



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Personal and Professional Development 3				
Module Code	USPK6J-30-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	Doctor of Counselling Psychology				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	None		Co- requisites		
Excluded Combinations			Module Entry requirements	N/A	
Valid From	September 2014		Valid to	September 2020	

<b>CAP Approval Date</b>	29 <sup>th</sup> 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:</p> <ol style="list-style-type: none"> <li>1. Critically discuss a range of approaches to working in an integrative way in counselling psychology. (Component B)</li> <li>2. Critically evaluate the evidence and support for particular integrative approaches (Component B)</li> <li>3. Critically discuss and evaluate their own clinical work from an integrative perspective (Component B)</li> <li>4. Present their work in supervision from an integrative stance (Component B)</li> <li>5. Demonstrate that they have completed 450 hours of clinical work, at a supervision ratio of 1 hour of supervision to 8 hours of client work. (Component A)</li> <li>6. Demonstrate that they have achieved 60 hours of personal therapy (Component A)</li> <li>7. Present and critically reflect on a significant piece of continuing professional development they have undertaken (Component A).</li> <li>8. Critically reflect on a presentation they have given of their work. (Component A).</li> </ol>
Syllabus Outline	<p>This module is the final practice module of the course. Therefore the portfolio will assess that the student has achieved all of the practice outcomes required by the course. The module is late in the programme, by which time students will have studied and practiced from two theoretical perspectives, the psychodynamic and cognitive behavioural. This module therefore seeks to inform students about different ways of thinking about integration of different therapeutic perspectives, and requires them to demonstrate that they can critically consider their own therapeutic work from this angle.</p>
Contact Hours	<p>Students will receive 54 hours of contact which will be in the form of interactive workshops, seminars and case discussion groups.</p>

<p>Teaching and Learning Methods</p>	<p>A series of interactive workshops and seminars will cover topics around integration in counselling psychology. Different ways of thinking about integration will be covered, including assimilative, client centred and theoretical. A number of relevant theoretical developments will be included, in particular Schema Therapy and Cognitive Analytic Therapy.</p> <p>The module will make use of technology enhanced learning in that integrative cases will be used from the PsychTHERAPY and related resources, and the portfolio will be presented within an e-portfolio such as the Pebblepad environment.</p>																																			
<p>Key Information Sets Information</p>	<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 border="1" data-bbox="459 689 1369 1086"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="border: 2px solid black;">30</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>300</td> <td>54</td> <td>246</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> 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 border="1" data-bbox="566 1485 1264 1720"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	54	246	0	300	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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<p>Reading Strategy</p>	<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 <b>essential reading</b> 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 <b>further reading</b> 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>Most recent editions of:</p> <p>Castonguay, L.G. &amp; Beutler, L.E. (Eds.). <i>Principles of therapeutic change that work</i>. Oxford: Oxford University Press.</p> <p>Duncan, B., Miller, S., Bruce, E., Wampold, B. &amp; Hubble, M. <i>The heart and soul of change Delivering what works in therapy</i>. Washington, D.C.: American Psychological Association.</p> <p>Ingram, B.L. <i>Clinical case formulations: Matching the integrative treatment plan to the client</i>. Chichester: Wiley.</p> <p>Kahn, M. <i>Between therapist and client</i>. New York: W.H. Freeman.</p> <p>McLeod, J. <i>An introduction to counselling</i>. Berkshire: Open University Press.</p> <p>Roth, A. &amp; Fonagy, P. <i>What works for whom? A critical review of psychotherapy research</i>. New York: Guilford Press.</p> <p>Ryle, A. &amp; Kerr, I. <i>Introducing cognitive analytic therapy: Principles and practice</i>. Chichester: Wiley.</p> <p>Woolfe, R., Strawbridge, S., Douglas, B. &amp; Dryden, W. Eds. <i>Handbook of counselling psychology</i>. London: Sage.</p> <p>Young, E., Young, S. &amp; Weishaar, M. <i>Schema therapy: A practitioner's guide</i>. London: Guilford Press.</p> <p><u>Relevant Journals</u></p> <p>The Journal of Critical Psychology, Counselling and Psychotherapy  Journal of Counselling Psychology (APA)  British Journal of Guidance and Counselling  The Counselling Psychologist  Counselling Psychology Review  Counselling and Psychotherapy Research  Counselling Psychology Quarterly  Journal of Consulting and Clinical Psychology (APA)  Psychotherapy Theory, Research, Practice, Training (APA)  Psychology and Psychotherapy: Theory, Research and Practice  Psychotherapy Research</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>Students will submit a portfolio of their clinical work, supervision and personal therapy. This will include two personal reflections. Because this is the key final practice module, students will need to evidence that they have completed all practice requirements in full, i.e. 450 hours of client work across a range of modalities supervised at a ratio of 8:1, and 60 hours of personal therapy. To assess the ability to think about clinical work from an integrative perspective, they will be asked to write a case study on a completed piece of therapeutic work.</p>

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>0</b>	<b>100</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. A portfolio comprising clinical and supervision logbooks (showing 450 hours of client work, 57 hours of supervision), record of personal therapy (showing 60 hours in total), and reflections on a conference paper and completed CPD activity.	Pass/fail	
<b>Component B</b>		
<b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Presentation of a case study from an integrative perspective, with 3000 word critical reflection.	100	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. A portfolio comprising clinical and supervision logbooks (showing 450 hours of client work, 57 hours of supervision), record of personal therapy (showing 60 hours in total), and reflections on a conference paper and completed CPD activity..	Pass/fail	
<b>Component B</b>		
<b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Presentation of a case study from an integrative perspective, with 3000 word critical reflection.	100	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		