



Module Specification

Working with Difference in Counselling and Psychotherapy

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Part 1: Information

Module title: Working with Difference in Counselling and Psychotherapy

Module code: USPK6Y-15-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Field: Psychology

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: Through completion of this module, students will demonstrate qualities and transferable skills necessary for employment, such as effective written and face-to-face communication, information retrieval skills, the ability to critique primary sources, team-working skills, problem-solving, scientific reasoning, project

management skills, and computer literacy.

The learning outcomes are assessed in the case study exam, as well as in the other assessment.

Outline syllabus: Broadly the module will focus learning in three strands:

Psychological knowledge: Theoretical models and empirical evidence in relation to domains of difference (for example, ethnicity, disability, sexuality, gender, class) as well as models and empirical evidence relating to working with domains of difference in the context of counselling and psychotherapy.

Professional issues/client work: Exploration of issues in working with diversity: considerations for practice, models of working with difference, case examples.

Personal development: Personal and experiential exploration of individual identity in the context of domains of difference and how this might relate to working with difference in the context of counselling and psychotherapy.

The module will potentially focus on the following domains of difference:

Race and ethnicity

Gender

LGBT

Disability

Class

Religion and spirituality

Body size

Age

Part 3: Teaching and learning methods

Teaching and learning methods: A variety of approaches will be used with the aim of maximising the active engagement of students. These may include: lectures, seminars as well as directed and independent learning, workshops and formative assessment opportunities.

Independent learning: Students will be expected to engage in substantial and focused independent work in this module. This will potentially include hours engaged with essential reading and exam preparation. Student cohorts will also be provided with a virtual meeting space that they will be able to fully utilise independently for the purposes of peer-support, collaboration and discussion, in order to foster a sense of learning community.

Scheduled learning: The module will be delivered using lectures combined with seminars. Lectures will be used to introduce main concepts and to guide and inform student-centred learning, while seminars will provide students the opportunity to discuss issues in-depth.

Technology Enhanced Learning: The university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (for example, blogs, journals, audio, video, discussion boards, wikis) as appropriate and useful for the module learning.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate a critical as well as reflexive and personal understanding of what 'working with difference' might mean in the context of counselling and psychotherapy practice, drawing on relevant theory and research

MO2 Characterise and explain theories, models and practice that is anti-discriminatory in the context of counselling and psychotherapy, evidencing the ability to critically review a systematic and coherent body of knowledge

MO3 Evaluate the significance of the wider social, cultural and political domains within which counselling and psychotherapy operate and the ways in which these have historically impacted practice for diverse client groups

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the module's Learning Outcomes are attained.

Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom.

The first assessment comprises an exam which takes place at the end of the module. To simulate real-world demands, the paper is based on a client case study. The case study will involve working with difference.

On the basis of the seen case study, students are asked a series of unseen short-answer questions designed to provide students with the opportunity to demonstrate their mastery of the learning outcomes. The chosen assessment thus provides students with the opportunity to demonstrate the application of the theory and research they have learned to a hypothetical practice context.

Assessment two (worth 25% of the marks) consists of a Portfolio comprised of

seminar 'work sheets.' These work sheets are designed to facilitate student learning in various ways, such as by encouraging personal reflection on the material of the course, as well identification by students of gaps in their understanding. The seminars will also provide the opportunity for formative assessments – for example the chance to work in groups on a presented case study to identify what diversity issues might be present and what best practice in the context of this client-counsellor dyad might look like. Students will also be facilitated to engage in personal reflection.

Assessment criteria will be made available to the students in the module guide at the start of the module.

Assessment tasks:**Examination** (First Sit)

Description: Exam

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Portfolio (First Sit)

Description: Portfolio

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Examination (Resit)

Description: Exam

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Portfolio (Resit)

Description: Portfolio

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study: