



University of the
West of England

MODULE SPECIFICATION

Code: USPJLM-20-M **Title:** Personal and Professional Development 1 **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:
None

Co-requisites:
None

Entry Requirements:
N/A

Excluded Combinations:
None

Learning Outcomes:

- The student will be able to:
Demonstrate or otherwise provide evidence of:
1. An understanding of the potential impact of their own attitudes and behaviour on the counselling process;
 2. Reflective awareness of their own personality features and adaptations;
 3. A growing capacity for realistic self-reflection;
 4. A developing understanding of emotional and other processes arising in counselling;
 5. A growing competence in responding to internal processes;
 6. Reflective awareness of their own implicit models of helping;
 7. Reflective awareness of their own learning styles;
 8. Reflective awareness of their own supervisory needs;
 9. A thorough understanding and intentional use of basic counselling skills;
 10. Developing confidence and competence in forming and managing a working alliance;
 11. A developing understanding of the value of different forms of therapeutic relationship;
 12. An understanding of the stages and processes of psychological therapies;
 13. A growing competence in the monitoring and evaluation of the counselling process;
 14. A working knowledge of the relational approach;
 15. A conceptual appreciation of the differences between mental health, mental health problems, and mental illness;
 16. Developing competence in basic interventions for anxiety and depression;
 17. A growing competence in responding to client diversity and non discriminatory practice
 18. An appreciation of the value of clinical supervision;
 19. A growing competence in using supervision, including the integration of theory and practice;
 20. An awareness of ethical issues and an ability to work proactively with others to formulate

solutions, and
21. An awareness of the demands of working contexts.

Syllabus Outline:

A. Self-awareness

An exploration and appreciation of the role of self-awareness in the psychological therapies. An understanding of the impact of personal issues on the counselling process. An introduction to the intentional use of self.

B. Client awareness

To consider client experience from the perspective of models of psychological therapy and mental health. To explore and practise responses to client diversity.

C. Therapeutic competence

Learning to form, maintain and monitor the working alliance. The intentional use of counselling skills with a range of client presentations. Understanding and evaluating the stages of psychological therapy.

D. Professional practice

An appreciation of the role and value of supervision. An introduction to ethical practice including limits of own practice and risk issues. Understanding and preparing for different work contexts.

Teaching and Learning Methods:

Personal therapy. Personal development group(s). Clinical supervision groups. Live and recorded demonstrations. Skills practice and role-play. Audio- and videotape recording. Self, peer and tutor feedback. Live supervision. Personal learning journal. Lectures and seminars.

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:

Bor, R., & Watts, M. (Eds.) (2003). *The trainee handbook: A guide for counselling and psychotherapy trainees*. London: Sage.
Clarkson, P. *On Psychotherapy* (1993) Whurr
Clarkson, P. and Pokorny, M. (eds) (1994) *The Handbook of Psychotherapy*. Routledge
Frank, J.D. and Frank, J.B. (1991) *Persuasion and Healing*. John Hopkins University Press
Greenberg, J. R. & Mitchell, S. A. (1983). *Object relations in psychoanalytic theory*. Cambridge: Harvard University Press.

Hawkins, P., & Shohet, R. (2002). Supervision in the helping professions: An individual, group and organizational approach. (2nd Ed.)Buckingham: Open University Press.
 Howe, D. On being a client (1993) Sage
 Johns, H. (1996) Personal Development in Counsellor Training. London: Cassell
 Kolb, D. (1984) Experiential Learning Prentice Hall
 Mearns, D. & Thorne, D. (2000) Person Centred Therapy Today (2000)
 Palmer, S. and Laungani, P. (eds) (1999) Counselling in a Multi-cultural Society. Sage
 Woolfe 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	P/F
CW1 Portfolio: a) Skills assessment - self, peer and tutor; b) Supervision assessment - self, peer and tutor; c) Log of placement practice hours; d) Supervision log; e) Placement supervisor's report; f) Log of personal therapy hours; g) end of year appraisal interview g) Personal reflection (1000 words)	Final Assessment

Component B	Element Wt (Ratio) (<i>within Component</i>)
Description of each element	1
CW2 Counselling Skills tape and process report (3000 words)	

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	P/F
CW3 Portfolio: a) Skills assessment - self, peer and tutor; b) Supervision assessment - self, peer and tutor; c) Log of placement practice hours; d) Supervision log; e) Placement supervisor's report; f) Log of personal therapy hours; g) end of year appraisal interview g) Personal reflection (1000 words)	Final Assessment

Component B

Description of each element

CW4 Counselling Skills tape and process report (3000 words)

Element Wt (Ratio)

(within Component)

1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is required.

Specification confirmed byDate

(Associate Dean/Programme Director)