University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Systemic Thinking and Practice in Counselling Psychology				
Module Code	USPK6D-30-M	Level	M	Version	1.1
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 credits	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September, 2014		Valid to	September 2015	

CAP Approval Date	29 May 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 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. (A)

Syllabus Outline	Semester 1 Session 1 Introduction to systems theory and practice Sessions 2-4 Couple dynamics Sessions 5-7 Family dynamics Sessions 8-10 Groups Semester 2 Sessions 11-13 Leadership Sessions 14-16 Organisations Sessions 17-18 Supervision and Consultancy, integration through practice.
Contact Hours	Scheduled teaching comprises a 4 hour lectorial format made up of content delivery, workshop activities plus tutorial times over eighteen weeks. Each student will have 27 hours practice placement as part of the programme requirements.
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, tutorials, practical classes and workshops; supervised time in workshop and tutorials. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. **Placement learning**: includes a practice placement
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.

Number of credits for this module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	27	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	50%
Practical exam assessment percentage	50%
	100%

Reading Strategy	**Core readings** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out. **Further readings** Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature. **Access and skills** The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.
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. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.* Asen, E., Tomson, D., Young, V., Tomson, P. (2004) *Ten Minutes for the Family: Systemic Interventions in Primary Care.*London: Routledge. Butler, B. & Joyce, V. (1998) *Counselling Couples in Relationships: An Introduction to the Relate Approach.* Chichester: Wiley. Casement,P. (1991) *Learning from the Patient.* New York: Guilford Press.

Capra, F. (1997) T*he Web of Life.* Flamingo, Harper Collins: London.

Dalal,F. (2005) *Taking the Group Seriously.* London: Jessica Kingsley.

Dallos, R. and Draper, R. (2005) *An Introduction to Family Therapy.* 2nd Ed. Buckingham: OUP.

Hawkins, P. and Sohet, R. (2012) *Supervision in the Helping Professions.* Milton Keynes: Open University Press.

Hedges, F. (2005) *An Introduction to Systemic Therapy with Individuals: A Social Constructionist Approach.* Basingstoke, UK: Palgrave Macmillan.

Hooper, D. & Dryden, W. (1991) *Couple Therapy: A Handbook.* Milton Keynes: Open University Press.

Morgan, G.H. (1997) *Images of Organisation.* London: Sage.

Northouse, P. (2013) *Leadership: Theory and Practice.* 6th ed. London: Sage.

Palus, C.J. and Horth, D.M. (2002) *The Leader's Edge: Six Creative Competencies for Navigating Complex Challenges.* San Francisco: Jossey-Bass.

Vince, R. & French, R. (1999) *Group Relations Management and Organisation.* Oxford: Oxford University Press.

Yalom, I. (1985) *Theory and practice of Group Psychotherapy.* London: Basic Books.

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	This module covers approaches to working with couples, families and groups. It requires to students to critically evaluate theories in this area, whilst reflecting on their own practice and experience. The strategy therefore is that students will have the opportunity to present on depth on a particular topic, whilst a written report will allow them to synthesise material across a wider breadth whilst reflecting on their own experiential learning and practice. The module will also give students the opportunity to continue to build their work with clients and reflect upon this through case discussion groups.
	Component A therefore is a portfolio, which will include a summary of a presentation aimed at assessing more formal aspects of learning on a focussed topic. It will also include 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. Component B aims at assessing practice based elements of learning and application of theories and concepts, as indicated against learning outcomes above. Formative assessment will be part of workshop based activities.

Identify final assessment component and element		
	A:	**B**:
% weighting between components A and B (Standard modules only)	**0**	**100**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Portfolio	Pass/Fail
Component B **Description of each element**	**Element weighting** **(as % of component)**
Report 3,500 words	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Portfolio	Pass/Fail
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Report, 3500 words	100
2.(etc)	
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.	