



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Theory and Practice in Counselling Psychology 1				
Module Code	USPK6B-30-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	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2014	Valid to	September 2020		

CAP Approval Date	29 th May2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. A systematic and critical understanding of the philosophical, theoretical and empirical bases of the relational approach to counselling psychology (component B). 2. The ability to critically evaluate the philosophical, theoretical and empirical bases of the relational approach to counselling psychology. (component B). 3. A critical understanding of spiritual and cultural traditions in accordance with the relational philosophy (both components). 4. The ability to practise safely and competently within the relational approach to counselling psychology (component A) 5. An understanding of the therapeutic relationship (component A) 6. An understanding of working as a therapeutic practitioner within a variety of practice settings (component B) 7. An understanding of a relational model of life-span development (component B) 8. A critical understanding of relational issues throughout the life-span (component B) 9. A critical awareness of the impact of social and cultural contexts on human experience and relationships and the implications of this on development and psychopathology (both components) 10. The ability to formulate clients' concerns from a relational perspective, and evaluate and contrast this using other approaches (component A). 11. An critical awareness of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research

	process (component B)																				
Syllabus Outline	<p>A. Philosophy and Values: An exploration of the diverse philosophical, spiritual and cultural traditions of relevance to counselling psychology. A consideration of the values and ethics which underpin counselling psychology practice.</p> <p>B. The Relational Approach: The development of an understanding of the relational approach from a psychodynamic perspective</p> <p>C. The Counselling Psychologist Role: The background and development of counselling psychology. Developing and using a relational approach in a counselling psychology role and a range of contexts</p> <p>D. Counselling Psychology Practice: Development of knowledge, understanding and critical evaluation of a relational approach in counselling psychology practice; an understanding of the importance of culture and context; awareness of professional and ethical issues; awareness of processes of therapeutic change in the relational approach</p> <p>E. Understanding the Person. Exploring diverse models of life-span development and their application to counselling psychology. Models of thinking, feeling and behaving. An understanding of a relational theory of development.</p>																				
Contact Hours	Students will receive 54 hours of contact which will be in the form of interactive lectures																				
Teaching and Learning Methods	<p>Interactive lectures, experiential exercises, case discussion, DVD demonstration of skills.</p> <p>In terms of technology enhanced learning, this module will make use of Blackboard to disseminate material and provide links to relevant websites. The PsychTHERAPY database of online case reports will be used to illustrate the integration of theory into practice.</p>																				
Key Information Sets Information	<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> <table border="1" data-bbox="459 1420 1369 1814"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>54</td> <td>246</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</p>	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	54	246	0	300
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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

Most recent editions of:

Bor, R., & Watts, M. Eds. . *The trainee handbook: A guide for counselling and psychotherapy trainees*. London: Sage.

Casement, P. . *On Learning from the Patient*. London: Routledge

Gerhardt, S. *Why Love Matters: How Affection Shapes a Baby's Brain*. East Sussex: Brunner-Routledge.

Gray, A. *An Introduction to the Therapeutic Frame*. East Sussex:Routledge.

Greenberg, J. R. & Mitchell, S. A. . *Object relations in psychoanalytic theory*. Cambridge: Harvard University Press.

Gomez, L. *An introduction to object relations*. London: Free Association Books.

Hindle, D. and Smith, M. V. *Personality Development: A Psychoanalytic Perspective*. London: Routledge.

Jacobs, M. *The Presenting Past. The Core of Psychodynamic Counselling and Therapy*. Maidenhead: Open University Press

Kahn, M. *Between therapist and client: The new relationship*. London: Freeman & Company.

Malan, D. *Individual Psychotherapy and the Science of Psychodynamics*.

London: Butterworth Heinemann.

Mitchell, S.A. *Relationality: From Attachment to Intersubjectivity*. Hillsdale, NJ: The Analytic Press.

Mitchell, S.A. & Aron, L. *Relational Psychoanalysis: The Emergence of a Tradition*. Hillsdale, NJ: The Analytic Press.

Palmer, S. & Laungani, P. Eds. . *Counselling in a multi-cultural society*. London: Sage.

Papadopoulos, L., Cross, M.C., & Bor, R. *Reporting in counselling and psychotherapy: A trainee's guide to preparing case studies and reports*. Hove: Brunner-Routledge

Storr, A. *The Art of Psychotherapy*. London: Butterworth Heinemann.

Wachtel, P.L. *Relational Theory and the Practice of Psychotherapy*. London: The Guilford Press.

Jacobs, M. *Psychodynamic counselling in action*. London: Sage.

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

Part 3: Assessment	
Assessment Strategy	Learning outcomes will be assessed by a 3000 word case study and by a 2000 word essay. The case study is designed to assess students' ability to practice within the relational psychodynamic paradigm. The essay will evaluate students' knowledge and comprehension of relational psychodynamic theory, and their ability to ably, critique and evaluate this knowledge.

Identify final assessment component and element			
% weighting between components A and B (Standard modules only)		A:	B:
		0	100
First Sit			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
3000 word client case study		Pass/Fail	
Component B Description of each element		Element weighting (as % of component)	

2000 word essay	100

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 3000 word client case study	Pass/ Fail
Component B Description of each element	Element weighting (as % of component)
1. 2000 word essay	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.