G, 2G, 3H
- show capability to orient themselves in relevant counselling psychology and psychotherapy research literature 1B
- show the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity, rigour and discrimination, which may involve the development of new skills, techniques, tools, practices or materials (Year 2) 2G
- demonstrate ethical awareness and sensitivity, principles of equality and inclusive practice in all aspects of conducting their research 1E, 3G
- demonstrate an ability to develop a range of research skills 2G
- demonstrate research competence in responding to abstract problems that expand and redefine existing procedural knowledge 2I
show cultural considerations in planning and critiquing research (Year 2) 1E, 2D, 3G

**Note.** The learning outcomes to be demonstrated in the Critical Review report will be elaborated upon in the guidelines for that report. The learning outcomes in the respective years build on each other with the expectation of higher comprehensiveness and integration in Year 2.

**Teaching Methods**

Lectures and seminars will present students with the relevant knowledge and conceptual background to designing, conducting, analysing and reporting research findings. The second year will consist to a great extent from attending seminars where students will present their ongoing dissertation projects.

**Content:**

- Epistemological roots of research in psychology.
- Ethics when conducting research.
- Research process in psychological research.
- Quantitative designs in psychology (e.g. experimental, quasi-experimental, descriptive, corelational).
- Qualitative approaches in psychology (e.g. hermeneutic, phenomenological, ethnographic, grounded theory, discourse analysis, narrative).
- Quantitative data analysis (descriptive and inferential statistics).
- Qualitative data analysis (descriptive-interpretative and discourse analytic).
- Research in psychological therapies and counselling: an overview of strategies and findings.
- Conducting dissertation.

**Suggested Reading:**


**Assessment:**

Year 1: An unseen exam assessing general knowledge in the methodological issues.

Year 2: A critical written evaluation of a portion of a published research paper.

**Lecturers:**

Dr. Mary Creaner, Dr. Anne Golden, and Dr. Ladislav Timulak

**Note.** The learning outcomes to be demonstrated in the Critical Review report will be elaborated upon in the guidelines for that report. The learning outcomes in the respective years build on each other with the expectation of higher comprehensiveness and integration in Year 2.
Module Title: Small Scale Research (Research Project I)
Degree Title: D.Couns.Psych.
Module Coordinator: Dr. Mary Creaner
Year: 1

Rationale:
Small Scale Research Project provides students with an opportunity to develop and use their skills of analysis, investigation, and research design to complete a small piece of research related to their doctoral study. It helps foster the development of research awareness and skills in preparation for the research dissertation, which will be completed in the third year of training. The research process integrates critical research skills with clinical skills in order to illustrate the integral link between research and clinical practice.

Learning Outcomes:
On successful completion of this module, students should be able to:
- Provide a rationale for the selection of a particular topic of empirical enquiry taking into account relevant ethical, practical, theoretical and organisational considerations. 2F
- Prepare documentation and liaise with appropriate authorities to secure ethical approval for the proposed investigation. 2F
- Where appropriate, generate an appropriate set of hypotheses or questions to be tested or answered. 2F
- Select and employ suitable methods and procedures for the collection of data or justify the methodology used to collect data if data was pre-existing. 2F
- Conduct and report on an appropriate analysis of the data collected. 2F, 3F
- Draw reasonable conclusions from the results and discuss them in terms of the research question to be answered or the hypotheses generated. 3F
- Present the study as a whole in a coherent, systematic and acceptable fashion. 3F
- Draw well-reasoned conclusions and discuss their relevance for clinical practice. 3F

Scope of the Small Scale Research Project
The choice of topic to be researched is determined by the guiding principles of practicality and usefulness as these pertain to the student’s development as a scientist-practitioner. The project is often a part of a larger project supervised by the Research Project supervisor who normally is the student’s dissertation research supervisor.

An example of projects for this module could include:
- Systematic review of literature on a topic of interest for doctoral inquiry
- A qualitative analysis/audit of client/participants interviews to enhance skills of analysis
- Small pilot study related to the doctoral study (e.g., small scale survey,
comparison study, case study)
- A measure/method evaluation study

It is important that the Research Project has pragmatic relevance to the intended doctoral study and is collaboratively decided upon with a research supervisor.

Submission Requirements:
Students will present a piece of research work and reflection on their learning as a scientist-practitioner and present an outline of their proposed doctoral study. The research proposal will be submitted as a written assignment in the form of a 2-page research proposal.

Assessment:
An evaluation meeting is scheduled with the research supervisor at the end of this project to review scientist-practitioner learning as a result of undertaking the Small Scale Research Project. Students also submit a 2-page outline of their proposed doctoral study for formal review.

Note. For more see specific guidelines for Small Scale Research Project.
Module Title: Reflective Practice & Research  
Degree Title: D.Couns.Psych.  
Module Coordinators: Dr. Mary Creaner  
Year: 2

Aims:
The central aim of this module is to provide collaborative learning support for students to deeply reflect upon all aspects of the course and work towards integrating research aspects of their training in order to further develop their professional identity as counselling psychologists. This will be facilitated through reflection on their overall learning experiences and specifically, their research experience.

Learning Outcomes:

On successful completion of this module, students should be able to:

- Integrate research aspects of their training in order to further develop their professional identity as counselling psychologists. 1D, 3H
- Reflect on their overall research experiences and specifically in relation to their clinical practice. 2F, 2G, 3H
- Critically analyse, evaluate and synthesise new and complex ideas in the area of counselling psychology practice & research 1G, 2F, 2I, 3H
- Show capacity to communicate with their peers, practitioners in their own professions in a sustained and exact manner. 2J, 3F
- Demonstrate ethical awareness and sensitivity and promote principles of equality and inclusive practice. 1E, 2D, 2E, 3G
- Demonstrate ability to take responsibility for and reflect upon their own learning 2L, 3C
- Demonstrate good communication and presentation skills relevant in communication with other professionals and clients. 2J, 3E
- Demonstrate an ability to engage in critical dialogue in Counselling Psychology research and development and communicate innovation to peers, other professionals, and broader public. 2J, 3E, 3F
- Demonstrate an ability to adopt an open and flexible approach to the critique of theory and research applicable in a varied organisational contexts. 1H, 2K, 3H
- Demonstrate an ability to articulate a well integrated personal theory of Counselling Psychology applicable in a varied organisational and legal contexts. 1D, 1H, 2K

Teaching Methods:

Reflective practice & research (Supervision & Tutorials): Each student will be assigned a core staff member who will be their primary contact person on the course for all matters, including placement issues. Students will formally meet 1:1 with their Tutor at least once during the year to discuss any issues of concern or interest to either party. Students may, however, request additional tutorials if they wish at any time and are encouraged to do so if there are any outstanding
questions or concerns, including their status on the course. Tutors may also request meetings as required.

Reflective practice & research (Learning Partner): A learning Partner should be chosen in the first few weeks of Michaelmas Term. Partners should meet weekly to discuss progress, set personal learning objectives and give each other support, encouragement and feedback.

Reflective practice & research (Learning Journal): From entry to the course through completion, a personal Learning Journal must be kept by each student, recording in detail, their opinions and reactions to all aspects of learning on the course, including classes and unstructured learning, personal development and client work. A significant part of the journal should be assigned to reflection on research learning and experiences. It will also provide the basis for self evaluation and written personal and research development reports throughout the year.

Reflective practice & research (Integration & Reflection): Periodically throughout the year, sessions are held during which the students reflect upon all that they are experiencing on the course, and how this is being integrated by them. The meetings are also held within specific research streams to facilitate students' research process.

Assessment:
Personal and Professional Development of Self Report, reflecting on personal objectives and research aspects of the course to date. This report should be submitted to reflect the student’s awareness of their own personal and professional progress in the area of research during the year, drawing on the journal and including a self-evaluation of their own, specific learning objectives.

Suggested Reading:


Module Title: Advanced Counselling & Psychotherapy Theory and its Application - Counselling Modalities I., II.

Degree Title: D.Couns.Psych.

Module Coordinator: Dr. Ladislav Timulak

Year: 2, 3

Overall Learning Outcomes:
On successful completion of this module, students should be able to:

- conceptualise the main theoretical approaches with reference to the individual needs of clients while holding the qualities of the person-centred/humanistic principles as a central aspects of their client work (Year 2: to be achieved on a theoretical knowledge and practical performance level and fully integrated into practice; Year 3: fully integrated into clinical practice with reference to research). 1C, 2C, 2D, 3H

- acquire skills for clinical practice, including psychological assessment, therapeutic skills, development and evaluation of treatment plans, intervention skills, stemming from the covered theoretical approaches, etc. (Year 2: to be achieved on a theoretical knowledge and practical performance level and fully integrated into practice; Year 3: fully integrated into clinical practice with reference to research) 1C, 2A, 3A

- acquire skills in critical analysis of psychological theories applied in clinical practice. (Year 2: to be achieved on a theoretical knowledge and practical performance level and fully integrated into practice; Year 3: fully integrated into clinical practice with reference to research) 3H

- critically evaluate models of psychological therapy with reference to individual needs of clients and clients' cultural background. (Year 2: to be achieved on a theoretical knowledge and practical performance level and fully integrated into practice; Year 3: fully integrated into clinical practice with reference to research) 1E, 2C, 2D, 2E

- Apply foundations of assessment (particularly cognitive and neuropsychological) to expand clinical practice with clients, recognise cognitive deficits or sudden decline in client population and have knowledge of further assessment or referral. Develop skills in conceptualising and formulating presentations using both emotional and cognitive frameworks (Year 2: to be achieved on a theoretical knowledge and practical performance level and fully integrated into practice; Year 3: fully integrated into clinical practice with reference to research). 1A, 1G, 2A, 2B, 2I, 3G, 3H

Part I – Cognitive-Behavioural Psychotherapy

Rationale and Overview:
Knowledge of CBT is necessary as part of the education of competent counselling psychologist. This module aims to give students experience of using CBT techniques within a sound knowledge of the CBT model. The CBT model will be described and its applications to various disorders explained. The learning
is experiential in that there will be ample opportunity for the students to practice what they learn in the form of role-plays.

Objectives:
- to provide the students with an understanding of the CBT model.
- to provide the students with the knowledge of the application of CBT to common disorders such as depression and anxiety, while taking into account client’s needs and cultural background.
- to encourage students to look at the evidence base of therapeutic treatment.
- to stimulate critical analysis, evaluation and synthesis of new and complex ideas in the area of CBT

Learning Outcomes:
On successful completion of this module, students should be able to:
- understand the assumptions of the cognitive-behavioural paradigm 1A, 1B, 2B, 2C, 1C
- be aware of the distinguishing and shared features of cognitive-behavioural therapies in relation to other psychotherapeutic traditions 1A, 1B, 2B, 2C, 1C
- understand the role of formulation in delivering cognitive-behavioural therapy 2A
- appreciate several main treatment principles and techniques commonly applied in cognitive-behavioural therapy 1A, 1B, 2B, 2C, 1C
- apply and integrate cognitive-behavioural therapy into clinical practice under appropriate supervision 2B, 2C, 1C
- be critically aware of the strengths and limitations of cognitive-behavioural therapy 1A, 1B, 1C
- critically evaluate effectiveness of therapy outcomes 1A
- critically evaluate this approach within counselling psychology 1D
- adjust CBT to the client cultural background 1E, 2C, 2D, 2E

Teaching Methods:
Lectures and experiential learning will be used, with a heavy emphasis on student participation in role-playing and brainstorming.

Content:
- Theoretical underpinnings of cognitive-behavioural therapy
- Principles of case conceptualisation and formulation in cognitive-behavioural therapy
- Structuring and conducting an initial assessment
- Introducing behavioural activation in mood disorders
- Identifying and challenging negative automatic thoughts
- The application of exposure techniques
- Relaxation strategies
- Adapting CBT for different disorders.
Suggested Reading:

**Essential:**

**Recommended:**


**Lecturers:** Jim Lyng + others

**Part II - Emotion-focused Therapy.**

**Rationale & Overview:**

A series of workshops are conducted providing outline of theory and training in basic skills and techniques of emotion focused therapy. This module aims to give students experience of using EFT. The learning is experiential in that there will be ample opportunity for the students to practice what they learn in the form of role-plays.

**Objectives:**

- to provide students with a comprehensive overview of emotion-focused therapy skills;
- to stimulate the students development of using EFT approach and techniques in integrative therapy and being able to adjust them taking into consideration client’s needs and cultural background;
- to stimulate critical analysis, evaluation and synthesis of new and complex ideas in the area of EFT.

**Learning Outcomes:**

*On successful completion of this module, students should be able to:*

- comprehend relevant knowledge of EFT approach 1A, 1B, 2B, 2C, 1C
- apply EFT conceptualization and EFT skills in integrative way; 2B, 2C, 1C
- incorporate EFT thinking in their therapeutic work. 1A, 1B, 2B, 2C, 1C
- critically analyse, evaluate and synthesise new and complex ideas in the area of EFT 1A, 1B, 1C
- adjust EFT to the client cultural background 1E, 2C, 2D, 2E
Teaching Methods:
Workshops will present students with opportunity to learn and practice in role plays relevant EFT techniques.

Content:
- Overview of emotion theory and of EFT.
- Empathic exploration.
- Evocative techniques.
- Allowing and accessing emotion.
- Reprocessing of problematic emotions.
- Changing emotion with emotion.
- Integration of EFT work in one’s practice.

Suggested Reading:

Lecturer:
Dr. Ladislav Timulak

Part III - Psychodynamic Practice

Rationale & Overview:
These seminars review the fundamentals of psychoanalytic theory, with a focus on how these theoretical concepts inform, illuminate and may be applied in the practice of psychodynamic counselling. Each session focuses on a particular theoretical concept, based on assigned readings and illustrated through relevant
case material. Students have an opportunity for in-depth discussion, including case material and vignettes from their own training cases, and experiential exploration. Emphasis is placed on self-reflection with reference to the theoretical concepts being explored, on the importance of clear conceptualization of case material and process, and most particularly clarity and consistency with regard to the basis for making interventions or interpretations. Close attention will be paid to the importance of the setting and events on the periphery of the process, such as the physical setting, the initial consultation and preparation, fees, breaks and holidays, and the impact they may have on the process. In addition, the timing, language, purpose and impact of interventions will be examined.

Objectives
- To provide students with a deeper and more nuanced understanding of the theoretical concepts underpinning psychodynamic practice.
- To link these theoretical concepts with clinical practice in a meaningful and useful way.
- To provide students with tools to understand the unfolding process and relationship work with clients, and to guide their interventions (including developmental and diversity perspective).
- To promote reflective practice and self-exploration, and demonstrate the applicability and usefulness of psychodynamic theories in this regard.

Learning Outcomes
On successful completion of this module, students should be able to:
- offer a clear conceptualization of a training case, including the presenting problem, diagnosis, the content and process of sessions and the relationship with the client. 2A
- maintain a clear and consistent theoretical position which forms the basis for accurate and useful interventions. 1C, 2D
- critically reflect on the progress of the therapeutic relationship, including obstacles, difficulties, errors and progress. 3D
- productively seek and use supervision and/or consultation in developing their skills. 3B, 3C
- draw on and deepen their knowledge and understanding of the literature on an on-going basis. 1A, 1B
- adjust psychodynamic approach to the client cultural background 1E, 2C, 2D, 2E

Teaching Methods
Seminar style sessions will include theoretical and clinical input, assigned readings, discussion and presentation of material from training cases, experiential exploration.

Content
- Overview of clinical psychodynamic concepts.
- The therapeutic situation.
- Transference.
- Counter-transference.
- Interpretations and other interventions.
- Resistance.

**Suggested Reading:**

**Lecturer:**
Claire O'Dowda

**Part IV - Counselling Modalities - Group Facilitation Training.**

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_D.Couns.Psych. September 2019_
Rationale & Overview:
The myriad of issues related to group work, including group dynamics and the facilitation of groups will be included in this course. The presentations and discussion of different theories and skills will be complemented by experiential role plays.

Objectives:
- to provide students with knowledge of group facilitation, group dynamics, and group therapy.
- to provide students with knowledge of and skills in conducting group therapy.
- To focus on cultural considerations when conducting group therapy.
- to stimulate critical analysis, evaluation and synthesis of new and complex ideas in the area of group therapy.

Learning Outcomes:
On successful completion of this module, students should be able to:
- demonstrate knowledge of group therapy theories; 1A, 1B
- demonstrate that they are capable of using core group counseling skills. 2B, 2C
- critically analyse, evaluate and synthesise new and complex ideas in the area of group therapy 3H

Teaching Methods
Workshops will present students with opportunity to learn and practice relevant group counselling skills.

Content:
- Theories of group psychotherapy.
- Group dynamics.
- Stages of group therapy.
- Therapeutic factors in group therapy.
- Facilitating group process.
- Composition of the group.
- Specialized groups.

Suggested Reading:

**Lecturer:**
Fergal Rooney

**Part V - Counselling Modalities – Couples Counselling.**

**Rationale & Overview:**
The myriad of issues related to couple counselling work, including different couples counselling theories will be included in this course. The presentations and discussion of different theories and skills will be complemented by experiential role plays.

