



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Principles of Counselling Psychology		
Module Code	USPK6A-15-M	Level	Level 7
For implementation from	2020-21		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Health & Applied Sciences	Field	Psychology
Department	HAS Dept of Health & Social Sciences		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Educational Aims:</b> See Learning Outcomes</p> <p><b>Outline Syllabus:</b> The syllabus will focus on aiding trainees to understand the philosophical basis of Counselling Psychology that include components of diversity and ethical decision making in practice.</p> <p>The aim of this module is to explore and discuss the philosophy and new directions of counselling psychology and the professional issues associated with this. It will include components of diversity and working therapeutically. Also consider the contexts for ethical and professional practice: philosophical and ethical traditions; professional body codes and guidelines (British Psychological Society; BPS and Health &amp; Care Professions Council: HCPC); the need to maintain appropriate standards of personal conduct; personal responsibilities; legal considerations and clinical issues and ethical dilemmas.</p> <p>In addition the controlled condition for this module is aimed to foster and support students' ability to identify, reflect and critically evaluate the Philosophical underpinnings of Counselling Psychology. It will highlight the importance of aspects of diversity that inform practice and the ethical principles within this.</p>

## STUDENT AND ACADEMIC SERVICES

Topics for this module will potentially include: history and philosophical underpinning of counselling psychology and critically discussing the new facets and future directions and developments within counselling psychology. Ethical principles, dilemmas and models of ethical decision making and ethics in therapeutic practice. Also this module will stress the importance of, and discuss working therapeutically with, diversity; e.g. cultural, sexuality, gender. Through completion of this module, students will demonstrate qualities and transferable skills necessary for employment, such as effective written and face-to-face communication, information retrieval skills, the ability to critique primary sources, team-working skills, problem-solving, scientific reasoning, project management skills, and computer literacy.

**Teaching and Learning Methods:** A variety of approaches will be used with the aim of maximising the active engagement of students. These may include:

Lectures

Seminars

Workshops

Directed and Independent Learning

Formative Assessment Opportunity

**Independent learning:** Students will be expected to engage in substantial and focused independent work in this module in order to meet the learning outcomes.

Student cohorts will also be provided with virtual meeting spaces that they will be able to fully utilise independently for the purposes of peer-support, collaboration and discussion, in order to foster a sense of learning community.

**Scheduled learning:** Frame-setting lectures, workshops and seminars will be offered throughout this module. This will include opportunities for formative feedback as well as support for directed and independent learning.

**Technology-Enhanced Learning (TEL):** Alongside the above, independent and reflective learning activities and further learning materials will be offered through MyUWE and Blackboard, the university supported learning portal and virtual learning environment. The aim of these will be to support students' learning and to help them to achieve the module learning outcomes. Students will be able to engage with the material, other students and members of staff through these systems and to make use of the various functionalities built into them (e.g., audio/video recordings, discussion boards, etc.) as appropriate.

### Part 3: Assessment

The assessment methods have been chosen to allow the students to best demonstrate that they have met the module learning outcomes.

Component A – Short-answer essay (total of 3000 words)

The essay questions will assess all learning outcomes. In this submission, students will be invited to

- a) select or create an ethical dilemma, and describe how they would respond to it, demonstrating the clear and methodical application of a recognised ethical decision-making model in so doing, with reference to the HCPC Standards of Conduct, Performance and Ethics; and
- b) choose one dimension of identity or diversity, and set out an inclusive, counselling psychology approach to working with clients from this background, with reference to the literature and to the philosophical foundations of counselling psychology

The structure of the submission and essay questions will be clearly set out from the start of the module, in the module handbook, to guide their learning throughout the module. Clear guidance as well as marking criteria for the submission will also be communicated to students through the module handbook and at the beginning and end of the module.

The assessment will allow students to demonstrate their knowledge and comprehension of philosophical, ethical

## STUDENT AND ACADEMIC SERVICES

and diversity issues in counselling psychology. It will also require them to evaluate, critique and apply this knowledge, as appropriate to a doctoral training programme.

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component A	✓	100 %	Short-answer essay
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component A	✓	100 %	Short-answer essay

### Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:																	
	<table border="1"> <thead> <tr> <th>Module Learning Outcomes</th> <th>Reference</th> </tr> </thead> <tbody> <tr> <td>Critically evaluate the philosophical bases of counselling psychology.</td> <td>MO1</td> </tr> <tr> <td>Demonstrate a critical appreciation of the philosophical bases of ethical and professional practice.</td> <td>MO2</td> </tr> <tr> <td>Demonstrate ability to critically evaluate, compare and apply current professional body codes of ethics.</td> <td>MO3</td> </tr> <tr> <td>Evidence a critical understanding of the components of diversity within counselling psychology practice.</td> <td>MO4</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Critically evaluate the philosophical bases of counselling psychology.	MO1	Demonstrate a critical appreciation of the philosophical bases of ethical and professional practice.	MO2	Demonstrate ability to critically evaluate, compare and apply current professional body codes of ethics.	MO3	Evidence a critical understanding of the components of diversity within counselling psychology practice.	MO4							
Module Learning Outcomes	Reference																	
Critically evaluate the philosophical bases of counselling psychology.	MO1																	
Demonstrate a critical appreciation of the philosophical bases of ethical and professional practice.	MO2																	
Demonstrate ability to critically evaluate, compare and apply current professional body codes of ethics.	MO3																	
Evidence a critical understanding of the components of diversity within counselling psychology practice.	MO4																	
Contact Hours	<table border="1"> <thead> <tr> <th colspan="2">Independent Study Hours:</th> </tr> </thead> <tbody> <tr> <td>Independent study/self-guided study</td> <td>123</td> </tr> <tr> <td><b>Total Independent Study Hours:</b></td> <td>123</td> </tr> <tr> <th colspan="2">Scheduled Learning and Teaching Hours:</th> </tr> <tr> <td>Face-to-face learning</td> <td>27</td> </tr> <tr> <td><b>Total Scheduled Learning and Teaching Hours:</b></td> <td>27</td> </tr> <tr> <td><b>Hours to be allocated</b></td> <td>150</td> </tr> <tr> <td><b>Allocated Hours</b></td> <td>150</td> </tr> </tbody> </table>		Independent Study Hours:		Independent study/self-guided study	123	<b>Total Independent Study Hours:</b>	123	Scheduled Learning and Teaching Hours:		Face-to-face learning	27	<b>Total Scheduled Learning and Teaching Hours:</b>	27	<b>Hours to be allocated</b>	150	<b>Allocated Hours</b>	150
Independent Study Hours:																		
Independent study/self-guided study	123																	
<b>Total Independent Study Hours:</b>	123																	
Scheduled Learning and Teaching Hours:																		
Face-to-face learning	27																	
<b>Total Scheduled Learning and Teaching Hours:</b>	27																	
<b>Hours to be allocated</b>	150																	
<b>Allocated Hours</b>	150																	
Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p><a href="https://uwe.rl.talis.com/modules/usp6a-15-m.html">https://uwe.rl.talis.com/modules/usp6a-15-m.html</a></p>																	

<b>Part 5: Contributes Towards</b>
This module contributes towards the following programmes of study: