

Module Title:	Introduction to Counselling Skills
Module Code:	FDEY04I/ BAEY04I/BAEY24I
Level:	5
Credits:	15
Pre-requisites:	Successful completion of the Difference and Diversity module

Module Description:

It is essential that all early years practitioners work in partnership with children and their families, and in some settings this responsibility can involve engaging with parents/carers in a more supportive role. Additionally, many students are already, or soon will be, in managerial roles that may involve mentoring or supporting peers and junior colleagues.

This is an optional module enabling students with a particular interest in developing the skills and knowledge associated with mentoring, counselling and active listening. Importantly, students should develop an understanding of when the parent/carer would benefit from the support of professionals in the field and how to refer them on.

Indicative Content:

- What is counselling
- What is active listening
- Discussion of when counselling skills are useful in the work place
- Consideration of how and when to refer others to professional support
- Exploration and practice of how to do active listening
- Development of communication skills
- Identification of basic responding skills
- Exploration of different therapeutic models
- Values and ethics in counselling and active listening
- Practising active listening skills
- Self-reflection and evaluation
- Peer review and support
- Mentors and supervisors
- Strategies for managers to recognise when staff or parents need support
- Strategies for childcare professionals to recognise when children need support
- External sources of support for others
- Where to find additional training and support for self
- Looking at the therapeutic value of arts and crafts for children

Learning and Teaching Methods:

Whilst it would not be appropriate to practice their burgeoning skills in their work settings, it is usual for such introductory courses to use simulated client work where students can practice their skills, and then reflect and build on that practice. Tutors will facilitate discussions and debates around issues that arise and on the application that students may wish to make of their skills in the work setting. They will be expected to organise their own independent learning time to carry out background reading to support the module. Tutorial support for assignment work will also be available

Specific Learning Resources

Occasional use of video recorders.

Bibliography

Highly Recommended

Aldridge, S. and Rigby, S. (eds) (2001) [*Counselling Skills in Context*](#), London: Hodder and Stoughton.

Clark, A. and Moss, P. (2011) [*Listening to Young Children: the Mosaic Approach*](#), London: National Children's Bureau.

Egan, G. (2010) [*The Skilled Helper: a problem-management and opportunity-development approach to helping*](#), 9th edition, Belmont: Brooks/Cole.

King, G. (1999) [*Counselling Skills for Teachers: Talking Matters*](#), Milton Keynes: Open University Press.

Nelson-Jones, R. (2012) [*Basic Counselling Skills: a helper's manual*](#), 3rd edition, London: Sage.

Rudd, B. (2008) [*Talking is For All: how children and teenagers develop emotional literacy*](#), 2nd edition, London: Sage.

Recommended

Collins, M. (2011) [*Circle Time for the Very Young*](#), 3rd edition, London: Sage.

Gerber, S. (2003) [*Responsive Therapy: a systematic approach to counselling skills*](#), 2nd edition, Boston: Houghton Mifflin.

Lindenfield, G. (2001) [*Confident Children: helping children to feel good about themselves*](#), London: Thorsons.

Sharry, J. (2004) [*Counselling Children, Adolescents and Families: a strengths-based approach*](#),

London: Sage.

Sutton, J. and Stewart, W. (2008) [*Learning to Counsel: develop the skills, insight and knowledge to counsel others*](#), 3rd edition, Oxford: How To Books.

Tolan, J. (2012) [*Skills in Person-Centred Counselling and Psychotherapy*](#), 2nd edition, London: Sage.

Background Reading

Dryden, L., Forbes, R., Mukherji, P. and Pound, L. (2005) [*Essential Early Years*](#), London: Hodder Arnold

Macleod-Brudenell, I. and Kay, J. (2008) [*Advanced Early Years: for foundation degrees and levels 4/5*](#), 2nd edition, Harlow: Heinemann

Module Specifications: *School of Health & Social Sciences*

Taylor, J., Bond, E. and Woods, M. (eds) (2013) [Early Childhood Studies: a multidisciplinary and holistic introduction](#), 3rd edition, London: Hodder Education

Module Learning Outcomes

Subject Specific Learning Outcomes

On successful completion of this module you will be able to:

LO 1 | Evaluate when it would be appropriate for them to offer support to parents/carers and staff and when they should refer them to colleagues for professional support and advice

LO 2 | Debate the ethical perspectives of counselling and support for children, parents/carers and colleagues

LO 3 | Analyse two therapeutic models that can be applied to support individuals in crisis

LO 4 | Evaluate strategies for managing situations where individuals may need their support or the support of others

Assessment Title or element

Weighting (%)

Work book: 2,500 word equivalent

75%

Video presentation

25%

Information correct at point of publication.