**Objectives:**
- to provide students with knowledge of couples counselling theories, professional issues, diversity and case management issues involved in counselling couples.
- to provide students with knowledge of and skills in conducting couples therapy.
- to stimulate critical analysis, evaluation and synthesis of new and complex ideas in the area of couple therapy

**Learning Outcomes:**
*On successful completion of this module, students should be able to:*
- demonstrate knowledge of couples counselling theories; 2B, 2C
- demonstrate that they are capable of using core couples counseling skills. 2B, 2C
- critically analyse, evaluate and synthesise new and complex ideas in the area of couple therapy 3H
- adjust couple counselling interventions to the clients cultural background 1E, 2C, 2D, 2E

**Teaching Methods**
Workshops will present students with an opportunity to learn and practice relevant couples counselling skills.

**Content:**
- Theories of couples counselling.
- Theories of intimate and romantic relationships.
- Attachment theory and couples counselling.
- Stages of couples counselling.
- Therapeutic factors in counselling couples.
- Facilitating couples counselling process.
Suggested Reading:

Lecturers:
Ruan Kennedy and Dr. Ladislav Timulak

Part VI - Counselling Modalities – Family Therapy

Rationale & Overview:
An overview of the major schools of family therapy will be provided and the main concepts of family therapy will be presented from an integrative perspective. Similarities and differences between the family therapy approach and working with individual clients will be outlined. Knowledge of the processes of therapy, including the role and influence of the therapist, change theory and relevant interventions for each of the main theoretical models will be discussed. The presentations and discussion of different theories and skills will be complemented by experiential role plays. A contemporary family therapy case will be presented (audio/visual) for critical review and commentary.

Objectives:
- To help students ‘think systemically’ about the family and identify critical epistemological issues in both theoretical and applied parts of family therapy.
- To facilitate students to recognise the systemic patterns between subsystems of and within the family, race, culture, gender, age and family life cycle transitions in family relationships and the implication of these patterns for overall family functioning.
- To provide students with knowledge of theories, professional issues and case management issues involved in family therapy.
- To stimulate critical analysis, evaluation and synthesis of new and
complex ideas in the area of family therapy

Learning Outcomes:
*On successful completion of this module, students should be able to:*

- Demonstrate knowledge of the principles of family therapy including evidence based principles 1A, 1B, 1C
- Demonstrate that they can identify critical epistemological issues in both theoretical and applied parts of family therapy 1B
- Demonstrate an ability to apply key concepts of general systems theory to conceptualizing processes in the family realm. 2A, 2C, 2D, 2E
- Demonstrate awareness of ethical, professional, and cultural, socioeconomic and political contexts in which the practice of family therapy exists 1E, 1F, 1H, 2D, 3D, 3G
- Critically analyse, evaluate and synthesise new and complex ideas in the area of family therapy 3H

Teaching Methods
Workshops will present students with an opportunity to learn and practice relevant counselling skills.

Content:
- Theories of family therapy
- Core concepts, including systems thinking, boundaries, circular causality, family structure, communication patterns, rules, roles, first and second order change etc.
- Role of the family therapist
- Assessment of system functioning and dysfunction
- Key Skills, strategies and interventions
- Ethical considerations and unique dilemmas in family therapy
- Current research on family therapy

Lecturers:
Dr. Rita Honan & Dr. Mary Creaner

Indicative Reading


Part VII - Counselling Modalities – Therapy with Children and Adolescents

Rationale & Overview:

Rationale & Overview:
An overview of the major schools of therapy with children and adolescents will be provided from an systemic-integrative perspective. Practical instruction on how to formulate cases systemically and ground evidence-based interventions within such formulations will be delivered. Similarities and differences between approaches will be outline and discussion will be facilitated about how to identify, plan and deliver the most effective intervention, including with which aspects of broader systems (families, schools, professional networks) engagement will be most useful. Knowledge of the processes of therapy, including the role and influence of the therapist, change theory, intergenerational processes and relevant interventions for each of the main theoretical models will be discussed. Particular challenges for working with adolescents and with younger children will be explored. The presentations and discussion of different theories and skills will be complemented by experiential role plays. Contemporary cases will be presented (audio/visual) for critical review and commentary.

Objectives:

- To help students ‘think systemically’ about their work with children and families of diverse makeups and identify critical epistemological issues in both theoretical and applied parts of therapy.
- To explore the application of assessments’ models in understanding presenting concerns systemically and to use such understandings to identify which aspect(s) of system(s) may be the target of intervention.
- To facilitate students to recognise the systemic patterns between subsystems of and within the family, race, culture, gender, age and family life cycle transitions in family relationships and the implication of these patterns for overall family functioning, as well as recognising the complexity of multi-level dynamics interactions between individuals, families, and broader community, professional, and societal systems.
- To provide students with knowledge of theories, professional issues and case management issues involved in therapy with children, adolescents and parents/carers
- To stimulate critical analysis, evaluation and synthesis of new and complex ideas in the area of therapy with children, adolescents and parents/carers

Learning Outcomes:

On successful completion of this module, students should be able to:

- Demonstrate knowledge of the principles of therapy with children, adolescents and parents/carers including evidence based principles 1A, 1B, 1C
- Demonstrate that they can identify critical epistemological issues in both theoretical and applied parts of therapy with children, adolescents and
parents/carers 1B

- Demonstrate an ability to apply key concepts of general systems theory to conceptualizing processes in the family realm. 2A, 2C, 2D, 2E
- Demonstrate awareness of ethical, professional, and cultural, socioeconomic and political contexts in which the practice of therapy with children, adolescents and parents/carers exists 1E, 1F, 1H, 2D, 3D, 3G
- Critically analyse, evaluate and synthesise new and complex ideas in the area of therapy with children, adolescents and parents/carers 3H

Teaching Methods
Workshops will present students with an opportunity to learn and practice relevant counselling skills.

