



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Advanced Theory and Practice in Counselling Psychology				
Module Code	USPK6M-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. Describe and evaluate several key approaches to supervision relevant to counselling psychology (component B, part 1).</li> <li>2. Critically reflect on their own experiences of supervision (component B, part 1).</li> <li>3. Critically evaluate the use of psychometric and neuropsychological tests within counselling psychology (Component A).</li> <li>4. Competently carry out a range of psychometric and neuropsychological tests (Component A).</li> <li>5. Competently report psychometric and neuropsychological test findings, being aware of the information needs of different audiences (Component A).</li> <li>6. Demonstrate a critical awareness of approaches to leadership in clinical settings (component B, part 2).</li> <li>7. Critically reflect on personal experiences of leadership and personal development needs in this area (Component B, part 2).</li> </ol>
Syllabus Outline	This module will cover advanced practice topics including supervision, psychometrics, neuropsychological assessment and clinical leadership.
Contact Hours	Students will receive 54 hours of contact which will be in the form of interactive seminars and workshops.
Teaching and Learning Methods	Seminars and workshops will allow students to explore the theoretical topics, and relate this to their clinical work. There will be some didactic teaching sessions, covering the various theoretical topics. Students will be invited to carry out various experiential exercises to facilitate their reflections. There will also be opportunities to learn how to administer psychometric and neuropsychological assessments, and write the results up in reports. Students will be invited to carry out a series of reflective exercises as part of a problem based learning format around clinical leadership.

The module will use technology enhanced learning in that video clips showing how to use key tests will be posted online. The portfolio will be presented within an online portfolio such as the Pebblepad environment.

**Key Information Sets Information**

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.

<b>Key Information Set - Module data</b>				
<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

The table below indicates as a percentage the total assessment of the module which constitutes a -

- 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

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:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

**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	<p>Most recent editions of:</p> <p>Aiken, L.R. &amp; Groth-Marnat, G. <i>Psychological testing and personality</i>. New York: Allyn &amp; Bacon.</p> <p>Division of Counselling Psychology <i>Guidelines for supervision</i>. Leicester: British Psychological Society. Available online from: <a href="http://www.bps.org.uk">www.bps.org.uk</a>.</p> <p>Groth-Marnat, G. <i>Handbook of psychological assessment</i>. New York: Wiley.</p> <p>Hawkins, P. &amp; Shohet, R. <i>Supervision in the helping professions</i>. Milton Keynes: Open University Press.</p> <p>Hebben, N., Milberg, W. <i>Essentials of Neuropsychological Assessment</i>. New York: Wiley.</p> <p>Lichtenberger, E.O., Kaufman, A.S. <i>Essentials of WAIS IV Assessment</i>. New York: Wiley.</p> <p>NHS Institute for Innovation and Improvement <i>NHS Leadership Qualities Framework</i></p> <p>Proctor, B. <i>Group supervision in the helping professions</i>. London: Sage.</p> <p>Scaife, J. . <i>Supervision on clinical practice</i>. London: Routledge.</p> <p>Stanton, E., Lemer, C. and Mountford, J. eds., <i>Clinical Leadership: Bridging the divide</i>. Quay Books: London.</p> <p><u>Relevant Journals</u></p> <p>The Journal of Critical Psychology, Counselling and Psychotherapy  Journal of counseling 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>

### Part 3: Assessment

Assessment Strategy	<p>The practical skills around the use of psychometric and neuropsychological tests will be assessed via a portfolio. Students will be required to submit a video of themselves carrying out a neuropsychological test, together with a critical reflection. They will also write up a brief report based on some test results that will be provided. This combination will allow the assessment to evaluate practical testing skills, as well as critical evaluation of this area. The supervision topic will be assessed through a written essay, in order to assess knowledge and comprehension, plus evaluation and critique of the theories around supervision. The leadership area will be assessed via a critical reflection based on the problem based leadership task. This will allow students to on the one hand demonstrate a critical awareness of the concepts around clinical leadership, whilst also demonstrating some personal</p>
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	awareness and reflection of their skills in this area.
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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> Description of each element	<b>Element weighting</b> <i>(as % of component)</i>
1. A portfolio comprising a video and reflection on administering a neuropsychological test battery, plus a brief report based on a case outline and provided test data.	Pass/fail
<b>Component B</b> Description of each element	<b>Element weighting</b> <i>(as % of component)</i>
1. Essay on an aspect of supervision. 2000 words	50
2. Critical reflection on a leadership task. 2000 words	50

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> Description of each element	<b>Element weighting</b> <i>(as % of component)</i>
1. A portfolio comprising a video and reflection on administering a neuropsychological test battery, plus a brief report based on a case outline and provided test data.	Pass/fail
<b>Component B</b> Description of each element	<b>Element weighting</b> <i>(as % of component)</i>
1. Essay on an aspect of supervision. 2000 words	50
2. Critical reflection on a leadership task. 2000 words	50

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.