STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Principles of Counselling and Psychotherapy					
Module Code	USPK6Q-15-3		Level	3	Version	2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?		No
Owning Faculty	Health and Applied Sciences		Field	Psychology		
Department	Health and Social Sciences		Module Type	Standard		
Contributes towards	BSc (Hons) Psychology BSc (Hons) Psychology with Criminology BSc (Hons) Psychology with Sociology BSc (Hons) Psychology with Law BSc (Hons) Criminology with Psychology BSc (Hons) Sociology with Psychology BSc (Hons) Law with Psychology					
Pre-requisites	None		Co-requisites	None		
Excluded Combinations	None		Module Entry requirements	None		

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. *Characterise* and *explain* the theory and the empirical evidence behind the major approaches to counselling and psychotherapy (Component A) 2. *Compare and contrast* the key differences and similarities between these approaches, in terms of both theory and evidence base (Component A, Component B) 3. *Evaluate* the different contributions of these approaches in terms of both theory and research (Component A, Component B)
Syllabus Outline	This module will cover: • Humanistic approaches to counselling and psychotherapy (person-centred, gestalt, and/or existential) and their evidence base • Cognitive behavioural approaches to counselling and psychotherapy (behavioural, cognitive-behavioural, and/or third-wave) and their evidence base • Psychodynamic approaches to counselling and psychotherapy (Freudian, Jungian, object relations, and/or relational) and their evidence base • Integration and its debates (common factors research, eclecticism vs.

	theoretical integration, and/or pluralism)
	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.
Contact Hours	For this 15-credit module, which is anticipated to run over 12 weeks (or one semester), the contact time for a student per week is 3 hours, split between lectures and seminars, thus leading to 36 hours of scheduled learning time over the teaching block. Students are expected to spend 114 hours on independent learning tasks and exam preparation over the same period, totalling 150 hours of study on the part of the student.
Teaching and Learning Methods	A variety of approaches will be used with the aim of maximising the active engagement of students. **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. **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

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	36	114	0	150	0

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:

Written exam assessment percentage			60%	
Coursework assessment percentage			40%	
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 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. **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.
Indicative Reading List	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:

	Feltham, C. & Horton, I. (2000) *Handbook of counselling and psychotherapy.* London: Sage. McLeod, J. (latest edition) *An introduction to counselling.* 4th Ed. Buckingham: Open University Press. Palmer, S. Ed. (1999) *Introduction to counselling and psychotherapy.* London: Sage. **Relevant Journals** *Counselling and Psychotherapy Research* *Psychotherapy Theory, Research, Practice, Training (APA)* *Psychology and Psychotherapy: Theory, Research and Practice*

Part 3: 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 Controlled Conditions component of the assessment (**Component A**) comprises a single 1.5-hour exam which takes place at the end of the module. To simulate real-world demands, the paper is based on a **seen client case study**. Students will then be asked to answer a series **of unseen short answer questions**, in which they will demonstrate their understanding of the different orientations to counselling and psychotherapy by describing, comparing and contrasting, and evaluating how different therapies could assist the client in question, as described in the learning outcomes. **Component B** Consists of a portfolio comprised of a seminar-by-seminar log of learning. The reflective log is designed to facilitate student learning in various ways, such as by encouraging personal reflection on the material of the course, as well as identification by students of gaps in their understanding. There is no set word limit for reflections, however, conciseness of content will be emphasised through seminar discussion and feedback. Opportunities for formative assessment are embedded in the module teaching. Once the case study has been released, students will be supported in their seminar to critically discuss the case, and they will receive formative feedback regarding possible responses relating to Component A. Assessment criteria will be made available to the students in the module guide at the start of the module.

Identify final assessment component and element			
		A:	**B**:
% weighting between components A and B (Standard modules only)		**60%**	**40%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. EX1 Seen written exam (1.5 hrs.)	100%
Component B **Description of each element**	**Element weighting (as % of component)**
1. CW1 Portfolio	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. EX1 Seen written exam (1.5 hrs.)	100%
Component B **Description of each element**	**Element weighting (as % of component)**
1. CW1 Portfolio	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.

FOR OFFICE USE ONLY

First CAP Approval Date	28/3/2014			
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