



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Solution Focussed Theory 2				
Module Code	USPJUG-30-M	Level	M	Version	1.1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	PGDip Solution Focussed Therapy MSc in Solution Focused Therapy				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	USPJUF-30-M Solution Focussed Theory 1	Co- requisites			
Excluded Combinations		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"> - Demonstrate a critical understanding of the advanced principles of solution focussed therapy; - Give a critical account of the effectiveness of solution focused therapy for different client issues - Evaluate the extent to which personal development is important for solution focused therapists - Give a description of different approaches and tools within solution focused therapy and evaluate their success with different kinds of client issues. - Demonstrate an awareness of the relevant research literature, and an ability to design appropriate studies to explore new questions. - Have a critical awareness of other approaches to psychotherapy, and how these relate to solution focussed therapy.
Syllabus Outline	This module will cover the advanced aspects of solution focused therapy. There will be a further sequence of prescribed reading, which will be discussed in seminars.
Contact Hours	Students will receive 60 hours of contact which will be in the form of interactive seminars.
Teaching and Learning Methods	During seminars new theoretical aspects of solution focused therapy will be introduced and new tools used in therapy described. During a session students will have the opportunity to put the theory and tools into practice in small group work using issues and problems the students bring with them.
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.

Key Information Set - Module data				
<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

De Shazer, S. (1980) Putting Difference To Work. New York: W. W. Norton and Company.

Ashton, H. (1999) Benzodiazepines: How They Work & How to Withdraw [online]. Revised ed. Newcastle: Newcastle University. [Accessed 19 March 2013].

Rauhala, L. (2005) Ihmiskäsitys ihmistyössä. Helsinki: Yliopistopaino.

Gergen, K. (2009) An Invitation to Social Construction. 2nd ed. Thousand Oaks: SAGE Publications Ltd.

Hanna, F. (2001) Therapy With Difficult Clients: Using the Precursors Model to Awaken Change. Washington, DC: American Psychological Association.

Kähkönen, S., Holmberg, N. and Karila, I., eds. (2008) Kognitiivinen psykoterapia. Helsinki: Duodecim.

Lönnqvist, J., Henriksson, M., Marttunen, M. and Partonen, T., eds. (2011) Psykiatria. Helsinki: Duodecim.

Malinen, T. (2008). Luova tila - Ratkaisukeskeisestä ja narratiivisesta työtavasta. Helsinki: Lyhytterapiainstituutti.

Maultsby, M. C. (1984) Rational Behavior Therapy. Englewood Cliffs: Prentice-Hall.

White, M. (2007) Maps of Narrative Practice. New York: W. W. Norton & Company.

Part 3: Assessment	
Assessment Strategy	<p>Students will take a final oral examination based on prior written preparation of up to 4 pages which will last 45-75 minutes and which will comprehensively assess their knowledge and analysis across theoretical and professional domains. They will be required to demonstrate they have developed a competent and critical identity as a solution focused therapist. The oral will be conducted in groups of 3-5, but could be done on an individual basis where the team felt it was necessary to explore issues in greater depth. Resits would also be done on an individual basis.</p> <p>They will also write up an academic article on an issue relevant to solution focused theory and practice.</p>

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Oral examination, based on prior written preparation of up to 4 pages.	100	
Component B Description of each element	Element weighting (as % of component)	
1. A critical write up of an issue, applied or theoretical, of relevance to solution focussed therapy – 8 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. Oral examination, based on prior written preparation of up to 4 pages.	100
Component B Description of each element	Element weighting (as % of component)

1. A critical write up of an issue, applied or theoretical, of relevance to solution focussed therapy – 8 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.	