



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Theory and Practice in Counselling Psychology 2				
Module Code	USPK6F-30-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	Doctor of Counselling Psychology				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	USPK6B-30-M Theory & Practice in Counselling Psychology 1	Co- requisites			
Excluded Combinations			Module Entry requirements		
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. Evaluate research and a range of models of therapy in order to inform practice (both components) 2. Use professional and research skills in work with clients based on a scientist-practitioner and reflective-practitioner model that incorporates a cycle of assessment, formulation, intervention and evaluation (Component B) 3. Evaluate theories of mind and personality and understand the philosophical bases that underpin those psychological theories which are relevant to counselling psychology (Component A) 4. Critically evaluate theories of psychopathology and change within the social context of culture and lifespan (both components) 5. Understand theories of human cognitive, emotional, behavioural, social and physiological functioning relevant to counselling psychology (both components) 6. Understand the impact of psychopharmacology and other interventions on psychological work with clients (Component A)
Syllabus Outline	This module will cover the key principles of cognitive behavioural therapy and how these can be applied to depression and anxiety
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>Students are required to be in clinical placement with clients while attending the module.</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="459 734 1369 1131"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4">Number of credits for this module</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> <p>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:</p> <table border="1" data-bbox="568 1532 1264 1765"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					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	54	246	0	300	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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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.																														

	<p>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.</p>
Indicative Reading List	<p>Most recent issue in:</p> <p>Wills, F. & Sanders, D. <i>Cognitive t behaviour therapy: Foundations for practice</i>. London: Sage.</p> <p>Westbrook, D., Kennerley, H., Kirk, J. <i>An introduction to cognitive behaviour therapy: Skills & applications</i>. London: Sage.</p> <p>Beck, J. <i>Cognitive Therapy Basics and Beyond</i> . New York: Guilford Press</p> <p>Hays, P.A., Iwamasa, G. Eds. <i>Culturally responsive cognitive-behaviour therapy: assessment, practice and supervision</i>. Washington D.C.:APA</p> <p>Kuyken, W., Padesky, C.A. & Dudley, R. <i>Collaborative Case Conceptualisation: working effectively with clients in cognitive therapy</i>.New York; London: Guilford Press</p> <p>Leahy, R. and Holland, S. <i>Treatment Plans and Interventions for Depression and Anxiety Disorders</i>. New York: Guilford Press.</p> <p>Greenberger, D. & Padesky, C.A. <i>Mind Over Mood: change how you feel by changing the way you think</i>. New York: Guilford Press.(self-help version).</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	<p>Learning outcomes will be assessed by a 3000 word process report which includes an audio-recording of a client session and by a 2000 word essay on a key aspect of CBT, e.g. CBT formulation, therapeutic relationship in CBT. The process report is intended to assess students competence to practice cognitive behaviour therapy, and reflect in depth on their practice from an analysis of a single session. The essay will assess knowledge and comprehension of cognitive behavioural concepts, and the ability to evaluate, critique and apply these concepts. Thus the assessments together assess both the theory and practice of cognitive behaviour therapy.</p>

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 process report where the student evaluates their practice with a client, including an audio recording of one of their sessions	P/F	
Component B Description of each element	Element weighting (as % of component)	
2000 word essay on a key aspect of CBT, e.g. CBT formulation, therapeutic relationship in CBT	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 process report where the student evaluates their practice with a client, including an audio recording of one of their sessions	P/F	
Component B Description of each element	Element weighting (as % of component)	
1. 2000 word essay on a key aspect of CBT, e.g. CBT formulation, therapeutic relationship in CBT.	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.		