University of the
West of England

MODULE SPECIFICATION

Code: USPJDQ-20-3   **Title:** COUNSELLING THEORY AND PRACTICE   **Version:** 8

Level: 3   **UWE credit rating:** 20   **ECTS credit rating:**10

Module type: Standard

Owning Faculty: Health and Life Sciences   **Field:** Psychology

Faculty Committee approval: Quality and Standards Committee   **Date:** November 2010

Approved for Delivery by: N/A

Valid from: October 2010   **Discontinued from:**

Pre-requisites:
          None

Co-requisites:
          None

Entry Requirements:
          N/A

Excluded Combinations:
          None

Learning Outcomes:

The student will be able to:

• define key concepts in counselling psychology;
• outline the historical development of counselling and demonstrate an understanding of current definitions of counselling;
• describe and evaluate major approaches to counselling;
• compare and contrast different theoretical and practical approaches and show critical understanding of diverse approaches to counselling theory;
• demonstrate an appreciation of issues of ethics and values in counselling;
• critically analyse conflicting views on key issues in counselling theory and practice;
• demonstrate a constructive use of personal reflection and self awareness.

Syllabus Outline:

The Development of Counselling Theory and Practice
Definitions; counselling and psychotherapy; the "family tree" of contemporary counselling -historical development, perspectives in psychology and approaches to counselling.
Approaches to Counselling
Humanistic approaches: person centred; gestalt; existential.
Psychodynamic approaches: Freudian, Jungian and post-Freudian.
Cognitive and behavioural approaches: rational-emotive; reality; cognitive behavioural; behaviour modification.
Explicit political perspectives in counselling: feminist;
Issues in Counselling Theory and Practice
Purity vs. eclecticism vs. integration.
Effectiveness: evaluation and research/ outcome vs process.
Ethics and values.
Multicultural issues: race, sexuality & gender, disability.

Teaching and Learning Methods:

The course will entail a blend of lectures, video presentations, guided exercises and discussion. Some opportunities for examination of case studies will also be included.

Reading Strategy:

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List:

D'Ardenne, P., & Mahtani, A. (1989). Transcultural counselling in action. London: Sage.
Dryden, W. (ed.) (2002) Handbook of Individual Therapy, Sage 4th ed.
Feltham, C. & Horton, I. (2000). Handbook of counselling and psychotherapy.   London: Sage.
Jacobs, M. (1999) Psychodynamic Counselling in Action. Sage.
Kahn, M. (1997). Between therapist and client. (2nd Edition). NY: Freeman.
Lemma, A. (2003). Introduction to the practice of psychoanalytic psychotherapy. Sussex: Wiley & Sons.
Masson, J. (1988) Against therapy. Collins.
McLeod, J. (2003). An introduction to counselling. (3rd Edition). Buckingham: Open University Press.
Mearns, D. & Thorne, B. (1999) Person-centred Counselling in Action. Sage.
Norcross, J. (2002). Psychotherapy relationships that work: Therapist contributions and responsiveness to patients. Oxford University Press.
Palmer, S., Dainow, S., & Milner, P. (1996). Counselling: The BAC counselling reader. London: Sage.
Palmer, S. (Ed.). (1999). Introduction to counselling and psychotherapy. London: Sage.
Tribe, R. & Morrissey, J. (eds) (2005) Handbook of Professional and Ethical Practice, Brunner-Routledge
Trower, P.,Casey, A. & Dryden, W. (1988) Cognitive-Behavioural Counselling in Action. Sage Publications
Wilkins, P. (2003). Person centred therapy in focus. London: Sage.
Wilkinson, J. & Campbell, E. (1997). Psychology in counselling and therapeutic practice. Chichester: Wiley.
Woolfe, R. & Dryden W. (eds.) (2003) Handbook of Counselling Psychology, Sage, 2nd ed.

Assessment:

Weighting between components A and B (standard modules only)   A: 40%   B: 60%

FIRST ATTEMPT

First Assessment Opportunity

Component A *(controlled)*		**Element Wt (Ratio)**
Description of each element		*(within Component)*
EX1 Timed assignment: Case study analysis (1 hour)	*Final Assessment*	1

Component B	**Element Wt (Ratio)**
Description of each element	*(within Component)*
Assignment Portfolio:	1
CW1 Essay – 2000 words	40%
CW2 500-word personal reflection 1	10%
CW3 500-word personal reflection 2	10%

Second Assessment Opportunity (Resit) further attendance at taught classes is not required

Component A *(controlled)*	**Element Wt (Ratio)**
Description of each element	*(within Component)*
EX1 Timed Assignment: Case study analysis (1 Hour)	*Final Assessment*

Component B	**Element Wt (Ratio)**
Description of each element	*(within Component)*
Assignment Portfolio:	1
CW1 Essay – 2000 words	40%
CW2 500-word personal reflection 1	10%
CW3 500-word personal reflection 2	10%

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is required.

Specification confirmed by …………………………………………………**Date** ……………………………
(Associate Dean/Programme Director)