



**CORPORATE AND ACADEMIC SERVICES**


**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Solution Focused Therapy in Practice 2.				
Module Code	USPJUU-30-M	Level	M	Version	1.1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	PGCert Solution Focused Studies, PGDip and MSc in Solution Focused Therapy				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional practice.
Pre-requisites	USPJUH-30-M Solution Focussed Therapy in Practice 1.	Co- requisites			
Excluded Combinations		Module Entry requirements	N/A		
Valid From	September 2013	Valid to	September 2019		

<b>CAP Approval Date</b>	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"> <li>- Critically reflect on a range of client work which they have done using the advanced tools in solution focused therapy.</li> <li>- Demonstrate an ability to take part in clinical supervision of client work, using a non-defensive and critically self-reflective stance.</li> <li>- Demonstrate the ability to work with more complex client presentations</li> </ul>
Syllabus Outline	This module will cover aspects of practice in solution focused therapy including the use of more advanced tools and techniques. They will be required to write an overall critical reflection of their self-development and practice during the whole process of training. This will be the final piece of work which they will complete as part of the postgraduate diploma. Ten of the independent study hours will be directed towards training therapy tasks, including critical self-analysis.
Contact Hours	Students will receive 60 hours of contact which will be in the form of interactive seminars. Of the 60 contact hours, 35 will be devoted to clinical supervision and 25 to training therapy.
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 Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that 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.

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	60	240	0	300
				

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**

Dolan, Y. (2000) *One Small Step: Moving Beyond Trauma and Therapy to a Life of Joy*. Lincoln: Authors Choice Press.

Furman, B. and Valtonen, J. (2005) *Jossakin on ilo*. Helsinki: Lyhytterapiainstituutti.

	Berg, I. K. and Miller, S. (1996) <i>The Miracle Method: A Radically New Approach to Problem Drinking</i> . New York: W. W. Norton & Company.
	Furman, B. (2002) <i>Perhosia vatsassa</i> . Helsinki: Tammi.

<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p>Students are required to complete 160 hours of supervised practice with clients.</p> <p>They will write up a complete critical case study, submitting a recording of one session illustrating that case.</p> <p>As a capstone on their sequence of learning the students will be required to write a final substantial piece, in which they will reflect on their learning across the whole course, their practice and self-development.</p>

Identify final assessment component and element		
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Log book detailing 160 hours of client contact, presented during supervision.	Pass/Fail	
2. A portfolio of in class based competence assessments, including a log demonstrating 100% attendance. To also include a self-reflective account of learning and development, plus documented evidence of two years working in a mental health service or equivalent experience	Pass/Fail	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Write up of a critical case study. 4 pages.	100	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Log book detailing 200 160 hours of client contact, presented during supervision.	Pass/fail	
2. A portfolio of in class based competence assessments, including a log demonstrating 100% attendance. To also include a self-reflective account of learning and development, plus documented evidence of two years working in a mental health service or equivalent experience.	Pass/fail	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Write up of a complete critical case study. 4 pages.	100	
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		

