

LONGFORD
INTERNATIONAL COLLEGE

MSc

COUNSELLING THEORIES AND SKILLS FOR
HEALTHCARE PRACTITIONERS

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2021-22

OVERVIEW OF THE MSC

This course is designed for those who work in a healthcare setting, particularly doctors, nurses, physiotherapists etc., who interact with patients. It is particularly intended for those clinicians whose role requires some of the advanced communication and listening skills which are practised by skilled counsellors and psychotherapists.

The course is designed to provide the theoretical frameworks underpinning the main theories of counselling in conjunction with the applications of such theories. The over-riding objective of the course is to enable the healthcare worker to facilitate an effective therapeutic alliance with the patient in order to ensure optimal outcomes for all stakeholders in the process of achieving a state of wellness.

Duration 18 months
ECTS = 90 ECTS
Self-directed learning 1800 hours
6 hours per week.
Cost €7500 (entire course)



COURSE LEADERS

Dr Pádraig Sheeran is a man with many areas of interest arising out of a wide range of experiences and having the corresponding expertise to back it up.

Formerly the Dean of the Faculty of Sport & Exercise Medicine RCSI RCPI, Pádraig also trained in Paediatric Anaesthesia and Intensive Care in Boston Children's Hospital USA, and is a Paediatric Anaesthetist in Dublin. He has a particular interest in the area of exercise and its role in Perioperative Medicine and Pain Management, particularly as part of the Scoliosis Academy and pain post-surgery in this group of patients.

As a lifelong tutor and learner, Pádraig has moved from one area of study to another. This ensures that he is always empathic with his students when they find their studies challenging. In addition to his general medical qualifications, Sports Medicine qualifications (MFSEM(UK) and specialisation in the area of Anaesthesiology, he has added a Master's Degree in Leadership (RCSI). He also holds a Diploma in Tropical Medicine and Hygiene and is trained in the practice of Medicine in Remote Areas. He is an accredited WEMSI Wilderness Physician. He has climbed and summited Kilimanjaro in Tanzania many times accompanying teenagers with and without disability. He has also climbed Mt Meru (4th highest in Africa), the Gran Paradiso (Italy), and Alalinhorn and Weismess in Switzerland. He was the lead Doctor on the KA's world record trip in 2012, who set up Kilimanjaro Achievers, they led all of 116 climbers to the top of the mountain. In addition to this, he has been the recipient of two Irish Healthcare Awards (2015/2019) for training, monitoring and motivating teenagers with Scoliosis, Ehlers-Danos as well as Cystic Fibrosis, to summit Kilimanjaro, and was nominated for a Volunteer Ireland award following their climb in 2018. His keen interest and knowledge of behaviour (Sports Psychology) have been used to great effect in teaching the young people that it is the mind, as opposed to the body, which ultimately gets the climber to the summit. He excels in educating younger people on goal setting and self-efficacy.

Pádraig has been an active sportsman all his life including playing rugby in the UK (with Waterloo, London Irish RFC and Great Britain RL Students), and in Ireland (with UCG, Galwegians and the Dail & Seanad XV). He was also a competitive soccer player (NW Albion). He is also keen on cycling, skiing, trekking and scuba diving. Never one to be far from the rugby pitch, he is often called upon to provide medical attention for the IRFU at a number of levels.

Pádraig brings an enviable knowledge and experience base to all courses he teaches, but it is his appreciation of the narrative of each student and the role that this plays in the individual learning journey, that interests him most.

Ruth, like Pádraig, is a life-long learner and has gone through many re-inventions of herself across her professional life. She started her career as a teacher in a number of Primary Schools in Ireland. This career-choice was borne out of her positive experience of education all through her formative years. She wished to provide the same for the next generations of learners. After twelve years teaching, she was invited to become Principal of a rural school. The six years in which she worked as a Principal, while also teaching in the classroom, were very rewarding on a number of levels.

