



Module Specification

Principles of Counselling and Psychotherapy

Version: 2023-24, v2.0, 24 May 2023

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	3
Part 4: Assessment.....	4
Part 5: Contributes towards	6

Part 1: Information

Module title: Principles of Counselling and Psychotherapy

Module code: USPK6Q-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: This module provides an introduction to relational psychotherapy with influences from critical psychology.

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, reflexivity, the ability to critique primary sources,

team-working skills, problem-solving, intersubjective awareness and understanding of group dynamics.

Outline syllabus: This module will cover:

Humanistic approaches to counselling and psychotherapy (personcentred, 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 versus theoretical integration, and/or pluralism)

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.

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 experiential 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 Explain and evaluate key concepts from and basic assumptions underpinning different schools of relational psychotherapy.

MO2 Demonstrate in-depth learning and critical awareness (for example political, sociocultural, and ecological context of psychotherapeutic practice) of selected key concepts dependent on students' personal interests.

MO3 Execute a synthesis and integration of concepts across the syllabus, including clinical material, psychosocial links, and research evidence.

MO4 Demonstrate 'use of self' in the interpretation and application of the syllabus, with a particular emphasis on identifying areas of personal growth and development.

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/modules/usp6q-15-3.html) via the following link <https://uwe.rl.talis.com/modules/usp6q-15-3.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 consists of a critical reflective essay on a key concept of the student's choice. Formative support is given in lectures and seminars where students can raise questions and receive feedback.

The second assessment comprises an online 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 see the exam question(s) on the day of the exam. The question(s) require them to demonstrate their understanding of the Module syllabus in a critical and reflexive manner. 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.

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

Assessment tasks:

Written Assignment (First Sit)

Description: Critical Essay

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Examination (Online) (First Sit)

Description: Online exam

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4

Written Assignment (Resit)

Description: Critical Essay

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Examination (Online) (Resit)

Description: Seen written exam (1.5 hrs.)

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Psychology (Applied) [Frenchay] BSc (Hons) 2023-24

Law with Psychology [Sep][FT][Frenchay][3yrs] LLB (Hons) 2021-22

Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Applied Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Health Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Social Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Biological Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Psychology and Mental Health [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Criminology with Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Sociology with Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Psychology with Criminology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Sociology with Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Law with Psychology [Sep][SW][Frenchay][4yrs] LLB (Hons) 2020-21

Criminology with Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Criminology with Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Health Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Applied Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Social Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Biological Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology and Mental Health [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Sociology with Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology with Criminology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology with Criminology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Criminology with Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2019-20

Sociology with Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2019-20

Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2019-20

Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2019-20

Psychology with Criminology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2019-20

Psychology with Criminology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons)
2019-20

Sociology with Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19

Psychology with Criminology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19

Psychology with Sociology [Sep][PT][Frenchay][6yrs] - Withdrawn BSc (Hons) 2018-
19

Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19

Criminology with Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19

Applied Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19