Content:
- Theories of therapy with children, adolescents and parents/carers
- Core concepts, including systems thinking, boundaries, circular causality, family structure, communication patterns, rules, roles, first and second order change, attachment, intersubjectivity, interpersonal emotional regulation processes, etc.
- Role of the therapist
- Assessment of system functioning and dysfunction
- Key Skills, strategies and interventions
- Ethical considerations and unique dilemmas in therapy with children, adolescents and parents/carers
- Current research on therapy with children, adolescents and parents/carers/families

Lecturers:
Dermot O’Callaghan

Part VIII – Integration of Psychotherapeutic Theories.

Rationale & Overview:
The myriad of issues related to psychotherapy integration will be explored; including approaches to psychotherapy and counselling integration. The presentations and discussion of different theories and skills will be complemented by idiosyncratic case conceptualisations. Students will present their unique personal and professional integration of psychotherapeutic theories as present in their practice.

Objectives:
- to provide students with knowledge of integrative theories and theories of integration and relevant constructs in psychotherapy integration;
- to stimulate critical analysis, evaluation and synthesis of new and complex ideas in the area of psychotherapy integration
Learning Outcomes:
On successful completion of this module, students should be able to:

- demonstrate knowledge of integrative theories and theories of integration; 1A, 1B, 2B, 2C
- demonstrate that they are capable of formulating a coherent integrative view of psychotherapy and counselling; 1C, 1D, 1A, 1B, 2B, 2C
- critically analyse, evaluate and synthesise new and complex ideas in the area of therapy integration. 1C, 1D, 3H

Teaching Methods
Workshops will present students with an opportunity to learn about and conceptualise in terms of integrative psychotherapy and counselling.

Content:
- An overview and history of psychotherapy integration.
- Common factors approach.
- Integrative theories.
- Transtheoretical theories.
- Eclecticism.
- Assimilative integration.
- Multicultural considerations in integration.

Suggested Reading:

Lecturer:
Dr. Ladislav Timulak

Assessment:
Case Study Report: A formal case report following the written guidelines provided must be submitted. The Case Study is a written commentary analysing the key interactions between you and your client over a number of sessions. It must provide a clear and coherent account of your ability to select and apply theoretical concepts, reflect self-awareness, and demonstrate your clinical skills developed to date. Ability to coherently present a developing model of integration grounded in Person Centered principles and drawing at least on one other approach presented on the course (Psychodynamic, CBT, EFT – if using EFT,
psychodynamic or CBT theory is used on a conceptual level) has to be demonstrated.

**Note.** The learning outcomes are elaborated in the guidelines for Case Study (an extensive document). The learning outcomes in the respective years build on each other with the expectation of higher comprehensiveness, coherence, and integration in Year 3.

**Advanced Counselling & Psychotherapy Theory and its Application II Module in Year 3 – List of Workshops**

This module will be developed through stand-alone workshops that will have an advanced focus either on the issues pertinent to therapy, or particular type of clients or particular type of setting. We state examples of workshops. Further workshops are now being commissioned also from people working in forensic setting and from people specialising in specific CBT applications for particular disorders. We also approached psychodynamically oriented practitioners to contribute with an advanced input in the area psychodynamic therapy. This series of workshops will also include an introduction to the foundations of clinical supervision training.

**Learning Outcomes:**

*On successful completion of this module, students should be able to:*

- Conceptualise the main theoretical approaches with reference to the individual needs of clients while holding the qualities of the person-centred/humanistic principles as a central aspects of their client work (Year 3: fully integrated into clinical practice with reference to research).
  
  1C, 2B, 2C, 2D, 3H

- Acquire skills for clinical practice, including psychological assessment, therapeutic skills, development and evaluation of treatment plans, intervention skills, stemming from the covered theoretical approaches, etc. (Year 3: fully integrated into clinical practice with reference to research)
  
  1C, 2A, 2B, 3A

- Acquire skills in critical analysis of psychological theories applied in clinical practice. (Year 3: fully integrated into clinical practice with reference to research) 2B, 3H

- Critically evaluate models of psychological therapy with reference to individual needs of clients and clients’ cultural background. (Year 3: fully integrated into clinical practice with reference to research) 1E, 2B, 2C, 2D, 2E

**List of Workshop Titles** (please note that some of the workshops may not happen in a given year, plus some may be added in a given year). The length of the workshops is between 3 to 12 hrs).

- Advanced Cognitive-Behavioural Therapy: Introduction to Schema Therapy
- Advanced CBT: Introduction to Mindfulness-Based Cognitive Therapy
- Introduction to Dialectical Behaviour Therapy (DBT) & Schema Therapy
for Borderline Personality Disorder
- CBT for specific disorders (GAD, PTSD, Panic disorder, OCD, Psychosis, Somatoform disorder).
- Advanced Psychodynamic therapy.
- Advanced interventions with children and adolescents.
- Sexual Orientation and Professional Practice
- Child Sexual Abuse Assessment
- Counselling Psychology in the Context of Acquired Brain Injury (ABI)
- Counselling Psychology & Neurological Disorders
- Psychotherapy of Eating Disorders
- Motivational Interviewing
- Working with Chronic Illness
- Counselling Psychology in Forensic Settings
- Counselling Psychology & Developmental Disorders
- Counselling Psychology & Learning Disabilities
- Counselling Psychology & Intellectual Disabilities
- Counselling Psychology & Physical Disabilities
- Sexuality, Relationships
- Safeguarding and the Legal Aspects regarding Consent and Capacity.
- Working children and families of children with moderate, severe or profound intellectual disability and autism.
- Teaching feeding, sleeping and ADL skills for children with intellectual disability

