



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION


Part 1: Basic Data					
Module Title	Specialist practice with families and groups in solution focused therapy.				
Module Code	USPJUK-15-M	Level	M	Version	1.1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Department	Health and Social Sciences				
Contributes towards	PGCert Solution Focused Studies, PGDip and MSc in Solution Focused Therapy				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Professional practice.
Pre-requisites	USPJUH-30-M Solution Focussed Therapy in Practice 1.	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
Valid From	September 2013	Valid to	September 2019		

CAP Approval Date	19 November 2015 (v1.1)
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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 reflect on a range of client work involving families, groups and couples, which they have done using the basic tools of solution focused therapy. - Demonstrate an ability to take part in clinical supervision of client work involving families, groups and couples, using a non-defensive and critically self-reflective stance.
Syllabus Outline	This module will cover aspects of practice in solution focused therapy using the tools of the approach which can be applied to families, groups and couples. Students will learn about process of clinical supervision, and the importance of self-development when working with families, groups and couples.
Contact Hours	<p>Students will receive 45 hours of contact which will be in the form of interactive seminars.</p> <p>Of the 45 hours, 30 will devoted to theoretical issues, 5 hours of clinical supervision and 10 hours of training therapy.</p>
Teaching and Learning Methods	Students will take part in clinical supervision sessions. These will begin with a short check-in period, where students will reflect on their learning from previous sessions and their work with clients in the intervening period. They will then go on to consider in supervision groups that work they have done since the last session. The groups will make use of both peer and facilitator supervision.
Key Information	Key Information Sets (KIS) are produced at programme level for all programmes that

Sets Information

this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	45	105	0	150	

The table below indicates as a percentage the total assessment of the module which constitutes a -

- Written Exam:** Unseen written exam, open book written exam, In-class test
- Coursework:** Written assignment or essay, report, dissertation, portfolio, project
- Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

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

Furman, B. (1987) Lyhytterapia ja perheterapia. Helsinki: Otava.

Goldenberg, H. and Goldenberg, I. (1999) Family Therapy: An Overview. 5th ed. Stamford: Wadsworth Pub Co.

Larivaara, P., Lindroos, S. and Heikkilä, T., eds. (2009) Potilas, perhe ja

	<p>perusterveydenhuolto. Helsinki: Duodecim.</p> <p>Hoffman, L. (1981) Foundations Of Family Therapy: A Conceptual Framework For Systems Change. New York: Basic Books.</p> <p>Bertolino, B. (1998) Therapy with Troubled Teenagers: Rewriting Young Lives in Progress. Hoboken: Wiley.</p> <p>Corey, G. (2011) Theory and Practice of Group Counseling. Belmont: Brooks.</p>
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Part 3: Assessment	
Assessment Strategy	<p>Students are required to complete 40 hours of supervised practice with clients.</p> <p>They will be required to write up a critical reflection on a completed piece of work with a couple or family. This will include reference to a recorded session.</p>

Identify final assessment component and element		
% 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. Logbook demonstrating 40 hours of client contact with families, groups and couples, signed off through supervision.	Pass/fail	
2. Portfolio of completed in class and field based competency exercises.	Pass/fail	
Component B Description of each element	Element weighting (as % of component)	
1. Critical reflection on a completed piece of therapeutic work with a family or couple, including a critical discussion of one key session. 4 Pages.	100	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Logbook demonstrating 40 hours of client contact with families, groups and couples, signed off through supervision.	Pass/fail	
2. Portfolio of completed in class and field based competency exercises.	Pass/fail	
Component B Description of each element	Element weighting (as % of component)	
1. Critical reflection on a completed piece of therapeutic work with a family or couple, including a critical discussion of one key session. 4 pages..	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.		