When Ruth was awarded her PhD, she was lecturing in Education in Maynooth University, Ireland and a regular contributor at international conferences.

Having qualified as a Psychotherapist while working as a School Principal, she combined her knowledge and experience of psychotherapy in the courses she taught at the university. In her capacity as Director of Research on the Bachelor of Education Year Four programme in the Froebel Department, she made it her mission to de-mystify the process of dissertation-writing and assist the students to carry out and write up their research to a high standard.





COURSE CONTENT

Introduction to the course

Duration: 1 week

- Introduction to course and tutor(s)
- Why are you doing this course?
- What are the implications of this for your practice?
- To what extent is this new?
- Discussion of timeline and commitment
- Independent reading and writing
- The process of journaling as a requirement of the course
- Clinician-patient relationship
- Introduction to Narrative Medicine and its link with Counselling skills

Assessment: a 1000-word reflection on the linkage of theory from this module to personal practice and its implications

Approaches to Brief Therapy

Duration: 1 week

- Clarify the term brief therapy
- Key components of models of brief therapy
- Depth Orientated
- Transference Focused
- Solution Focused
- Strategic Focused
- Key ideas that the major schools of counselling and psychotherapy hold in relation to brief therapy
- Counselling skills for brief therapy
- Key challenges to ethical practice when working in a time-limited way
- Key risks to the:(a) counsellor (b) clients
- Self-awareness in working with brief therapies

Assessment: a 1000-word reflection on the linkage of theory from this module to personal practice and its implications



COURSE CONTENT

Person-centred/Humanistic Counselling

Duration: 3 weeks

- Maslow- hierarchy of human needs
- Carl Rogers and the person-centred approach
- Contemporary developments and theorists of the humanistic approach.
- Therapeutic alliance
- Congruence/Incongruence
- The Counselling Process Model
- Humanistic Existential view of the human condition
- Self-actualisation
- Core Conditions
- Conditions of worth
- Working with levels of competence
- Self-Awareness
- Phenomenology and Existentialism

Assessment: a 1000-word reflection on the linkage of theory from this module to personal practice and its implications

Couples' Counselling

Duration: 3 weeks

- Clarify the term couples' counselling
- Key components of models of couples' therapy
- Key ideas that the major schools of counselling and psychotherapy hold in relation to couples' counselling
- Counselling skills for couples' counselling
- Assess the use and application of counselling skills for couples counselling
- Key challenges to ethical practice when working with couples
- Assess potential key risks to the:(a) counsellor (b) clients
- Self-awareness in working with couples

Assessment: a 1000-word reflection on the linkage of theory from this module to personal practice and its implications



COURSE CONTENT

Cognitive Behavioural Therapy

Duration: 3 weeks

- Personality theory of Aaron Beck
- Faulty thinking and maladaptive interpretations
- Albert Ellis and REBT
- The ABCDE Framework
- Behaviour and Cognitive Restructuring
- Contemporary Developments and CBT theory
- MBSR and MBCT
- Language and terminology in CBT Conditioning
- Irrational Beliefs - Debating/Disputing and Irrational Beliefs
- Setting homework and other CBT techniques
- Goals/target
- Structuring endings and contracting
- Referring Ethically

Assessment: a 1000-word reflection on the linkage of theory from this module to personal practice and its implications

Physician Heal Thyself – Caring for the Carer

Duration: 1 week

- Self-Awareness in the therapeutic relationship and process
- Signs and symptoms of burnout
- Seeking help and giving help
- Implications for practice
- Applicability of theory to one's own situation
- Self – efficacy
- Issues of confidentiality and implications
- Other considerations
- Relevant resources

Assessment: a 1000-word reflection on the linkage of theory from this module to personal practice and its implications



