



University of the
West of England

MODULE SPECIFICATION

Code: USPJVM-20-3 **Title:** Working Therapeutically with Families (Level 3) **Version:** 1

Level: 3 **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: October 2011

Approved for Delivery by: N/A

Valid from: January 2012

Discontinued from:

Pre-requisites:

None

Co-requisites:

None

Entry Requirements:

Working within a relevant area of practice

Excluded Combinations:

USPJVL-20-M Working Therapeutically with Families - Level M

Learning Outcomes:

The student will be able to:

Knowledge and Understanding:

- demonstrate a knowledge and understanding of a systematic approach to families including a systemic approach to working with families;
- demonstrate an understanding of the historical context of working therapeutically with families;
- understand the differing theoretical models underpinning approaches to working therapeutically with families;
- analyse the role of working therapeutically with families with reference to gender, ethnicity, culture and age;
- outline the use of CBT in working therapeutically with families.

Intellectual Skills:

- critically analyse family systems theories;
- develop appropriate hypotheses for families with problems;
- review the family life cycle and understand the family tree of family therapies.

Subject, Professional and Practice Skills:

- analyse communication strategies in family therapy;
- develop reframing strategic ideas and techniques;
- appreciate the roles of teams within family therapy;
- demonstrate a basic working understanding of the use of CBT in family practice.

Transferable Skills:

- demonstrate an understanding of the evidence base to support family therapy;

- understand the role of self in therapy and culture;
- demonstrate reflective skills;
- understand change strategies and their application to working therapeutically with families.

Syllabus Outline:

Systems theory
Hypothesis development
The family life cycle
Change management
Communication strategies
Milan and post Milan
Convening and reconvening
The technique of externalisation
The role of self
Use of CBT in family therapy
The appreciation of gender ethnicity and culture in families
Team working in family therapy

Teaching and Learning Methods:

A variety of approaches will be used which may include: case study analysis, reflective practice, online learning, taught seminars, experiential learning and group work.

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:

- Burnham, J. (1986) Family Therapy. London; Tavistock.
Dallos, R. and Draper, R. (2005) An Introduction to Family Therapy. Buckingham; OUP. Second Edition.
Gorell Barnes, G. (1998) Family Therapy in Changing Times. Basingstoke; Macmillan.
Jones, E. (1993) Family Systems Therapy. Chichester; Wiley.
Rivett, M. and Street, E. (2009) Family therapy: 100 key points and techniques. London: Routledge.
Street, E. (1994) Counselling for Family Problems. London: Sage.
Walker, S. and Akister, J. (2004) Applying family therapy: a guide for caring professionals in the community. Lyme Regis: Russell House.

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 CW1 Presentation of work with a family	1

Component B	Element Wt (Ratio) (<i>within Component</i>)
Description of each element CW2 3000 word written assignment	Final Assessment 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 CW3 Case report of work with a family (1500 words)	1

Component B	Element Wt (Ratio) (<i>within Component</i>)
Description of each element CW4 3000 word written assignment	Final Assessment 1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is not required.

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