



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Issues in Counselling Psychology.				
Module Code	USPK6K-15-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	Doctor of Counselling Psychology				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites		
Excluded Combinations			Module Entry requirements	N/A	
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	29 th May 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically discuss the nature of counselling psychology as a discipline at this point in time. 2. Critically discuss the role of the professional body and state regulator. 3. Critically consider the role of the profession within the national health service. 4. Reflect on and evaluate opportunities for private practice. 5. Critically reflect on key professional issues, e.g. around ethics, confidentiality, competence, personal development etc. <p>All learning outcomes are assessed by component A.</p>
Syllabus Outline	<p>This module will cover current professional issues within counselling psychology. This will include current conceptions of the profession, both within and outside of the professional body (British Psychological Society). It will cover the processes and requirements of the statutory regulator (Health and Care Professions Council). It will cover professional practice issues, for example indemnity, confidentiality, supervision, ethics. It will discuss the NHS context, roles for counselling psychologists within different services, multi-disciplinary working and leadership. It will cover issues around private practice. Competence and the need for continuing professional development will also be discussed.</p>
Contact Hours	<p>Students will receive 27 hours of contact which will be in the form of interactive seminars.</p>
Teaching and Learning Methods	<p>The module will use a series of seminars and workshops to introduce key concepts around professional practice in psychology. Students will be invited to reflect on these topics based on their personal experiences and practice.</p>

In terms of technology enhanced learning, students will be directed towards a number of online resources around current professional contexts, which will be integrated with online learning activities.

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.

Key Information Set - Module data				
<i>Number of credits for this module</i>				
				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	27	113	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 of the module:	
Written exam assessment percentage	100%
Coursework assessment percentage	0%
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	<p>Most recent edition of:</p> <p>Illich, I., Zola, I.K., McNight, J., Caplan, J. & Shaiken, H. <i>Disabling professions</i>. London: Marion Boyars.</p> <p>House, R. <i>Therapy beyond modernity: Deconstructing and transcending profession-centred therapy</i>. London: Karnac.</p> <p>Jenkins, P. Client Confidentiality and Data Protection, in: R. Tribe, & J. Morrissey, eds. <i>Handbook of Professional and Ethical Practice</i>. Hove: Brunner - Routledge, pp. 63 - 76</p> <p>Jenkins P. The Legal Context of Therapy. In: R. Tribe, & J. Morrissey, eds. <i>Handbook of Professional and Ethical Practice</i>, Hove; Brunner-Routledge, pp. 77-90.</p> <p>Morgan, G. <i>Images of organisations</i>. London: Sage.</p> <p>Proctor, G. <i>The dynamics of power in counselling and psychotherapy</i>. Ross-on-Wye: PCCS Books.</p> <p>Rose, N. <i>The politics of life itself: Biomedicine, power, and subjectivity in the 21st century</i>. Princeton, NJ: Princeton University Press.</p> <p>Shillito-Clarke, C. Ethical Issues in Counselling Psychology, In: Woolfe R. & Dryden, W. eds. <i>Handbook of Counselling Psychology</i>, London:Sage, pp. 507-529</p> <p>Tribe, R. & Morrissey, J. eds. <i>Handbook of Professional and Ethical Practice for Psychologists, Counsellors and Psychotherapists</i> . Hove:Brunner-Routledge.</p> <p><u>Relevant Journals</u></p> <p>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>

Part 3: Assessment

Assessment Strategy	This module will be assessed through a single written exam which will ask students to reflect on a number of professional issues. The exam will assess student's knowledge and comprehension of professional issues, and also test their ability to critique and apply these principles within a range of practice contexts.
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A: 100	B: 0

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. A two hour exam.	100
Component B Description of each element	Element weighting (as % of component)

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. A two hour exam.	100
Component B Description of each element	Element weighting (as % of component)

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.