**Lecturers:** Jim Lyng, Dr. Ladislav Timulak, Dr. Mary Creaner, Cormac O’Connor, Caroline O’Connor, Dr. Craig Chigwedere, Dr. Olive Healy, Fergal Rooney, Aisling Curtin, Dr. Derek Richards, Colin O’Driscoll, Daire Gilmartin, Dr. Rita Honan, Sonya Gallagher, Dr. Kielty Oberlin, Dr. Muireann McNulty, Dr. Marian O’Flynn, Dr. Damien Lowry, lecturers from CBT course and others
Module Title: Psychological Assessment II.
Degree Title: D.Couns.Psych.
Module Coordinator: Ian O’Grady
Year: 2

Module Aims:
The Assessment Procedures and Psychometrics module has the goal of expanding the student’s knowledge of psychological assessment and to apply this knowledge to specific settings and needs. The module aims to:

- Provide students with a critical grasp of the role, contexts and best practice of psychological assessment
- Provide students with theoretical understanding and practical skills in conducting assessments using a wide range of psychological measures
- Offer students the necessary framework to effectively interpret a range of psychological test measures in a wide range of practice settings
- Develop students understanding of the range of Cognitive and Neuro-psychological tests and when their use is appropriate.
- Provide with the broad knowledge required to answer a referral question with specific assessment measures
- Develop the students skills at accurate and standardised administration of various test measures
- Relate Cognitive and Neuro-psychological profiles to specific presentations and difficulties
- Develop an understanding of specific testing measures for identifying unique presentations/populations.
- Provide students with the knowledge to identify when referral to a specialist service might be warranted and to conduct assessments to provide a detailed referral.
- Develop skills in psychological report writing
- Provide a critical exploration of ethical assessment practice alongside consideration of psychological assessment in multi-cultural contexts and with minority groups

Module Plan
1. Explore the philosophies underpinning the psychological assessment with due regard to issues of equality and inclusive practice
2. Build on previous knowledge of functions and forms of psychological assessment
3. Critically evaluate ethical practice in psychological assessment
4. Orientate students to the vast array of psychometric instruments useful in answering assessment questions
5. Explore the role of the clinical interview and direct observation during testing as an assessment procedure
6. Critically investigate forms of symptom assessment using various psychological test measures
7. Administer in exact standardised format a selection of test measures
8. Orientate students to the theory and practice of cognitive,
neuropsychological and educational assessment with commonly used test instruments
9. Develop awareness of the role of psychological assessment in identifying specific learning or psychological conditions.
10. Critically review the elements of effective report writing
11. Integration and reflection with regard to role of psychological assessment in the practice of contemporary counselling psychology

Learning Outcomes:
- On successful completion of this module, students should be able to:
- Critically appraise the purpose and main objectives of assessment in counselling psychology settings, distinguish between psychological assessment and psychological testing and identify situations where psychological assessment is appropriate 1A, 1B, 2A, 2B, 2E
- Critically appraise psychometric theory 1A, 1B, 2B, 2E
- Critically consider and evaluate ethical and cultural issues in assessment 1E, 2D, 2E, 2F, 3D, 3G
- Critically discuss the contribution of the interview in carrying out adult assessment and compare and contrast several approaches to conducting the initial interview 2A, 2B
- Describe the characteristics and functions a wide range of psychological test measures 1A, 1B, 2A
- Administer, score and interpret a number of psychological test instruments under appropriate supervision 2A, 2B
- Critically discuss the assessment of personality and comment on the strengths and limitations of contrasting approaches. 1a, 1B, 2B, 2E
- Identify & critically review decisions that arise from counselling psychology assessment. 1A, 1B, 2A, 2B, 2E
- Communicate the outcome of psychological assessment through report writing and effective verbal feedback 2A, 2E, 2H, 3E
- Demonstrate a capacity to communicate with their peers, practitioners in their own professions, the larger community and with society in general about psychological assessment in a sustained and exact manner. 1H, 2J, 3A, 3E

Indicative Reading List (Incomplete):

Essential:

**Recommended literature:**

**Assessment:**
Assessed practical assignments take place in class time and include: Test administration and giving feedback.
This is further supplemented with 1 x Complete Psychological Report.

**Lecturers:**
Ian O’Grady, Dr. Nick Kidd, Dr. Damian Lowry
Module Title: Placements I., II., III.
Degree Title: D.Couns.Psych.
Module Coordinator: Barbara Hannigan
Year: 1, 2, 3

Overview
Students typically have one primary placement each year. Placements are offered in a variety of settings and the experiences gained will give students a substantial framework within which to integrate theory and practice. Two days each week are spent on placement. Some placement hours may be in the evening or on Saturday by agreement with the placement co-ordinator and the placement site director. Over the three years students are experienced to acquire experience of working with the clients across different lifespan development stages.

Aims:
- To prepare students for working in a variety of different settings e.g. hospitals, voluntary agencies, business organisations, multidisciplinary contexts, schools and private practice.
- To provide students with an experience in working with individuals, but also groups, couples, and families and understand the different processes involved in each.
- To prepare students for working with different presenting problems and different client populations (both in terms of placement settings and client populations including clients from different cultural background).

