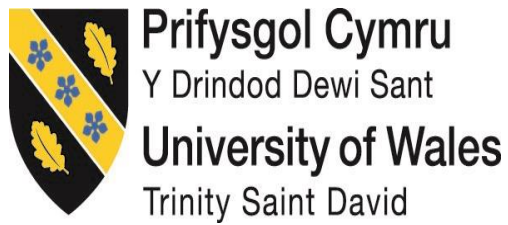


Module Handbook

ECHC6001 Personal and Professional Development



BA/MArts Programme

TITLE: Personal Development and Professional Profile
DATED:17/05/2017

LEVEL: 6
CREDITS:20

JACS CODE:B940

AIM(S)

- To deepen self-reflective practice.
- To consider the wider constructivist and constructionism in relation to the construction of self in therapy.
- To consider sexual and gender identity.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Critically discuss the implicit power imbalance in the counselling/psychotherapy relationship.
- Demonstrate a knowledge of and willingness to discuss sexual matters when appropriate, whatever the client's sexual orientation or the nature of the client's problem.
- Critically appraise the interrelatedness of truth claims, belief and ideology, and their influence on professional practice.

INDICATIVE CONTENT

- Developing through transcendence
- Personal narrative
- Working with conflict in PD
- Underlying division and difference
- Fitness to practice
- Interpersonal feedback
- Openness to challenge and maintaining ethical boundaries
- The reflective practitioner 1
- Recognising and responding to risk
- Professional practice

LEARNING AND TEACHING STRATEGY

The module will be taught concurrently to ensure that learning is across a range of knowledge and practice areas to enable to student to develop a multi layered approach to practice, reflecting the depth and complexity of the nature of Counselling practice. In addition number of teaching and learning strategies, appropriate to the aims and learning outcomes of the module will be used to enable learners to develop the full range of skills and knowledge achieved in this module.

Practical classes and workshops will form the core learning and teaching strategy of this module, which will enable students to develop the skills acquisition identified in the aims of the module. Practical supervision time will enable students to receive direct and immediate feedback on skills and lecturer demonstration will act as a pedagogic function. A range of teaching and learning strategies, appropriate to the aims and learning outcomes of the module will be used to enable learners to develop the full range of skills and knowledge achieved in this module. Lectures will introduce the learner to the concepts, principles and practices under consideration and seminars will illustrate with examples, which will be used to support the application, discussion, and critical evaluation of the topics. Tutorials will enable students to receive one-to-one support from lecturers and assignment supervision will offer focused

support and discussion regarding assignments. In addition learners will work collaboratively in small groups, participate in workshops, role play and experiential and reflective activities. Lecturers will provide pedagogic demonstrations and observation with formative feedback. Students will be encouraged to share peer learning by preparing and presenting information on selected topics.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1: 50% (please refer to the Assessment Proforma)

Practical: Video (15 minutes)

Exemplar:

Produce a promotional video of the therapeutic approach that you will offer to your clients.

Assessment Component 2: 50%

Practical: Presentation (20 minutes)

Exemplar:

You will present, to your peers, a critical reflection on your future professional development.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	100%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes

If yes please provide brief details (no more than 100 words):

Sustainable Literacy Skills

- Students are encouraged to consider and engage with conversations relevant to sustainability. The module will engage students in the dialogues and tensions between the individual understanding of psychological, socio-political and constructivist theories to stimulate future thinking regarding mental health
- Students are encouraged to think critically and creatively within the field of mental health and social care and explore new approaches to practice.
- Students are able to appreciate the importance of environmental, social and political contexts to their studies.

Please review information from Leganto (Online Resource List) and Weekly Planner.

Module Code	ECHC6001	
Module Title	Personal Development and Professional Profile	
Classification	Reading List entry	Electronic*
Essential	Bager-Charleson, S. (2012) <i>Personal Development in Counselling and Psychotherapy</i> . London. Sage Publications Limited.	☐
Essential	Johns, H. (2007) <i>Personal Development in Counsellor Training</i> . London. Sage Publications Limited.	☐
Essential	Rose, C. (2008) <i>The Personal Development Group: The Students' Guide</i> . London. Karnac Books Limited.	☐
Essential	Rose, C. (2012) <i>Self-awareness and personal development: resources for psychotherapists and counsellors</i> . Basingstoke, Hampshire. Palgrave MacMillan	☐
Further	McLeod, J. and McLeod, J. (2014) <i>Personal Professional Development for Counsellors Psychotherapists and Mental Health Practitioners</i> . Berkshire, England. Open University Press	☐
Further	BACP Counselling and Psychotherapy Research Journal	☐
Further	Therapy Today	☐
Further	Person-Centred & Experiential Therapies	☐
Further	Journal of Humanistic Psychology	☐
Further	British Journal of Guidance and Psychotherapy	☐
Further	Evidence Based Mental Health	☐
Further	The British Gestalt Journal	☐
Further	Journal for Social Action in Counseling and Psychology	☐
Further	Databases e.g. ProQuest, Science Direct, JStore	☒