



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Working with Difference in Counselling and Psychotherapy				
Module Code	USPK6Y-15-3	Level	3	Version	1
Owning Faculty	HAS	Field	Psychology		
Contributes towards	BSc Hons Psychology + BSc Psychology combinations				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	28/03/2014
--------------------------	------------

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. <i>Demonstrate</i> a critical as well as reflexive and personal understanding of what '<i>working with difference</i>' might mean in the context of counselling and psychotherapy practice, drawing on relevant theory and research 2. <i>Characterise</i> and <i>explain</i> 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 3. <i>Evaluate</i> 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

	<p>The learning outcomes are assessed in Component A, the case study exam, as well as in Component B.</p>
<p>Syllabus Outline</p>	<p><i>Broadly the module will focus learning in three strands:</i></p> <ul style="list-style-type: none"> • Psychological knowledge: Theoretical models and empirical evidence in relation to domains of difference (e.g. ethnicity, disability, sexuality, gender, class etc.) 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 <p><i>The module will potentially focus on the following domains of difference:</i></p> <ul style="list-style-type: none"> • Race & ethnicity • Gender • LGBT • Disability • Class • Religion & spirituality • Body size • Age <p>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.</p>
<p>Contact Hours</p>	<p>As a 15-credit module this module assumes 150 hours of study on the part of the student.</p> <p>Scheduled learning for this project will be approximately 36 hours and may take several forms including frame-setting lectures as well as seminars.</p> <p>Independent learning – Students are expected to spend 114 hours on independent learning tasks and preparation of assessments.</p>
<p>Teaching and Learning Methods</p>	<p>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.</p> <p>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.</p>

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.

TEL: MyUWE and Blackboard, 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 (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning.

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	36	114	0	150

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Seen written exam

Coursework: Portfolio

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	75%
Coursework assessment percentage	25%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Core readings

It is essential that students read one of the many texts on counselling and psychotherapy theory and research available through the library. Module guides will also reflect the range of reading to be carried out.

Further readings

Students are expected to identify all other reading relevant to the module

	<p>assignment for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p>Access and skills The development of literature searching skills is supported by library seminars provided within the first semester. These Level 3 skills will build upon skills gained by the student whilst studying at Levels 1 and 2. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module guide or through Blackboard:</p> <p>Lago, C. (2011) <i>The Handbook of Transcultural Counselling and Psychotherapy</i>. Milton Keynes: Open University Press. Ponterotto, J. G., Casas, J. M., Sukizi, L. A., Alexander, C. M. (2010) <i>Handbook of Multicultural Counselling</i>. Thousand Oaks CA: Sage Publications. Wheeler, S. Ed. (2006) <i>Difference and diversity in counselling: Contemporary psychodynamic perspectives</i>. London: Palgrave.</p> <p>Relevant Journals <i>Journal of Counselling Psychology</i> <i>Counselling and Psychotherapy Research</i> <i>Psychology and Psychotherapy: Theory, Research and Practice</i></p>

Part 3: Assessment	
Assessment Strategy	<p>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.</p> <p>The Controlled Conditions component of the assessment (Component A, worth 75% of the module mark) comprises a single 1-hour 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.</p> <p>Component B (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</p>

	<p>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.</p> <p>Assessment criteria will be made available to the students in the module guide at the start of the module.</p>
--	---

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A: 75%	B: 25%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Exam 1 Hour	100%	
Component B Description of each element		
1. Portfolio	Element weighting (as % of component)	
	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Exam	100%	
Component B Description of each element		
1. Personal reflection on learning from the module	Element weighting (as % of component)	
	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>		

