



MODULE SPECIFICATION

Part 1: Information			
Module Title	Systemic Thinking and Practice in Counselling Psychology		
Module Code	USPK6D-30-M	Level	M
For implementation from	September 2019		
UWE Credit Rating	30 Credits	ECTS Credit Rating	15
Faculty	Health and Applied Sciences	Field	Psychology
Department	Health and Social Sciences		
Contributes towards	PGCert Psychotherapeutic Studies PGDip Psychotherapeutic Studies MSc Psychological Therapy Doctor of Counselling Psychology		
Module type:	Professional Practice		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>This module covers approaches to working with couples, families and groups from a systems perspective. It requires to students to critically evaluate theories in this area, whilst reflecting on their own practice and experience.</p> <p>The module will introduce a complex and different way of looking at selves and others, a way of looking that is applicable from the smallest interactions and subcomponents of the world and ourselves, as well as more macro examples in groups and crowds.</p> <p>The module serves as a core component in establishing the integration of different modalities, introducing complexity and noticing patterns as a way of engaging with the world and theories.</p> <p>We will start with a grounding in what systems, complexity, autopoiesis, evolution and chaos theory are, and then proceed to apply this to individual therapy. We will then apply these theories to families and couples, and then will extend it to organizations and leadership of the same. We will also run Balint groups which draw upon this learning and apply it in practice.</p>

Part 3: Assessment		
<p>Component A is a portfolio, which will be based on case studies and engagement in the classroom, along with a log of 15 client hours, and 2 hours of supervision related to this, plus feedback from one case presented during the module in case discussion groups.</p> <p>The 3500 word report (component B) will cover the application of systems thinking on working with families and couples. This written report will allow students to synthesise material across a wider breadth whilst reflecting on their own experiential learning and practice, and aims at assessing practice based elements of learning and application of theories and concepts, as indicated against the learning outcomes below.</p> <p>Formative assessment will be part of workshop based activities. The module will also give students the opportunity for formative assessment to continue to build their work with clients and reflect upon this through case discussion groups.</p>		
Identify final timetabled piece of assessment (component and element)	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Portfolio	Pass/Fail	
Component B Description of each element	Element weighting	
1. Report 3,500 words	100	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Portfolio	Pass/Fail	
Component B Description of each element	Element weighting	
1. Report 3,500 words	100	
Part 4: Learning Outcomes & KIS Data		
Learning Outcomes		

	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate, contrast and combine different approaches to work with groups, teams, organisations, families and couples. (Component A) 2. Understand the key concepts of Leadership theory and the key differences between Management and Leadership and their relevance to Clinical Practice and Supervision (Components A and B) 3. Demonstrate critical understanding of relevant theories of and research into groups, teams, leadership, organisations, families and couples. (Component A) 4. Show an ability to integrate aspects of systems theory and practice into various levels of practice, management and intervention. (Components A and B) 5. Have a critical awareness of current issues and debates in the practice based literature on aspects of groups, teams, leadership organisations, families and couples. (Component B) 6. Have a critical awareness of the implications of the issues of gender, ethnicity, culture and difference when analysing and making interventions in human systems (Components A and B) 7. Develop critical self-reflection skills and encourage creative problem-solving and decision-making in complex environments. (Component B) 8. Demonstrate further reflection on practice through additional client hours with associated supervision. (Component A) 																									
<p>Key Information Sets Information (KIS)</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>																									
<p>Contact Hours</p>	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="text-align: right; border: 2px solid black;">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> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">201</td> <td style="text-align: center;">27</td> <td style="text-align: center;">300</td> </tr> </tbody> </table>	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	72	201	27	300
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<p>Total Assessment</p>	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	50%	Practical exam assessment percentage	50%		100%															
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Reading List	https://rl.talis.com/3/uwe/lists/9FDCE434-8247-AF7B-4559-2B3667A1A853.html
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First Approval Date (and panel type)	29 May 2014			
Revision ASQC Approval Date Update this row each time a change goes to ASQC	26/06/2019	Version	2	RIA 13037