

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Personal and Professional Development 1				
Module Code	USPK6C-15-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	PGCert Psychotherapeutic Studies PGDip Psychotherapeutic Studies MSc Psychological Therapy Doctor of Counselling Psychology				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Professional Practice
Pre-requisites	Certificate in Counselling Skills		Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	29 th May 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate or otherwise provide evidence of:</p> <ol style="list-style-type: none"> 1. An understanding of the potential impact of their own attitudes and behaviour on the counselling process; (component A) 2. Reflective awareness of their own personality features and adaptations; (component A). 3. A growing capacity for realistic self-reflection; (both components) 4. A developing understanding of emotional and other processes arising in counselling; (both components) 5. A growing competence in responding to internal processes; (both components) 6. Reflective awareness of their own implicit models of helping; (both components) 7. Reflective awareness of their own learning styles; (component A) 8. Reflective awareness of their own supervisory needs; (component B) 9. A thorough critical understanding and intentional use of basic counselling skills; (component B) 10. Developing confidence and competence in forming and working with the therapeutic relationship; (component B) 11. A developing critical understanding of the value of different forms of therapeutic relationship; (both components) 12. An understanding of the stages and processes of counselling psychology (component B) 13. A growing competence in the monitoring and evaluation of the counselling process; (component B) 14. A working knowledge of the relational model of psychotherapy (both

	<p>components)</p> <p>15. A conceptual appreciation of the differences between mental health, mental health problems, and mental illness and the ability to critique these constructs from a relational perspective; (component B)</p> <p>16. A growing competence in responding to client diversity; (component B)</p> <p>17. An appreciation of the value of clinical supervision; (component B)</p> <p>18. A growing competence in using supervision, including the integration of theory and practice; (component B)</p> <p>19. An awareness of ethical issues and an ability to work proactively with others to formulate solutions (component B)</p> <p>20. A critical awareness of the demands of working contexts. (component B)</p> <p>21. An awareness of appropriate boundaries and an understanding of the dynamics of power (component A)</p>																																								
Syllabus Outline	<p>A. Self-awareness</p> <p>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.</p> <p>B. Client awareness</p> <p>To consider the client's experience from a relational perspective, including developmental issues and psychopathology . To explore and practise responses to client diversity.</p> <p>C. Therapeutic competence</p> <p>Learning to form, maintain and monitor the therapeutic relationship. The intentional use of the therapeutic relationship with a range of client presentations. Understanding and evaluating the stages of relational therapy.</p> <p>D. Professional practice</p> <p>An appreciation of the role and value of supervision. An introduction to ethical practice. Understanding and preparing for different work contexts.</p>																																								
Contact Hours	-Students will receive 27 hours of contact which will be in the form of clinical case discussion groups and skills practice.																																								
Teaching and Learning Methods	Personal therapy. Clinical supervision group/case discussion groups. Skills practice Self, peer and tutor feedback. Personal learning journal. Lectures and seminars.																																								
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5"></td></tr><tr><td colspan="4">Number of credits for this module</td><td>15</td></tr><tr><td colspan="5"></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>150</td><td>27</td><td>113</td><td>0</td><td>150</td></tr><tr><td colspan="5"></td></tr><tr><td colspan="5"></td></tr></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	27	113	0	150										
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	<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table><tr><td colspan="2">Total assessment of the module:</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">Written exam assessment percentage</td><td></td><td>0%</td></tr><tr><td colspan="2">Coursework assessment percentage</td><td></td><td>100%</td></tr><tr><td colspan="2">Practical exam assessment percentage</td><td></td><td>0%</td></tr><tr><td></td><td></td><td></td><td>100%</td></tr></table>	Total assessment of the module:								Written exam assessment percentage			0%	Coursework assessment percentage			100%	Practical exam assessment percentage			0%				100%
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Reading Strategy	<p>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.</p> <p>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.</p>																								
Indicative Reading List	<p>The most recent edition of:</p> <p>Bor, R., & Watts, M. Eds. <i>The trainee handbook: A guide for counselling and psychotherapy trainees</i>. London: Sage.</p> <p>Casement, P. <i>On Learning from the Patient</i>. London: Routledge.</p> <p>Gerhardt, S. <i>Why Love Matters: How Affection Shapes a Baby's Brain</i>. East Sussex: Brunner-Routledge.</p> <p>Gray, A. <i>An Introduction to the Therapeutic Frame</i>. East Sussex:Routledge.</p> <p>Greenberg, J. R. & Mitchell, S. A. <i>Object relations in psychoanalytic theory</i>. Cambridge: Harvard University Press.</p> <p>Gomez, L. <i>An introduction to object relations</i>. London: Free Association Books.</p> <p>Hindle, D. and Smith, Marta V. <i>Personality Development: A Psychoanalytic Perspective</i>. London: Routledge.</p>																								

