



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Exploring Client Issues in Counselling Psychology				
Module Code	USPK6H-30-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	Professional Doctorate in Counselling Psychology				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	USPK6B-30-M Theory & Practice 1; USPK6C-15-M Personal & Professional Development 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 demonstrate:</p> <ol style="list-style-type: none"> 1. a critical awareness of a range of presenting problems across the life span and in varying contexts (both components) 2. a critical knowledge of theoretical approaches to a range of presenting problems from moderate to severe. (component B) 3. Demonstrate a reflective awareness of their response to complex presenting issues (component A) 4. a critical understanding of systems of psychiatric diagnosis (DSM and International Statistical Classification of Diseases; ICD), including meanings, consequences, limitations of, and alternatives to, such systems; (both components) 5. a critical understanding of the cultural and political implications of the terminology of psychiatric diagnosis; (component B) 6. a critical understanding and knowledge of different models of mental health and psychopathology; (both components) 7. knowledge at depth of the multi-axial diagnostic system and the major diagnostic categories of DSM; knowledge of the diagnostic criteria for frequently occurring disorders and recognition of client presentations for the major disorders and the ability to critique this model (component B) 8. reflective critical awareness of own beliefs, attitudes and values about psychological health and illness; (component A) 9. knowledge and critique of the current Mental Health Act and its historical context; (component B) 10. a critical working knowledge the National Health structural framework and current developments, including the professional roles and responsibilities of those working within that framework; an understanding of the role and

	<p>responsibilities of the counselling psychologist in relation to other members of a multidisciplinary team; capacity to work constructively alongside other professional disciplines in the interests of the service user; (both components)</p> <ol style="list-style-type: none"> 11. working knowledge of relevant non-government national and community organisations; an understanding and awareness of the service user movement and member organisations; (component A) 12. understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team (both components) 13. be able to make appropriate referrals (component A) 14. be able to conduct and critically evaluate psychological assessments and make formulations of a range of presentations (both components) 15. understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, physiological, environmental, cultural or socio-economic factors (both components) 16. understand the need to maintain the safety of both service users and those involved in their care and to understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals (both components)
Syllabus Outline	<p>Psychological knowledge:</p> <ul style="list-style-type: none"> • Theories relevant to presenting problems of anxiety, panic, addictions, sexual abuse, PTSD, depression, loss, psychosis, schizophrenia, bipolar disorder, eating disorders, personality ‘disorders’. • Diagnostic classificatory systems; diagnostic criteria of major disorders and differential diagnoses; client presentation of major disorders; core etiological models of psychiatry <p>Personal development:</p> <ul style="list-style-type: none"> • Personal exploration of the relevance of presenting problems and how this relates to counselling psychology practice • development of personal awareness of attitudes and values around mental health. <p>Professional issues/client work:</p> <ul style="list-style-type: none"> • Explore case examples drawn from students’ own experience of working with clients’ presenting issues. • professional roles and responsibilities in National Health structure; interrelationship of counselling psychology role with other professional roles; referral systems and community service networks; current political developments in mental health; • advanced interview, assessment, reporting and recording skills; <p>Cultural and Political knowledge:</p> <ul style="list-style-type: none"> • National Health structure; Mental health act; Non-government community organisations and networks; service user movements.
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 use case illustrations from the PsychTHERAPY database. A wide range of materials will be made available through Blackboard. Students will be directed to relevant online resources, and activities will be programmed online around these.</p>
Key Information	Key Information Sets (KIS) are produced at programme level for all programmes that

Sets Information

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>				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	54	246	0	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	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

Most recent edition of:

Reading List	<p>American Psychiatric Association . <i>Diagnostic and statistical manual of mental disorders: DSM-5</i>. Washington: American Psychiatric Association.</p> <p>Breggin, P.R. <i>Toxic Psychiatry: Drugs and Electroconvulsive Therapy – the Truth and the Better Alternatives</i>. London: HarperCollins.</p> <p>Dallos, R. & Johnstone, L. <i>Formulation in psychotherapy and psychology</i>. London: Taylor & Francis.</p> <p>Davies, J <i>Cracked: Why psychiatry is doing more harm than good</i>. London: Icon Books Ltd.</p> <p>Johnstone, L. <i>Users and abusers of psychiatry: A critical look at psychiatric practice</i>. London. Routledge.</p> <p>Kutchins, H.,& Kirk, S.A. <i>Making us Crazy, DSM – the Psychiatric bible and the creation of mental disorders</i>. London: Constable & Company</p> <p>Leader, D <i>The New Black: Mourning, Melancholia and Depression</i>. London: Penguin Books.</p> <p>Lemma, A. . <i>Introduction to psychopathology</i>. London: Sage.</p> <p>Moncrieff, J <i>The Myth of the Chemical Cure: a critique of psychiatric drug treatment</i>. London: Palgrave Macmillan</p> <p>Read, J., Mosher, L., & Bentall, R. eds., <i>Models of madness: Psychological, social and biological approaches to schizophrenia</i>. Hove: Brunner-Routledge.</p> <p>Whitaker, R <i>The Anatomy of an Epidemic</i>. New York: Crown Publishers.</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>
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Part 3: Assessment

Assessment Strategy	Learning outcomes will be assessed by a 3000 word case study and by a 2000 word essay. The case study is intended to assess learning outcomes associated with the practice of cognitive behaviour therapy, and the ability to apply theory to practice in a critical and evaluative manner. The essay will assess students' knowledge, comprehension and critical evaluation of theory.
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Identify final assessment component and element					
% weighting between components A and B (Standard modules only)	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">A:</td> <td style="padding: 5px;">B:</td> </tr> <tr> <td style="text-align: center; padding: 5px;">0</td> <td style="text-align: center; padding: 5px;">100</td> </tr> </table>	A:	B:	0	100
A:	B:				
0	100				

First Sit	
Component A Description of each element	Element weighting (as % of component)
3000 word client case study	P/F
Component B Description of each element	Element weighting (as % of component)
2000 word essay	100

Resit (further attendance at taught classes is not required)	
Component A Description of each element	Element weighting (as % of component)
3000 word client case study	P/F
Component B Description of each element	Element weighting (as % of component)
2000 word essay	100
<p>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.</p>	