COURSE CONTENT

Counselling Children and Adolescents

Duration: 2 weeks

- Theoretical models of developmental stages and transition with respect to childhood and adolescence
- Bowlby, Erikson, Klein, Winnicott - Key Ideas That the Major Schools of Counselling and Psychotherapy (Cognitive-Behavioural, Humanistic, Psychodynamic)
- Hold in Relation to Childhood and Adolescence Issues Affecting the use and Application of Counselling Skills for Children and Young People
- Skills to use in a Helping Interview
- Ethical practice when working with children and young Issues of Consent
- Healthy and Safety Issues for Counsellor and Client
- Confidentiality (especially as it applied to minors) and Disclosure
- Impact of Socio-Cultural Factors in Development
- Issues of Power
- Role Conflict (e.g. for self; with other supporting agencies)
- Concept of Life Transitions
- Transition in Relation to Counselling
- Particular Transitions of Childhood and Adolescence
- Stresses of These Implications for Practice
- Counselling Skills (especially contracting)
- Communication (appropriate levels), Conflict, Supervision
- Operate Referral Procedures
- Ensure a Structured Counselling
- Develop the Counselling Relationship Monitor Self within the Counselling Process

Assessment: a 1000-word reflection on the linkage of theory from this module to personal practice and its implications



COURSE CONTENT

Psychodynamic Psychotherapy

Duration: 2 weeks

- Freud and Freud's model of the mind
- Id, Ego, Super Ego
- Functions of the Ego
- Psychosexual stages of development
- Defence Mechanisms
- Transference/Countertransference
- Making interpretations
- Resistance and bringing to awareness
- Strengths and weaknesses of psychodynamic counselling
- Erickson's theory of psychosocial development
- Carl Jung's Collective Unconscious
- Melanie Klein's Projective
- Identification and Splitting
- Winnicott – the nursing triad
- Triangle of Insight
- The hidden self and unfulfilled self
- Risks in relation to competence
- Margaret Mahler, Bowlby and Ainsworth
- Attachment theory
- Transactional Analysis
- Psychoanalytic Theory
- Object Relations Theory
- Social Learning Theories

Assessment: a 1000-word reflection on the linkage of theory from this module to personal practice and its implications

Our MSc
MORE THAN JUST THEORY

"No one is born hating another person...
People must learn to hate, and if they can
learn to hate, they can be taught to love,
for love comes more naturally to the
human heart than its opposite."

- Nelson Mandela



COURSE CONTENT

Counselling In Context

Duration: 3 weeks

- Trans-cultural perspectives in counselling practice
- Identity, culture and ethnicity
- Counselling in healthcare settings
- Educational counselling
- Gender counselling
- Sexual orientation counselling
- Anti-discrimination practice
- Counselling in the workplace
- Bereavement and grief counselling
- Counselling in the voluntary sector
- Counselling victims of major disasters
- Economic, social and political issues
- Group counselling
- Counselling the elderly
- Drugs and substance abuse
- Ethical dilemmas inherent in the practice of counselling within a multiplicity of
 - contextual settings
 - Health and Safety

Assessment: a 1000-word reflection on the linkage of theory from this module to personal practice and its implications

Our MSc
MORE THAN JUST THEORY

Some of the skills and qualities you'll need as a public health practitioner include: well-developed people skills and ability to value difference and diversity creativity and adaptability analysing and interpreting information an ability to create marketing materials, publications and reports making recommendations about how services could be delivered.