Learning Outcomes:
On successful completion of this module, students should be able to:
- communicate with their peers, practitioners in their own professions, the larger community and with society in general about counselling psychology interventions in a sustained and exact manner. (fully achieved in Year 3; Year 1 and 2 an integral part of preparing for this outcome that will be demonstrated in Year 3) 1H, 2J, 3E, 3F
- promote, with due regard to ethical considerations, equality and inclusive practice principles within academic, professional and practice contexts, scientific and social advancements having their origin in counselling psychology (fully achieved in Year 3; Year 1 and 2 an integral part of preparing for this outcome that will be demonstrated in Year 3) 1E, 3F
- acquire competence in counselling psychologist’s clinical skills acquisition including psychological assessment, therapeutic skills, case management, development and evaluation of treatment plans, intervention skills, etc. (Year 1: to be achieved on a theoretical knowledge and practical performance level; Year 2: fully integrated into practice; Year 3: fully integrated into clinical practice with reference to research) 1B, 1C, 1F, 2A, 3D, 3G
- acquire skills in critical analysis and its application to a range of activities in clinical practice. (Year 1: to be achieved on a theoretical knowledge and...
Trinity College Dublin, the University of Dublin  
Doctorate in Counselling Psychology  
2019 - 2020

practical performance level; Year 2: fully integrated into practice; Year 3: fully integrated into clinical practice with reference to research) 1B, 1C, 2B

- critically evaluate a variety of models of psychological therapy with reference to individual needs, presentations and underlying issues of clients. (Year 1: to be achieved on a theoretical knowledge and practical performance level; Year 2: fully integrated into practice; Year 3: fully integrated into clinical practice with reference to research) 1B, 1C, 2C, 2D, 2E, 3D, 3G

- recognise and identify the issues facing diverse groups and being able to respond to their specific psychological needs by adapting psychological interventions to these. (to be achieved in Year 1 and further consolidated in Year 2 and 3) 1B, 1C, 1F, 1E, 2D, 2E, 3D, 3G

- be aware of the way in which clients presenting issues may be understood in the context of the client’s phenomenological world and contrasted with psychological understanding informing interventions in clinical practice. (Year 1: to be achieved on a theoretical knowledge and practical performance level; Year 2: fully integrated into practice; Year 3: fully integrated into clinical practice with reference to research) 1B, 1C, 1F, 2C, 2D, 2E, 3D, 3G

- demonstrate interpersonal sensitivities, qualities, abilities, knowledge and competencies required to establish, maintain and conclude professional relationships with clients, other mental health professionals, other relevant professionals, and colleagues. 1H, 2J, 3A

- demonstrate awareness of the organisational and legal contexts pertaining to the fields of their work (to be achieved in Year 1 and further consolidated in Year 2 and 3). 1H, 2K

- able to work within multi-disciplinary/professional teams (to be achieved in Year 1 and further consolidated in Year 2 and 3) 2J, 3D

- demonstrate a working knowledge of the PSI Code of Ethics, Equality and inclusive practice policy and relevant legislation 1H, 2K, 3G

- demonstrate comprehension of the principles of ethics, law, value systems, difference and diversity as relevant for clinical practice 1E, 1H, 2K, 3G

- able to fulfil the roles of a counselling psychologist in training and work, safely, effectively, autonomously and as part of a team (to be achieved in Year 1 and further consolidated in Year 2 and 3) 3D

- show a high level of professional and ethical behaviour, to not work beyond their level of competence and to abide by PSI code of ethics while respecting the principles of ethics, law, value systems, difference and diversity as relevant for clinical practice. (to be achieved in Year 1 and further consolidated in Year 2 and 3) 1E, 1H, 2K, 3G

- show a good knowledge of training and supervision models and their appropriate use in personal and professional development 1I, 2L, 3B, 3C

Teaching Methods:
Students are expected to see approximately 6 (maximum 8) clients per week, at the placement site only, and receive 1 hour of case supervision per 5 hours of
therapy conducted. They may also be involved in co-facilitating sessions including groups, attending case conferences, couples and family therapy sessions, sitting in on sessions with more senior therapists, or home visits (only when accompanied by a site staff member). Students must gain client experience, including experience of diversity, in at least three settings, at least one of which should be in a health care setting. Some secondary placements are also available to provide experience in a different setting or with a different population or age group from the primary placement. Overall, the trainees must spend at minimum 30 months (at least 2 days a week) on placement over the 3 years.

Assessment:
The course requirement is a **minimum** of 150 hours of client work in the first year, 150 hours in the second year and 150 hours in the third year. This must be documented on the log provided. Individual supervisor provides an assessment of students’ client work and professional behaviour with the agency. A formal Mid-Placement Review and End of Placement Review are held in the middle and at the end of each year. Please note that to be eligible to work for the HSE, HSE requires that trainees “demonstrate that they have acquired in appropriate health settings in each of the areas of Disability (Child and Adult), Child Psychology, Adult Psychology, at least 60 days or equivalent supervised clinical placements as part of the professional qualification” (see the HSE’s report on Eligibility Criteria for Recruitment of Psychologists: http://www.hse.ie/eng/staff/Jobs/Eligibility_Criteria/Report-Psychology-Implementation-Group-Feb-2017.pdf ). HSE defines placement as “as a period of clinical time spent under the supervision of an appropriately qualified senior psychologist. The placement must provide the opportunity to work with a range of clinical problems in terms of complexity and severity.

To meet the eligibility criteria for psychology posts in the HSE all applicants must demonstrate that they have completed a placement of at least 60 days in a health setting supervised by a practitioner who fulfils PSI supervision accreditation criteria for the professional qualification in question. Counselling psychologists currently calculate placements using both days and hours. In their case, the 60 days in a health setting must comprise a minimum of 150 hours of direct client contact” (see the Report on Eligibility Criteria for Recruitment of Psychologists by the HSE, p. 21)

Note. The learning outcomes are elaborated in the placements guidelines (an extensive document). The learning outcomes in the respective years build on each other with the expectation of increased comprehensiveness and independence in Year 2 and 3.

