



University of the
West of England

MODULE SPECIFICATION

Code: USPJG4-20-M **Title:** Theory and Practice in Counselling Psychology 2 **Version:** 4

Level: M **UWE credit rating:** 20 **ECTS credit rating:** 10

Module type: Standard

Owning Faculty: Health and Life Sciences **Department:** Psychology

Faculty Committee approval: Quality and Standards Committee **Date:** December 2011

Approved for Delivery by: N/A

Valid from: December 2011

Discontinued from:

Pre-requisites:

USPJG3-20-M Theory and Practice in Counselling Psychology 1

Co-requisites:

None

Entry Requirements:

N/A

Excluded Combinations:

None

Learning Outcomes:

When they have successfully completed this module, students should be able to demonstrate:

1. a working knowledge and critical understanding of the cognitive approach to psychological therapy;
2. an integration of cognitive and relational approaches to psychological therapy;
3. an systematic understanding of formulation as a key skill in counselling psychology;
4. the ability to formulate clients' concerns within relational and cognitive models;
5. a critical understanding of the importance of culture and diversity in counselling psychology theory and practice;
6. a systematic understanding of psychological theory and research relevant to individual and social functioning in counselling psychology;
7. a critical evaluation of theories of mind and personality;
8. a critical understanding of theories of psychopathology and of change;
9. a critical understanding of the use and interpretation of psychometric tests and other assessment procedures;
10. a working knowledge of psychopharmacology and the ability to evaluate critically its effects from research and practice;
11. a critical understanding of the research evidence on process and outcomes of psychological therapy relevant to counselling psychology; and
12. an appreciation of the role of the counselling psychologist in a range of settings and an ability to apply psychological understanding to diverse settings;
13. the ability to contrast, compare and critically evaluate a range of models of therapy;
14. a critical awareness of different theories of psychopathology and of change;
15. a critical awareness of the use and interpretation of psychometric tests and other

assessment procedures; and
16, a critical awareness of the different uses of drugs in the treatment of psychological disorders

Syllabus Outline:

A. Cognitive Therapy

An appreciation of key figures, ideas and techniques in cognitive therapy. The relationship in cognitive therapy.

B. Understanding the Person

Exploring aspects of diversity and the development of more politically sensitive approaches in psychological therapy. Theories of mind, personality and individual difference. Client issues and problems. Interrelating psychology and counselling.

C. The Counselling Psychologist Role

Approaches to psychopathology and therapeutic change. Physiology and psychopharmacology. Psychometric tests, assessment and medical diagnosis. The person of the counselling psychologist.

D. Counselling Psychology Research.

Evaluating research evidence on process and outcome. Systematic review and evidence based practice.

E. Counselling Psychology Practice

Specialist inputs from practitioners working in a diversity of settings and across a range of modalities.

Teaching and Learning Methods:

Short inputs via lecture, video, or guided reading. Brief experiential exercises. Workshops. Small group work. Student presentations.

Reading Strategy:

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List:

- Beck, A. T. & Emery, G. (1985) *Anxiety Disorders and Phobias. A Cognitive Perspective.* US: Basic Books
- Beck, A.T., Rush, A.J., Shaw, B. and Emery, G. (1979) *Cognitive Therapy for Depression.* NY: Guilford Press
- Beck, J (1995) *Cognitive Therapy Basics and Beyond* NY: Guilford Press
- Bennet-Levy, J. (2010). *Oxford guide to low intensity CBT interventions.* Oxford University Press.
- Bennett-Levy, J., Butler, G., Fennell, M., Hackmann, A., Mueller, M. & Westbrook, D. (Eds) (2004) *Oxford Guide to Behavioural Experiments in Cognitive Therapy* Oxford:OUP
- Brown, S. & Lent, R. (2000) (eds.) *Handbook of Counseling Psychology*, Wiley, 3rd ed.C.
- Clark, D.A. & Beck, A.T. (2010) *Cognitive Therapy of Anxiety Disorders. Science and Practice* NY: Guilford Press
- M. Neenan & W. Dryden *Essential Cognitive Therapy*, Whurr 2000
- Gilbert, P & Leahy, R. L. (Eds.). (2007). *The therapeutic relationship in the cognitive behavioural psychotherapies.* London: Routledge.
- Grant, A et al (2010) *Cognitive Behavioural Therapy in Mental Health Care* 2nd edition. London: Sage
- Hays, P.A., Iwamasa, G. (2006). (Eds.). *Culturally responsive cognitive-behaviour therapy: assessment, practice and supervision.* Washington, DC: American Psychological Association.
- Kinsella, P and Garland, A (2008) *Cognitive Behavioural Therapy for Mental Health Workers: A Beginner's Guide.* East Sussex: Routledge
- Kuyken, W., Padesky, C.A. & Dudley, R. (2009) *Collaborative Case Conceptualisation.* New York: Guilford Press
- Padesky, C., Greenberger, D. (1995). *Mind Over Mood.* New York: Guilford
- Persons J.B. (1989) *Cognitive Therapy in practice: A case formulation approach* New York: Guilford Press
- Simmons, J. & Griffiths, R. (2009) *Cognitive behavioural therapy for beginners.* London: Sage
- Safran, J. & Segal, Z. (1996) *Interpersonal Process in Cognitive Therapy*, Aronson
- Salkovskis, P. M. (Ed) (1996) *Frontiers of Cognitive Therapy.* New York: Guilford pressR.
- Sanders, D & Wills, F. (2005). *Cognitive therapy: An introduction.* Sage.
- Woolfe, R., Strawbridge, S., Douglas, B. & W.Dryden (eds.) *Handbook of Counselling Psychology.* London: Sage, 3rd edn.
- Westbrook, D., Kennerley, H., Kirk, J. (2007). *An introduction to cognitive behaviour therapy: Skills & applications.* Sage.
- Wills, F. (2008). *Skills in cognitive behaviour therapy.* Sage.

Assessment:

Weighting between components A and B (standard modules only) A: 25% B: 75%

FIRST ATTEMPT

First Assessment Opportunity

Component A (<i>controlled</i>)	Element Wt (Ratio) (<i>within Component</i>)
Description of each element	
OP1 Student Group Presentation with Written Reflection	1

Component B	Element Wt (Ratio) (<i>within Component</i>)
Description of each element	
CS1 Case Study (3000 words)	<i>Final Assessment</i> 1

Second Assessment Opportunity (Resit) further attendance at taught classes is not required

Component A (<i>controlled</i>)	Element Wt (Ratio) (<i>within Component</i>)
Description of each element	
OP2 Student Group Presentation with Written Reflection	1

Component B	Element Wt (Ratio) (<i>within Component</i>)
Description of each element	
CS2 Case Study (3000 words)	<i>Final Assessment</i> 1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is required.

Specification confirmed byDate

(Associate Dean/Programme Director)