	<p>Jacobs, M. <i>The Presenting Past. The Core of Psychodynamic Counselling and Therapy</i>. Maidenhead: Open University Press</p> <p>Kahn, M. <i>Between therapist and client: The new relationship</i>. London: Freeman & Company.</p> <p>Malan, D <i>Individual Psychotherapy and the Science of Psychodynamics</i>. London: Butterworth Heinemann.</p> <p>Mitchell,S.A . <i>Relationality: From Attachment to Intersubjectivity</i>. Hillsdale, NJ: The Analytic Press.</p> <p>Mitchell,S.A, & Aron, L <i>Relational Psychoanalysis: The Emergence of a Tradition</i>. Hillsdale, NJ: The Analytic Press.</p> <p>Palmer, S., & Laungani, P. Eds.. <i>Counselling in a multi-cultural society</i>. London: Sage.</p> <p>Papadopoulos, L., Cross, M.C., & Bor, R. <i>Reporting in counselling and psychotherapy: A trainee's guide to preparing case studies and reports</i>. London: New York.</p> <p>Storr, A. <i>The Art of Psychotherapy</i>. London: Butterworth Heinemann.</p> <p>Wachtel, P.L. <i>Relational Theory and the Practice of Psychotherapy</i>. London: The Guilford Press.</p> <p>Jacobs, M. <i>Psychodynamic counselling in action</i> . London: Sage.</p> <p><u>Relevant Journals</u></p> <p>The Journal of Critical Psychology, Counselling and Psychotherapy</p> <p>Journal of Counseling Psychology (APA)</p> <p>British Journal of Guidance and Counselling</p> <p>The Counselling Psychologist</p> <p>Counselling Psychology Review</p> <p>Counselling and Psychotherapy Research</p> <p>Counselling Psychology Quarterly</p> <p>Journal of Consulting and Clinical Psychology (APA)</p> <p>Psychotherapy Theory, Research, Practice, Training (APA)</p> <p>Psychology and Psychotherapy: Theory, Research and Practice</p> <p>Psychotherapy Research</p>
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Part 3: Assessment			
Assessment Strategy	Learning outcomes will be assessed by a professional practice portfolio and a 3,000 word process report. The practice portfolio will consist of a range of evidence that the student has functioned competently within a practice placement, including client and supervision logs, placement and supervision agreements, and evidence of personal therapy. The process report will demonstrate effective and competent client work, with an in depth reflection on one particular session.		
Identify final assessment component and element			
% weighting between components A and B (Standard modules only)	A:		B:
	Pass/fail		100%

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
CW1 Portfolio: a) Skills assessment - self, peer and tutor; b) Supervision assessment - self, peer and tutor; c) Log of placement practice hours (minimum of 35 client 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)	Pass/fail
Component B Description of each element	Element weighting (as % of component)
CW2 Counselling Skills tape and process report (3000 words)	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
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)	Pass/fail
Component B Description of each element	Element weighting (as % of component)
CW2 Counselling Skills tape and process report (3000 words)	100
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	