At least one of the main placements across the three years must be intensively supervised by an experienced Counselling Psychologist, who is a Registered member or eligible for Registered Membership of the Society and full Membership of the Division of Counselling Psychology. This is to meet PSI’ accreditation guidelines criteria for counselling psychology (criterion 3.3.7). At
least one placement has to be in a health care setting and at least one with children/adolescents. Client work should vary across the problems, conditions, and disorders in which counselling and psychotherapy are normally indicated. It should also cover clients of different life-span developmental stages. Please see PSI accreditation guidelines for post-graduate training in counselling psychology for further details. The course monitors this requirement, but it is important for students to be cognisant of it, when nominating their placement choice.

The D.Couns.Psych. offers a wide range of course approved placement options in community, health, mental health, education and private practice settings in the greater Dublin area and throughout the country. At least 3 different placements are required during the 3 years of the course. The course is committed to on-going development of placement provision with the aim to provide further opportunities for HSE recognized placements, which are required for eligibility to apply for HSE psychology posts. These placements are, however, subject to availability and may require a 3 day per week commitment.
Module Title: Dissertation Research – Research Proposal & Literature Review.
Degree Title: D.Couns.Psych.
Module Coordinator: Dr. Mary Creaner
Year: 2

Overview
The Research Proposal should include a brief review of the relevant literature, statement of aims/ hypotheses/ rationale for the design and methods, procedures for ethical clearance, methods of analysis and strategies, a programme of dates for the project and costing. Students are also asked to make a clear statement as to how the proposed research will make a contribution to knowledge and practice within counselling psychology. The purpose of the literature review is to provide a clearly structured, up-to-date, focused, and critical review of the scientific literature surrounding the research work to be undertaken. It should assess the state of knowledge in a particular area, identify key important theoretical and empirical questions still to be answered and make recommendations about how these could be addressed by further research. The clinical implications of current knowledge status should also receive comment.

Learning Outcomes:
On successful completion of this module, students should be able to:
• Carry out an extensive review of the relevant empirical literature. 1G
• Critically evaluate existing knowledge, drawing attention to gaps in present knowledge and make an argument for how the research will contribute to this body of knowledge. 1G
• Generate appropriate research problems and questions. 2G, 2H
• Plan the research to answer outlined research problem. 2H

Teaching Methods:
As a general guideline, the Research Supervisor will meet with the student at least once a month or as often as necessary. It is expected that students will discuss their research in detail with their supervisors. The research supervisor may provide feedback on written drafts of all components of the Literature Review.

Assessment:
Research Proposal (10 pages, including School of Psychology Ethics form). Following the outlined structure: Title page, Abstract, Literature Review, Contribution of Research, Research question(s), Research Design and Methods (Participants, Design, Measures, Procedure, Location, Equipment and Costing, Methods of Analysis), Feasibility, Ethics, Timetable, References, Appendices. Literature Review (minimum 8,000 - maximum 10,000 words).
Degree Title: D.Couns.Psych.
Module Coordinators: Dr. Mary Creaner & Dr. Ladislav Timulak

Overview
The doctoral dissertation is a research study on a topic clearly related to counselling psychology characterised by its (a) original contribution to knowledge and (b) scientific integrity. The research will be judged in relation to the substantive nature of the research question, the appropriateness of the methodology used to answer the question, and the validity of conclusions drawn from the analysis. No one specific methodological approach or paradigm is privileged. Both qualitative and quantitative approaches to data generation and analysis are acceptable. The overall person-centred principles in approaching research topic and research participants are expected in the students approach. Issues of diversity have to be duly considered in every aspect of the research. The topics studying diversity issues are highly valued. The logic and coherency of both the theoretical formulation and the methodology are critical features of the dissertation.

Learning Outcomes:
It is expected that students will attempt to answer theoretically and clinically meaningful questions using methodologies appropriate to the questions being asked and to use analysis appropriate to the data produced. Acceptable research studies are theoretically driven, focus on an important clinical topic, and contribute to the advancement of psychological science.

On successful completion of this module, students should be able to:
- Skills and methods of research in the area of counselling psychology 1G
- Conceive, design, implement and adapt a substantial process of research with scholarly integrity, rigour and discrimination, which may involve the development of new skills, techniques, tools, practices or materials 2H
- Critically analyse, evaluate and synthesize new and complex ideas in the area relevant for counselling psychology 2H
- Significantly contribute through original research that extends the frontiers of knowledge or the parameters of professional practice by developing a body of work, some of which merits publication in national or international refereed publications 1G, 3F
- Communicate with their peers, practitioners in their own professions, the larger scholarly community and with society in general about their areas of expertise in a sustained and exact manner 3F
- Disseminate their research, contribute to Conference presentations and related academic and professional discourses 3F
- Promote, with due regard to ethical considerations, equality and inclusive practice principles within academic and professional contexts, scientific, technological, social or cultural advancement in a knowledge-based society. 2E
• Create and interpret new knowledge through empirical research 1G, 2H

**Teaching Methods:**
While the clinical dissertation is an independent piece of research designed and conducted by the student, the student has access to a variety of supports over the course of the research. The student has an academic supervisor and is free to make informal contact with course staff at any time to discuss any aspect of the student’s research progress or any aspect of course requirements regarding the dissertation.

**Assessment:**
Doctoral Dissertation. Submission criteria will follow the Trinity document “Regulations, guidelines and notes for candidates on submission for a higher degree by thesis”.

**Dissertation Formats:** In consultation with the research supervisor/s, the dissertation may be submitted in one of two formats;

1. Traditional Dissertation Format (Option A) - The total length for this format should be maximum 40,000 words including tables and references.
2. Manuscript-based Dissertation Format (Option B) comprises a literature review (10,000 words max), the manuscript/research report (8,000 – 12,000 words), and a reflexive statement (1,000 words).

The examination process of the dissertation will involve the external examiner appointed to the course who acts in a primary role, with a designated member of academic staff of the School or University serving as an internal examiner, in a secondary capacity. Following the viva, the examiners recommend a mark in line with the relevant regulations as laid out in the Calendar Part 3.