



University of the
West of England

MODULE SPECIFICATION

Code: USPJLN-20-M **Title:** Personal and Professional Development 3 **Version:** 2
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:** December 2011

Approved for Delivery by: N/A

Valid from: December 2011 **Discontinued from:**

Pre-requisites:
USPJG6-20-M Personal and Professional Development 2 or equivalent

Co-requisites:
None

Entry Requirements:
N/A

Excluded Combinations:
None

Learning Outcomes:

The student will be able to:
demonstrate or otherwise provide evidence of:

- heightened capacity for critical reflection on the intentional use of self in the therapeutic process;
- advanced competence in working relationally, including advanced understanding of the primacy of the therapeutic relationship in a range of therapeutic approaches; the ability to initiate, develop, maintain and end a therapeutic relationship; competent use of explicit and implicit communication in the relationship; flexibility in recognising, and where necessary, using alternative ways of working;
- competency to select and implement appropriate methods of intervening, including capacity to recognise where intervention is not appropriate;
- deepening ability to work with uncertainty in the therapeutic session;
- a further capacity to recognise, understand and work with the emotional and physical impact of practice;
- open and reflective capacity to use supervision to support, guide and enhance practice;
- ability to select, use, interpret and synthesise client information obtained from standardised tests, systematic interviewing, and structured assessment methods; an understanding of how to fit methods to service requirements and client needs;
- increasing ability to deliver care to clients both as a solo practitioner and as a member of a team; ability to effectively communicate with team members;
- ability to work in a coherent and ethical way in the interests of clients; adaptive recognition of issues of boundaries and power in the therapeutic relationship and in relationship with colleagues; commitment to ethical principles of the British Psychological Society (BPS) and the Health Professions Council (HPC) Standards of Conduct, Performance and Ethics; capacity to reflect critically on and respond to complex ethical situations.

Advanced understanding of concepts of integration including the ability to apply to practice and work flexibly in a range of settings with diverse therapeutic approaches.
Understanding of the role and identity of the counselling psychologist and to work explicitly within a framework of psychological theory including advanced understanding of implementing philosophical bases of counselling psychology in diverse practice settings
Increased awareness of a scientist practitioner model, reflective practitioner model, models of evidence based practice and practice based evidence, and the evaluation of treatment efficacy and effectiveness.

Syllabus Outline:

Self Awareness: Insightful understanding of the role, and use, of self-awareness in therapy; critical reflection on the use of self in the therapeutic process; advanced understanding of the dynamics present in therapeutic and other relationships; critical reflection on the impact of personal issues on the therapeutic process;

Client Awareness: Advanced skills of assessment and formulation of client presentation, risk and underlying issues; competence in recognising and taking account of interacting factors of physical health, social and cultural contexts in client care; recognising and responding to explicit and implicit communications in therapy

Therapeutic Competence: Knowledge of major psychometric and projective assessment instruments; interviewing and observation as assessment techniques; Advanced understanding of the use of supervision to guide practice; appropriate, assertive and insightful negotiation and use of supervisory relationship

Professional Practice: Supervised placement including not less than 100 hours client contact; advanced reasoning and decision-making in applying both theoretical constructs and ethical principles; knowledge of organisational structures and policies, and the contextual and legal frameworks for practice.

Teaching and Learning Methods:

Practice-based learning through appropriate placement experiences and class-based role plays and other experiential opportunities; use of audio-visual facilities to monitor and evaluate practice; class discussions and seminars; individual tutorials; group supervision; classroom demonstrations both live and videotaped;

Visiting speakers from professional body representatives, NHS and NGOs including the service user movement.

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:

Carroll, M. (1996). *Counselling supervision: Theory, skills and practice*. London: Cassell
 Carroll, M., & Holloway, E. (1999). *Counselling supervision in context*. London: Sage
 Cozolino, L. (2004). *The making of a therapist: A practical guide for the inner journey*. WW. Norton.
 Hawkins, P., & Shohet, R. (2006). *Supervision in the helping professions*. Buckingham: OUP (3rd edn)
 Johns, H. (1996). *Personal development in counselling training*. London: Cassell
 McMahon, G., Palmer, S., & Wilding, C. (2005). *The essential skills for setting up a counselling and psychotherapy practice*. Routledge.
 Woolfe, R. et al (eds) (2010) *Handbook of Counselling Psychology* London: Sage

Assessment:

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

FIRST ATTEMPT

First Assessment Opportunity

Component A (<i>controlled</i>)	Element Wt (Ratio) (<i>within Component</i>)
Description of each element	
CW1 Portfolio (to include supervisor's report; log of client hours; end of year personal reflection; end of year appraisal)	P/F <i>Final Assessment</i>

Component B	Element Wt (Ratio) (<i>within Component</i>)
Description of each element	
CW2 Process report including psychometrics (3,000 words)	1

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

Component A (<i>controlled</i>)	Element Wt (Ratio) (<i>within Component</i>)
Description of each element	
CW3 Portfolio (to include supervisor's report; log of client hours; end of year personal reflection; end of year appraisal)	P/F <i>Final Assessment</i>

Component B	Element Wt (Ratio) (<i>within Component</i>)
Description of each element	
CW4 Process report including psychometrics (3,000 words)	1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is required.

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