



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Principles of Counselling Psychology | | | | |
| Module Code | USPK6A-15-M | Level | M | Version | 1 |
| Owning Faculty | Health and Applied Sciences | Field | Psychology | | |
| Contributes towards | PGCert Psychotherapeutic Studies PGDip Psychotherapeutic Studies MSc Psychological Therapy Doctor of Counselling Psychology | | | | |
| UWE Credit Rating | 15 | ETCS Credit Rating | 7.5 | Module Type | Standard |
| Pre-requisites | None | | Co- requisites | None | |
| Excluded Combinations | None | | Module Entry requirements | N/A | |
| Valid From | September 2014 | | Valid to | September 2014 | |

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| CAP Approval Date | 29 th May 2014 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate the philosophical bases of counselling psychology. 2. Demonstrate a critical appreciation of the philosophical bases of ethical and professional practice. 3. Demonstrate ability to critically evaluate, compare and apply current professional body codes of ethics. 4. Evidence a critical understanding of the components of diversity within counselling psychology practice. <p>All of the learning outcomes will be assessed by component A.</p> |
| Syllabus Outline | <p>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 & Care Professions Council: HCPC); the need to maintain appropriate standards of personal conduct; personal responsibilities; legal considerations and clinical issues and ethical dilemmas.</p> |

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| | <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> <p>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.</p> <p>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.</p> |
| <p>Contact Hours/Scheduled Hours</p> | <p>As a 15-credit module this module assumes 150 hours of study on the part of the student.</p> <p>Scheduled learning for this project will be approximately 27 hours and may take several forms including frame-setting lectures as well as workshops and seminars.</p> <p>Independent learning – Students are expected to spend approximately 123 hours on independent learning tasks and preparation of assessments.</p> |
| <p>Teaching and Learning Methods</p> | <p>A variety of approaches will be used with the aim of maximising the active engagement of students. These may include:</p> <ul style="list-style-type: none"> · Lectures · Seminars · Workshops · Directed and Independent Learning · Formative Assessment Opportunity <p>Independent learning: Students will be expected to engage in substantial and focused independent work in this module in order to complete their project proposal. Student cohorts will also be provided with a virtual meeting space 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.</p> <p>Scheduled learning: The primary contact time for this module will be offered through frame-setting lectures, workshops and seminars. This will include opportunities for formative assessment as well as support for directed and independent learning.</p> <p>TEL: MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate.</p> |
| <p>Key Information Sets Information</p> | <p>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.</p> |

| Key Information Set - Module data | | | | |
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| Number of credits for this module | | | | 15 |
| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours |
| 150 | 27 | 123 | 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 through examination = 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

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. It may be subject to change over time due to the nature and relevancy of the material. Additional advice on readings will be available via the module guide or through BlackBoard.

Counselling Psychology Overview:

Bor, R. & Watts, M. (1999) *The Trainee Handbook: a guide for counselling and psychotherapy trainees*. London: Sage.

Woolfe, R. (2010) *Handbook of Counselling Psychology*. 3rd ed. London: Sage.

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| | <p>Diversity: Lago, C. (2011) <i>The Handbook of Transcultural Counselling and Psychotherapy</i>. Milton Keynes: Open University Press. Ponterotto, J. G., Casas, J. M., Sukizi, L. A., Alexander, C. M. (2010) <i>Handbook of Multicultural Counselling</i>. Thousand Oaks CA: Sage Publications. Wheeler, S. (Ed.) (2006) <i>Difference and diversity in counselling: Contemporary psychodynamic perspectives</i>. London: Palgrave.</p> <p>Ethics: Bond, T. (2000). <i>Standards and ethics for counselling in action</i>. 2nd ed. London: Sage. Tribe, R. & Morrissey, J., Eds., (2005) <i>Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists</i>. Hove: Brunner-Routledge.</p> <p>Relevant Journals The Journal of Critical Psychology, Counselling and Psychotherapy Journal of Counseling Psychology (APA) British Journal of Guidance and Counselling The Counselling Psychologist Counselling Psychology Review Counselling and Psychotherapy Research Counselling Psychology Quarterly Journal of Consulting and Clinical Psychology (APA) Psychotherapy Theory, Research, Practice, Training (APA) Psychology and Psychotherapy: Theory, Research and Practice Psychotherapy Research</p> |
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| Part 3: Assessment | | |
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| Assessment Strategy | <p>The assessment methods have been chosen to allow the students to best demonstrate that they have meet the module learning outcomes.</p> <p><u>Component – Unseen examination</u></p> <p>This is a 2 hour unseen examination paper relating to the complete module. To include; the philosophical basis of Counselling Psychology, diversity and ethics. The students will be presented with a case example that incorporates all the above three components with several questions in which they have to respond to:</p> <ul style="list-style-type: none"> Critically evaluate the philosophical basis of Counselling Psychology that includes diversity components and identify the ethical issues present in the situation using an ethical decision making model. <p>An example will be clearly indicated to the students through their module handbook and clear guidance as well as marking criteria for each will be clearly indicated to students at the start of the module.</p> <p>The assessment will allow students to demonstrate their knowledge and comprehension of philopsophical, ethical and diversity issues in counselling psychology. It will also require them to evaluate, critique and apply this knowledge.</p> | |
| Identify final assessment component and element | Component A | |
| % weighting between components A and B (Standard modules only) | A: 100 | B: - |
| First Sit | | |
| Component A (controlled conditions) | Element weighting | |

| Description of each element | (as % of component) |
|------------------------------------|----------------------------|
| 1. Written Exam | 100% |
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| Component B | Element weighting |
| Description of each element | (as % of component) |
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| Resit (further attendance at taught classes is not required) | |
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| Component A (controlled conditions) | Element weighting |
| Description of each element | (as % of component) |
| 1. Written Exam | 100% |
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| Component B | Element weighting |
| Description of each element | (as % of component) |
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| <p>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.</p> | |