



University of the
West of England

MODULE SPECIFICATION

Code: USPJG6-20-M

Title: Personal and Professional Development 2

Version: 5

Level: M

UWE credit rating: 20

ECTS credit rating: 10

Module type: Professional Practice

Owning Faculty: Health and Life Sciences

Department: Psychology

Faculty Committee approval: Quality and Standards Committee

Date: August 2011

Approved for Delivery by: N/A

Valid from: September 2011

Discontinued from:

Pre-requisites:

None

Co-requisites:

None

Entry Requirements:

N/A

Excluded Combinations:

None

Learning Outcomes:

The student will be able to:

Learning Outcomes, students will be able to have:

- A thorough competence in the assessment and formulation of client issues, including risk;
- A critical understanding of psychometric testing;
- An appreciation of the impact of physiological and other factors;
- Competence in working with developmental stages, processes and deficits;
- Competence in recognising and responding to significant mental health issues;
- A critical understanding of, and basic competence in, cognitive-behavioural therapies
- A critical understanding of, and competence in working with relationship processes;
- Competence in the intentional use of self within the therapeutic relationship;
- The exercise of skill and judgement within therapeutic relationships;
- A developed understanding of personal style and its consequences;
- A growing appreciation of creativity and innovation in practice;
- A critical understanding of the impact of culture and diversity on clinical practice;
- Competence in responding to culture and diversity issues;
- Competence in working with ethical complexity;
- Competence in management of psychological therapies;
- Competence in managing client reviews and endings;
- A critical awareness of referral issues and procedures;
- Competence in monitoring and evaluating their clinical practice;
- An understanding of professional team working;
- An appreciation of systemic issues in teams, families and organisations; and

- A growing competence in assessing the evidence base.

5. Learning Strategies/Approaches

Students have opportunities to practice key skills via role play, to observe demonstrations of skills on DVD which compliments their theoretical learning. This is further supported by their learning on placement with clients and their input from placement supervision.

Syllabus Outline:

The syllabus for PPD2 covers four broad areas:

Self Awareness

- development of a deeper awareness of the role of self-awareness in the psychological therapies
- advanced understanding of the impact of personal issues on the counselling process
- further exploration of the intention use of self in counselling

Client Awareness

- learning to assess and formulate with respect to presenting and underlying issues, contexts and risks
- understanding interactions with physical health and medication

Therapeutic Competence

- understanding and working with a range of therapeutic relationships
- developing an appreciation of the therapeutic process
- developing the intentional use of self with respect to judgement, personal style and creativity
- the management of psychological therapy

Professional Practice

- learning to explore and manage ethical dilemmas
- monitoring evaluation and development of clinical practice
- appreciation of systemic issues and practices with respect to clients, colleagues and organisations.

Teaching and Learning Methods:

Group discussions, dvd illustrations, guided reading, brief experiential exercises, small group work.

Recommended Learning Support Materials

You will be given some handouts and other materials in lectures, and further supporting information will be provided via Blackboard. However you will be expected to develop and then make use of your information gathering skills in order to meet the learning expectations described earlier. The library contains many resources on counselling psychology, including books and journals and independent reading is an integral part of this module that you are expected to undertake throughout the year. The module guide includes some good sources of suggested reading. Please note that there is no single set text for this course. Any specific readings you are required to do will be made available via Blackboard or through paper copies as handouts. As UWE students, you also have access to a wealth of electronic resources and databases which you can find via the library web site.

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:

Recommended Learning Support Materials Essential Reading

Sanders, D & Wills, F. (2005). *Cognitive therapy: An introduction*. Sage.

Westbrook, D., Kennerley, H., Kirk, J. (2007). *An introduction to cognitive behaviour therapy: Skills & applications*. Sage.

Wills, F. (2008). *Skills in cognitive behaviour therapy*. Sage.

Recommended Reading.

Gilbert, P & Leahy, R. L. (Eds.). (2007). *The therapeutic relationship in the cognitive behavioural psychotherapies*. London: Routledge.

Hawton, K., Salkovskis, P.M., Kirk J., & Clark D. (Eds.). (1999). *Cognitive behaviour therapy for psychiatric problems*. Oxford: Oxford Medical Publications.

Hays, P.A., Iwamasa, G. (2006). (Eds.). *Culturally responsive cognitive-behaviour therapy: assessment, practice and supervision*. Washington, DC: American Psychological Association.

House, R. and Loewenthal, D. (2008). *Against and for CBT: towards a constructive dialogue*. PCCS Books.

Lago, C. & Smith, B. (2002). *Anti-discriminatory counselling practice*. London: Sage.

Leahy, R. (2003). *Cognitive therapy techniques: a practitioner's guide*. New York: Guilford Press.

Milne, A. (2008) *Cognitive behaviour therapy*. London: Teach Yourself.

Neenan, M. & Dryden, W. (2000). *Essential cognitive therapy*. London: Whurr.

Neenan, M. (2006). *Cognitive therapy in a nutshell*. London: Sage.

Neenen, M. & Dryden, W. (2006). *Rational emotive therapy in a nutshell*. London: Sage.

Padesky, C., Greenberger, D. (1995). *Clinician's guide to mind over mood*. New York: Guilford.

Tribe, R. & Morrissey, J. (Eds.). (2005). Handbook of professional and ethical practice.
London: Brunner-Routledge.

Assessment:

Weighting between components A and B (standard modules only) A: 0% B: 100%

FIRST ATTEMPT

First Assessment Opportunity

Component A (<i>controlled</i>)	Element Wt (Ratio)
Description of each element	(<i>within Component</i>)
CW1 Portfolio (pass/fail)	FINAL ASSESSMENT 1

Component B	Element Wt (Ratio)
Description of each element	(<i>within Component</i>)
CW2 Process Report	1

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

Component A (<i>controlled</i>)	Element Wt (Ratio)
At the discretion of the Award Board	
Description of each element	(<i>within Component</i>)
CW3 Portfolio (pass/fail)	FINAL ASSESSMENT 1

Component B	Element Wt (Ratio)
Description of each element	(<i>within Component</i>)
CW4 Process Report	1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is not required.

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