COURSE CONTENT

The Process of Supervision

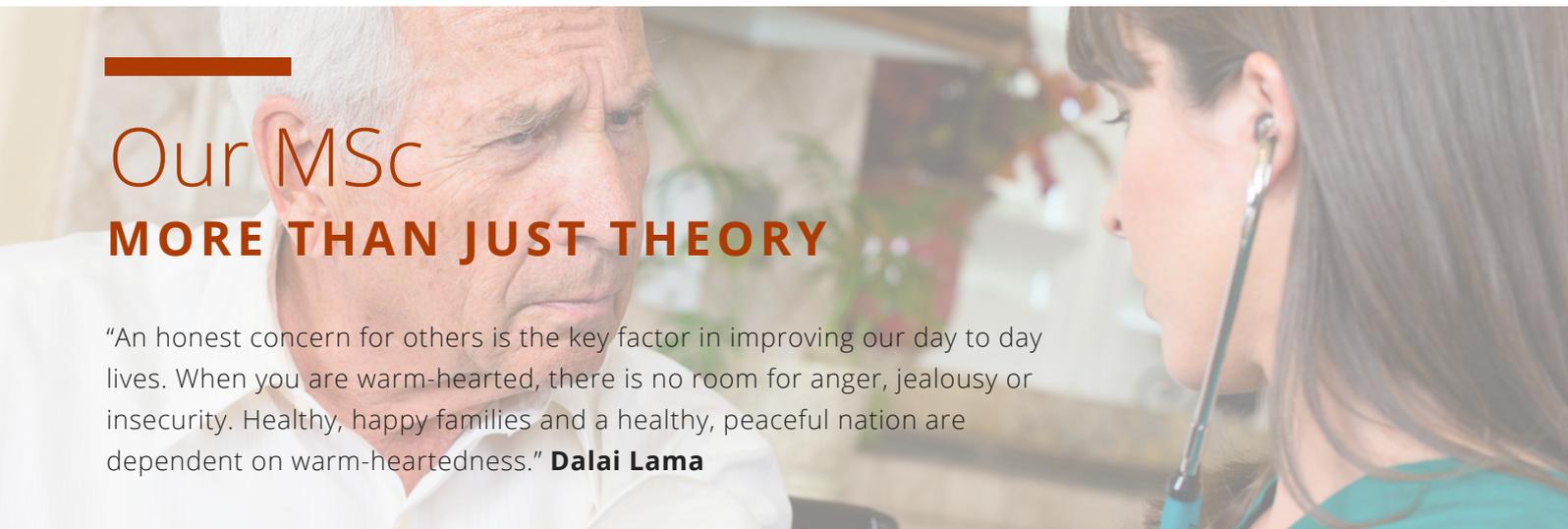
Duration: 1 week

- Purposes of supervision
- Tasks of Supervision
- Models of Supervision: Hawkins and Shoet - formative, normative, restorative), Inskipp and Proctor, Kadushin & Carroll
- Supervision as a developmental model
- Key issues model
- Training model
- Case material for supervision
- Skills for presenting material in supervision
- Model-specific supervision
- Review challenges to ethical practice when presenting case material in supervision (individual and group)
- Confidentiality [especially with regard to the suicidal client, drug trafficking, terrorism]
- Dual Relationships
- Mental Health Act
- Responsibility of client work
- Responsibilities of supervisor; responsibilities of the supervisee
- Ethical Framework for Supervision
- Health and Safety with regard to aggressive or violent clients: risk assessment, anger in the therapy room, de-escalation
- Health and Safety in the counselling premises/ working in high-risk areas

Assessment: a 1000-word reflection on the linkage of theory from this module to personal practice and its implications

Our MSc MORE THAN JUST THEORY

"An honest concern for others is the key factor in improving our day to day lives. When you are warm-hearted, there is no room for anger, jealousy or insecurity. Healthy, happy families and a healthy, peaceful nation are dependent on warm-heartedness." **Dalai Lama**





COURSE CONTENT

The Process of Supervision

Duration: 1-day intensive workshop

- Nature and Purpose of Research
- Academic Reading
- Academic Writing
- Research Proposal Construction
- Format of a Dissertation
- Conducting a Literature Review
- Harvard Referencing
- Methods used in Research
- Overview of relevant methods
- Gathering and Analysing Data
- Recommendations and Conclusions
- Potential for further research

Assessment: a research proposal (2-3,000 words)

Final Dissertation

10,000-word assignment aligned with the pracademic approach of the course – in-depth linking of theory and practice according to the context and practice of the individual student through the use of a Case-study or other appropriate approach. To be agreed between the student and the Course Leader.

