



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional and Ethical Issues in Counselling Psychology				
Module Code	USPJK4-15-M	Level	M	Version	4
Owning Faculty	Health and Life Sciences	Field	Psychology		
Contributes towards					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2012		Valid to	September 2017	

CAP Approval Date	
--------------------------	--

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate:</p> <ul style="list-style-type: none"> • A critical appreciation of the philosophical bases of ethical and professional practice • An ability to critically evaluate, compare and apply current professional body codes of ethics • A critical understanding of the legal context of counselling psychology practice • A critical appreciation of the ethical consideration involved in specific clinical issues and dilemmas • A critical understanding of the issues involved in ethical and professional practice in the context of social difference and inequality • An ability to critically reflect on the stages and difficulties in ethical decision making and action • A critical appreciation of the specific issues and dilemmas of ethical practice in different work contexts • An ability to reflect critically on specific ethical dilemmas in counselling psychology practice, supervision, training and research
Syllabus Outline	<p>Contexts for ethical ad professional practice, philosophical and ethical traditions, professional body codes and guidelines (British Psychological Society (BPS),Health Care Professions Council (HCPC));</p> <p>HCPC Complaints Procedures: the need to maintain appropriate standards of personal conduct; personal responsibilities; legal considerations and relevant legislation; clients' rights.</p> <p>HCPC Complaints Procedures: primary focus on the best interests of the client at all times; safe working including respecting the client's perspective and the client's role in</p>

	<p>the therapeutic decision making; best practice and self-care; working within limits of competence and monitoring professional practice.</p> <p>Clinical issues and ethical dilemmas including boundary issues, confidentiality, informed consent, dual relationships; managing ethical issues inherent in the power imbalance in the therapeutic relationship; managing and working with risk issues; issues of diversity and ethical practice. Processes of ethical decision making.</p> <p>Professional and ethical issues in different work contexts.</p> <p>Ethical and professional issues in supervision, training and research</p>
Contact Hours	<ul style="list-style-type: none"> Describe the contact time with staff that a student can expect in the context of other learning and teaching activities, to include all forms of scheduled contact, i.e. lectures, seminars or tutorials, laboratory sessions, site visits, studio-based sessions, field work, work-based learning or project supervision. Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means. It can also take place in a work-based setting. <p>(Remember that there is a minimum average requirement of 12 hours per week contact time over the course of a full undergraduate programme. Therefore it would normally be expected that there is a minimum average requirement for an undergraduate programme of 36 hours scheduled contact time per 15 credit module and 72 hours per 30 credit module.)</p> <p>QAA guidance is available here http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx</p>
Teaching and Learning Methods	Short inputs via lecture, video and guided reading, discussion groups, small group work using specific ethical dilemma and scenarios
Reading Strategy	<p>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.</p> <p>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.</p> <p>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 resources for themselves e.g through use of bibliographical databases.</p>
Indicative Reading List	<p>Y. Bates & R. House (eds.) [2003] Ethically Challenged Professions: Enabling Innovation and Diversity in Psychotherapy and Counselling, Ross on Wye; PCCS Books</p> <p>T. Bond [2010] Standards and Ethics for Counselling in Action, London; Sage, 3rd. ed.</p> <p>C. Feltham & I. Horton (eds.) [2000] Handbook of Counselling and Psychotherapy, London; Sage, part 4 on professional issues, pp. 190 - 272.</p> <p>L. Gabriel [2005] Speaking the Unspeakable, Hove; Routledge</p>

C. Shillito-Clarke [2010] "Ethical Issues in Counselling Psychology", in R. Woolfe & W. Dryden (eds.) Handbook of Counselling Psychology, London; Sage, pp. 507-529 3rd.ed.

P. Jenkins [2005] "Client Confidentiality and Data Protection" in R. Tribe & J. Morrissey (eds.) Handbook of Professional and Ethical Practice, Hove; Brunner - Routledge, pp. 63 - 76

P. Jenkins [2005] "The Legal Context of Therapy" In R. Tribe & J. Morrissey (eds.) Handbook of Professional and Ethical Practice, Hove; Brunner-Routledge, pp. 77-90.

R. Tribe & J. Morrissey (eds.) [2005] Handbook of Professional and Ethical Practice for Psychologists, Counsellors and Psychotherapists Hove; Brunner-Routledge

Part 3: Assessment	
Assessment Strategy	<ul style="list-style-type: none"> • Describe assessment strategy indicating why a particular assessment vehicle (examination, presentation etc) and assessment infrastructure (e.g. use of several elements within a component) has been chosen. • Describe summative assessment (assessment that contributes to module mark) and the opportunities for formative assessment (<u>does not contribute to module mark</u>) and feedback. • If applicable comment on the allocation of marks in group assessment. • Assessment criteria used for each component and if appropriate each element in assessment strategy. This should be aligned with learning outcomes. • Implications, if any, of assessment vehicle for collaborations or different modes of attendance. <p>Identify duration of controlled conditions assessment and whether presentations held in-class or during the exam period. Indicate the word length of assessment.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. EX 1 2 hour examination requiring reflective responses to professional scenarios and ethical dilemmas <i>Exam Period 1</i>	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. EX 1 2 hour examination requiring reflective responses to professional scenarios and ethical dilemmas <i>Exam Period 2</i>	100%	

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.