



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Theory and Practice in Counselling 2				
Module Code	USPJUB-30-3	Level	3	Version	1
Owning Faculty	Health and Life Sciences	Field	Psychology		
Contributes towards	Diploma in Professional Studies, Counselling				
UWE Credit Rating	30	ECTS Credit Rating		Module Type	Standard
Pre-requisites	Theory and Practice in Counselling 1	Co- requisites	Counselling Practice and Research 2 Personal and Professional Development and Group Process		
Excluded Combinations		Module Entry requirements			
Valid From	September 2013	Valid to	September 2019		

CAP Approval Date	19 June 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Critically evaluate issues of values and ethics in counselling and work individually and collaboratively with ethical dilemmas • Demonstrate an appreciation of social and political inequalities as aspects of the counselling process and make appropriate responses • Demonstrate awareness of types of medication and their effects • Demonstrate a critical understanding of the process of managing the therapeutic relationship • Demonstrate a critical understanding of mental health issues • Develop an understanding of the roles and responsibilities of other professionals in the mental health field
Syllabus Outline	<ul style="list-style-type: none"> • The counselling relationship • Values and ethics in counselling • Social and political inequality • Diversity e.g. gender, race, class, sexual orientation, disability, age • Medication and their effects • Mental Health

Contact Hours/Scheduled Hours	<ul style="list-style-type: none"> • 2 hours lecture/workshop for 30 weeks
Teaching and Learning Methods	<p>Scheduled learning includes</p> <ul style="list-style-type: none"> • Mini Lectures • Video presentations • Experiential exercises • Student presentations • Small / Whole group discussions • Tutor demonstrations • Creative activities • PowerPoint • Sharing articles on BB <p>Independent learning includes</p> <ul style="list-style-type: none"> • Preparation for assignments and presentation, including PowerPoint presentations • Reading • Independent reflection <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Placement learning: may include a practice placement, other placement, year abroad. This constitutes an average per level as indicated below.</p> <p>We are actively exploring ways of developing TEL within this Module.</p>
Reading Strategy	<ul style="list-style-type: none"> • All students will be encouraged to make full use of the print and electronic sources available to them through membership of the university • These include a range of electronic journals and a wide variety of resources • 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 and students will be given opportunities to develop their retrieval and evaluation skills • Guidance will be available through the module handbook and via UWEonline
Indicative Reading List	<ul style="list-style-type: none"> • Bond T (2010) <i>Standards and Ethics for Counselling in Action</i> London, Sage • Brown R, Adshead G & Pollard A (2009) <i>The Approved Mental Health Practitioner's Guide to Psychiatry and Medication</i> London, Learning Matters • Lago C & Smith (2010) <i>Anti-Discriminatory Practice in Counselling & Psychotherapy</i> London, Sage • Mearns D & Cooper M (2005) <i>Working at Relational Depth in Counselling and Psychotherapy</i> London, Sage • Pilgrim D (2009) <i>Key Concepts in Mental Health</i> London, Sage

Part 3: Assessment

Assessment Strategy	<p>The Presentation (Summative) and the Reflection on the Presentation (Formative) enables students to demonstrate</p> <ol style="list-style-type: none"> 1. A critical evaluation of values and ethics in counselling and to work individually and collaboratively with ethical dilemmas 2. An appreciation of social and political inequalities as aspects of the counselling process and make appropriate responses 3. Understanding of the process of managing the therapeutic relationship <p>The Case Study (Summative) enables students to demonstrate</p> <ol style="list-style-type: none"> 1. An understanding of mental health issues 2. An understanding of the roles and responsibilities of other professionals within the mental health field 3. Awareness of types of medication and their effects 4. Understanding of the process of managing the therapeutic relationship
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Identify final assessment component and element			
% weighting between components A and B (Standard modules only)		A: 50	B: 50

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
Student presentation	50
Component B Description of each element	Element weighting (as % of component)
Case Study (3000 words)	50

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
Presentation viva	50
Component B Description of each element	Element weighting (as % of component)
Case Study (3000 words)	50
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.	