



MODULE SPECIFICATION

Part 1: Information			
Module Title	Professional Practice: Personal Development 1		
Module Code	USPKFH-15-M	Level	M
For implementation from	January 2020		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Health and Applied Sciences	Field	Psychology
Department	Health and Social Sciences		
Contributes towards	MA Counselling and Psychotherapy		
Module type:	Project		
Pre-requisites			
Excluded Combinations			
Co- requisites	Professional Practice, Skills and Supervision 1 (USPKFK-30-M) Theory and Practice in Counselling and Psychotherapy 1 (USPKFM-30-M)		
Module Entry requirements			

Part 2: Description
<p>This module introduces you to key concepts in understanding what personal development is and why it is regarded as central to counselling and psychotherapy training. You will be part of an experiential group in which you will explore the here-and-now behaviour and experience of group members (including your own position) in a large group setting. You will have the opportunity to develop a greater awareness of how you relate to yourself and others and to discover the patterns you have developed for dealing with life and how these strategies may impact on your relationships with others, including clients. You will be encouraged to assess the social, cultural and family values that influence your own development, while being aware of any prejudices and biases. Learning will focus on how internal and external worlds impact on the dynamics of the therapeutic relationship. This includes an advanced awareness of how unconscious processes affect therapy. You are expected to critically analyse and reflect your experience in the group and to refer to counselling/psychotherapy research and literature to develop and support your understanding.</p> <p>You will be expected to build on your experiential learning of being a group member with independent study. This will include activities such as personal therapy, clinical supervision, reading, peer discussion, writing/creating a reflective journal.</p> <p>You will meet with your Personal Tutor each term to discuss progress, identify professional and personal-developmental needs, and examine any other issues</p>

Generic Graduate Skill	Specific strand (eg presentation) - Optional	Introduced	Developed	Evidenced
1. Communication	Oral and written.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Professionalism	Self-awareness.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Critical Thinking		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Digital Fluency	Use of standard software.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5. Innovative and Enterprising		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Forward Looking	Self-evaluation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7. Emotional Intelligence	Self-evaluation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8. Globally Engaged		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Assessment

The purpose of this assessment is to evidence theoretical knowledge and personal understanding of the importance of exploring both ends of the client/counsellor relationship; how the counsellor's personal experiences impact on what can be co-created in the counselling relationship

The assessment is a reflective essay of 2000 words articulating how your understanding of the interdependence between personal experiences and professional practice has developed through your participation in the Personal Development group.

This is primarily a personal account of your experience in the group. You should also include experience of your own therapy and counselling practice as it relates to themes in your reflection. You are expected to identify and incorporate relevant aspects of counselling and research theory to support your reflections, and include appropriate referencing to support the points you make.

Identify final timetabled piece of assessment (component and element)	Component A1	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Reflective Essay / 2000 words.	100%	
Component B Description of each element	Element weighting (as % of component)	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Reflective Essay / 2000 words.	100%	
Component B Description of each element	Element weighting (as % of component)	

Part 4: Learning Outcomes & KIS Data																
Learning Outcomes	<p>At the end of the module you will be able to:</p> <ul style="list-style-type: none"> • Make effective use of opportunities for self-development within a personal development group • Critically reflect on your own experiences and behaviour within the Personal Development group, evidencing increasing self-awareness and showing how group experiences link with your personal history • Understand the impact of the counsellor in the therapeutic relationship • Draw on relevant theory and research in the counselling and psychotherapy literature. 															
Key Information Sets Information (KIS)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left;"><u>Key Information Set - Module data</u></th> </tr> </thead> <tbody> <tr> <td colspan="5">Number of credits for this module</td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center; border: 2px solid black;">15</td> </tr> </tbody> </table>	<u>Key Information Set - Module data</u>					Number of credits for this module									15
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Contact Hours	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Hours to be allocated</th> <th style="width: 20%;">Scheduled learning and teaching study hours</th> <th style="width: 20%;">Independent study hours</th> <th style="width: 15%;">Placement study hours</th> <th style="width: 15%;">Allocated Hours</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center; color: red;">150</td> <td style="text-align: center; color: red;">36</td> <td style="text-align: center; color: red;">114</td> <td style="text-align: center; color: red;">0</td> <td style="text-align: center; color: red;">150</td> <td style="text-align: center; color: green;">✓</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		150	36	114	0	150	✓			
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	100%															
	30															
Reading List	<p>We will be creating an on-line reading list in due course which will include the key texts below:</p> <p>Barnes, B., Ernst, S, and Hyde, K. (1999) <i>An Introduction to Groupwork: A Group-Analytic Perspective</i>. Basingstoke: Macmillan</p> <p>Johns, H. (1996) <i>Personal Development in Counselling Training</i>. London: SAGE</p> <p>Rose, C. (2008) <i>The Personal Development Group: The Student's Guide</i>. London: Karnac</p>															