



MODULE SPECIFICATION

Part 1: Information			
Module Title	Professional Practice: Personal Development 2		
Module Code	USPKFJ-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	Evidencing Work Based Learning - Counselling and Psychotherapy (USPKFF-15-M) Research in Counselling and Psychotherapy (USPKFG-30-M)		
Excluded Combinations			
Co- requisites	Professional Practice, Skills and Supervision 2 (USPKFL-30-M) Theory and Practice in Counselling and Psychotherapy 2 (USPKFN-15-M)		
Module Entry requirements			

Part 2: Description
<p>This module builds on the first year curriculum and is intended for students who have successfully completed Personal Development 1. The module aims to support and promote critical and empathic reflection, reflective practice and ongoing personal and professional development.</p> <p>You will continue to be part of an experiential group that explores the here-and-now behaviour and experience of group members (including your own position) in a large group setting. In Personal Development 1 the focus of learning was on the individual within the group. In this module the focus will be upon what happens at group level. This module provides a platform for critically evaluating the life of the group and your place within this. This includes examining the distinct patterns or phases of group life, aspects of diversity that influence group and individual behaviours, group dynamics and processes. You will be expected to develop awareness of group dynamics and your role in unconscious group processes and that you can transfer this learning and insight beyond the training to your professional and personal life. Developing theoretical knowledge about the establishment of group norms, culture, goals and cohesiveness will provide you with skills that enable you to reflect on the agencies within which you work, and to evaluate your own response to these aspects of group functioning and style.</p>

You will be expected to build upon your experiential learning within the group with independent study. This will include drawing on group-theory and counselling and research literature, personal therapy, placement learning (organisational procedures and dynamics) supervision, peer discussion, journal writing.

You will meet with your Personal Tutor on a termly basis to discuss progress, identify professional and personal-developmental needs, and examine any other issues.

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 and group 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 checked="" type="checkbox"/>	<input checked="" 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 the process and functioning of groups. You will evaluate how different conceptualisations and definitions of the task of the group are related to the establishment of group norms, culture, goals and cohesiveness. You will critically describe your learning about your relationship to, and understanding of, the group as 'a whole'.

The assessment is a reflective essay of 2000 words articulating your understanding of the group processes within the Personal Development group. You will be required to critically analyse how the individual and the group are interdependent and you will draw on appropriate academic organisational, group and psychotherapeutic literature to support your understanding and observations. You are expected to identify and incorporate relevant aspects of group work, counselling and psychotherapy theory and research literature 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	
Component A (controlled conditions) Description of each element	Element weighting	
1. Reflective Essay / 2000 words.	100%	
Component B Description of each element	Element weighting	

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>On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> Reflect critically upon group processes and dynamics within the Personal Development group and link this to your personal history Demonstrate a critical understanding of the group process, and apply appropriate theories of group processes and dynamics and relevant counselling and psychotherapy literature Evaluate application of learning from experience of a large group in relation to your practice within an organisational counselling setting Make effective use of opportunities for self-development and increasing self-awareness and describe the impact on your counselling practice 																									
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</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;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table>	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
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Reading List	<p>We will be creating an on-line Reading List in due course, which will include these key texts :</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> <p>Stapley, L. (2006). <i>Individuals, Groups and Organisations beneath the surface</i>. London: Karnac</p>
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