



University of the
West of England

MODULE SPECIFICATION

Code: USPJK6-15-M **Title:** Working with Common Presenting Problems in Counselling Psychology
Version: 4

Level: M

UWE credit rating: 15

ECTS credit rating: 7.5

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:

None

Co-requisites:

None

Entry Requirements:

N/A

Excluded Combinations:

None

Learning Outcomes:

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

1. Critical awareness of a range of presenting problems across the life-span and in varying contexts;
2. Ability to formulate work within a cycle of assessment, intervention and evaluation;
3. Ability to conduct appropriate risk assessment using this to guide practice;
4. Critical awareness of the interaction and relationship of differing presenting problems and consider the implications for practice taking into account the client's physical, social, and relational environment including the interplay of psychopharmacological or other interventions;
5. Recognise issues arising from own practice;
6. Develop critical knowledge of theoretical approaches to the range of common presenting problems and the ability to apply this to client presentation;
7. Reflective awareness of personal responses to complex and unpredictable situations;
8. Ability to make appropriate use of supervision, referral, peer support and consultation and the resources of a multi-disciplinary team.

Syllabus Outline:

Psychological knowledge: Theories relevant to common presenting problems which can include depression, range of anxiety presentations, transitions, self harm, suicidal ideation, dual diagnosis, substance misuse, loss and bereavement, eating difficulties, somatic presentations etc.

Personal development: Personal exploration of relevance of common presenting problems and how this relates to counselling psychology practice.

Professional issues/client work: Explore case examples drawn from students' experience of working with common presenting problems.

Recognition of client presentation, symptoms and behaviour and ability to select, conceptualise and apply appropriate therapeutic interventions drawing on evidence-based practice and scientific research on treatment efficacy.

Teaching and Learning Methods:

Lectures from Core Staff and Visiting Specialists; workshops; seminars; case study presentations and discussions; role plays and experiential exercises; video demonstrations and discussion.

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:

Haas, L J. (Ed) (2004). Handbook of primary care psychology. NY: OUP.

Joseph, S. (2001). Psychopathology and therapeutic approaches: An introduction. Houndmills: Palgrave

Kinderman, P. & Cooke, A. (Eds) (2000). Recent advances in understanding mental illness and psychotic experiences. Leicester: British Psychological Society

Lemma, A. (1996). Introduction to psychopathology. London: Sage

Sommerbeck, L. (2003). The client-centred therapist in psychiatric contexts. Herefordshire: PCCS

Assessment:

Weighting between components A and B (standard modules only) A: 100% B: %

FIRST ATTEMPT

First Assessment Opportunity

Component A (controlled)

Description of each element

CW1 Seminar presentation of working with a

Element Wt (Ratio)

(within Component)

Final Assessment 1

presenting problem, drawing on client work,
to include annotated reference list

Component B

Description of each element

Element Wt (Ratio)
(within Component)

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

Component A *(controlled)*

Description of each element

CW2 Process report (2,000 words) and tape

Element Wt (Ratio)
(within Component)
Final Assessment 1

Component B

Description of each element

Element Wt (Ratio)
(within Component)

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is required.

Specification confirmed by**Date**
(Associate Dean/Programme Director)