University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data							
Module Title	Personal and Professional Development 2						
Module Code	USPK6G-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	Professional Practice
Pre-requisites	USPK6C-15-M Personal and Professional Development 1		Co- requisites				
Excluded Combinations			Module Entry requirements				
Valid From	September 2014		Valid to	September 2020			

CAP Approval Date	29th May 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. practice within the legal and ethical boundaries of their profession and exercise a professional duty of care, including assessing risk, and maintaining confidentiality and fitness to practice (component A) 2. communicate and work effectively within multi-disciplinary teams with clients and their carers (component A) 3. audit, reflect on and critically evaluate practice, including maintaining records appropriately (component A) 4. use a range of evidence-based and theoretical models, frameworks, and psychological paradigms (both components) 5. decide how to assess, formulate and implement psychological therapy appropriate to the presenting problem and to the psychological and social circumstances of the client (both components) 6. demonstrate their understanding of the philosophy, theory and practice and relationship stance of the given model of psychological theory (component B)
Syllabus Outline	This module will cover aspects of practice in cognitive behaviour therapy using the main methods of the approach. Students will learn about process of clinical supervision, and the importance of self-development in the process of becoming an effective practitioner.
Contact Hours	Students will receive 27 hours of contact which will be in the form of skills demonstration and practice with feedback and discussion of learning.

Teaching and Learning Methods	Students will practice skills with their peers in the form of role plays, including time for reflection and feedback. Sessions can also encompass skills demonstrations and experiential exercises. The module will make use of technology enhanced learning in that integrative cases will be used from the PsychTHERAPY resource, and the portfolio will be presented using an e-portfolio such as the Pebblepad environment.
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

Number of credits for this module				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	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: Wills, F. & Sanders, D. *Cognitive behaviour therapy: Foundations for practice.* London: Sage. Westbrook, D., Kennerley, H., Kirk, J. *An introduction to cognitive behaviour therapy: Skills & applications.* London: Sage. Beck, J. *Cognitive Therapy Basics and Beyond* . New York: Guilford Press Hays, P.A., Iwamasa, G. Eds. *Culturally responsive cognitive-behaviour therapy: assessment, practice and supervision.* Washington,D.C.: APA Kuyken, W., Padesky, C.A. & Dudley, R. *Collaborative Case Conceptualisation* New York*:* Guilford Press. Leahy, R. and Holland, S. *Treatment Plans and Interventions for Depression and Anxiety Disorders.* New York: Guilford Press. Greenberger, D. & Padesky, C.A. *Mind Over Mood: change how you feel by changing the way you think.* New York: Guildford Press. (self-help version). <u>Relevant Journals</u> The Journal of Critical Psychology, Counselling and Psychotherapy Journal of Counselling 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	Students are required to complete : • Practice Portfolio including 100 hours of supervised practice with clients • A skills reflection detailing how they have achieved competencies in the given model The portfolio is intended to allow students to present evidence of effective and competent performance in a practice placement. It will include client and supervision logs, placement and supervision agreements, supervision reports and evidence of personal therapy. The skills reflection is intended to allow students to evidence their skills across a range of practice based competencies, and further allow them to demonstrate their ability to self-reflect on these competencies. This will enable them to identify relevant strengths and weaknesses, and areas of practice which they need to work on and improve.

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

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Portfolio (including logbook demonstrating 100 hours of client contact, signed off by their supervisor and tutor)	Pass/fail
Component B **Description of each element**	**Element weighting** **(as % of component)**
A reflection of their skills learning during demonstration and role play sessions 2500 words	100

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Logbook demonstrating 100 hours of client contact, signed off by their supervisor and tutor	Pass/fail
Component B **Description of each element**	**Element weighting** **(as % of component)**
A reflection of their skills learning during demonstration and role play sessions 2500 words	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.