



University of the
West of England

MODULE SPECIFICATION

Code: USPJK3-15-M **Title:** Working with Diversity 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:

- At the end of this module students will be able to demonstrate:
- Critical understanding of the significance of wider social, cultural and political domains within which counselling psychology operates
 - Critical appreciation of the spiritual and cultural traditions relevant to counselling psychology
 - Critical understanding of social and cultural contexts and the nature of relationships throughout the lifespan
 - Critical understanding of anti-discriminatory practice and applications for practice
 - Critical awareness of current issues and debates in the reflected in the research literature on aspects of diversity
 - The ability to present material both orally and in writing which is reflective, coherent and critical, based on professional practice and personal experience.

Syllabus Outline:

Psychological knowledge: Ways of looking at difference: medical, social and developmental models in relation to ethnicity, disability, sexuality, gender, culture, class, life stages etc.
Personal development: Personal exploration of individual identity and how this relates to counselling psychology practice
Professional issues/client work: Explore issues in working with diversity: working with examples drawn from students' experience of working with difference; working with interpreters; implications of implicit and explicit communication

Teaching and Learning Methods:

Lectures, video illustrations, brief experiential exercises, small group work, role play, skills practice

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:

Littlewood R & Lipsedge M (1997) *Aliens and Alienists: Ethnic Minorities and Psychiatry*. London, Routledge
Lago, C. & Smith, B. (2003) *Anti-discriminatory counselling practice*. Sage: London
Palmer, S. (2002) *Multi-cultural counselling : a reader*. Sage: London.
Bryant-Jefferies, R. (2004) *Counselling for progressive disability: Person-centred dialogues*. Radcliffe Medical Press.
Izzard, S. (2001) *Rethinking gender and therapy*. Open University Press.
Samuels A (1993) *The Political Psyche*. London, Routledge
Wilson S (2003) *Disability, Counselling and Psychotherapy: challenges and opportunities*. Basingstoke, Palgrave

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

OP1 Seminar presentation including reflection on learning

Element Wt (Ratio)
(*within Component*)

Final Assessment 1

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
OP2 Examination

| | | Element Wt (Ratio) (<i>within Component</i>) |
|----------------------|-------------------------|--|
| <i>Exam Period 3</i> | <i>Final Assessment</i> | 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)