

<b>Module Code:</b>	PSY745
---------------------	--------

<b>Module Title:</b>	Introduction to Therapeutic Approaches
----------------------	--

<b>Level:</b>	7	<b>Credit Value:</b>	30
---------------	---	----------------------	----

<b>Cost Centre(s):</b>	GAPS	<u>JACS3 code:</u>	C835
		<u>HECoS code:</u>	100497

<b>Faculty</b>	SALS	<b>Module Leader:</b>	Dr Libby Gaskell
----------------	------	-----------------------	------------------

Scheduled learning and teaching hours	36 hrs
Guided independent study	264 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>300 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
MSc Applied Psychological Practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
None.

**Office use only**

Initial approval: 12/02/2019

Version no: 1

With effect from: 23/09/2019

Date and details of revision: 18/02/20 administrative amendment

Version no: 2

**Module Aims**

- To increase students' understanding and knowledge of the philosophical underpinnings of a variety of therapeutic approaches.
- To familiarise students with different therapeutic practices in various models of therapy.
- To increase insight into the complexity, benefits, and challenges of therapeutic practice.

**Intended Learning Outcomes**

## Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

**At the end of this module, students will be able to**

## Key Skills

1	Critically analyse and discuss the philosophical underpinnings in therapeutic approaches.	KS3	
		KS5	
2	Understand and differentiate between different therapeutic approaches in formulating client cases.	KS3	
		KS5	
3	Critically evaluate and review therapeutic approaches using literature, theory, and informed personal judgement.	KS1	
		KS4	
		KS6	
4	Demonstrate understanding and awareness of in-depth ethical considerations in therapeutic work with clients.	KS9	

**Transferable skills and other attributes**

Communication, relational, and social skills.  
Critical thinking, and the development of personal academic judgement.

**Derogations**

*None.*

**Assessment:**

## Indicative Assessment Tasks:

1. The essay will be based on philosophical and theoretical underpinnings of a therapeutic approach.
2. The case study will involve exploring a given/chosen case study, formulating the case, noting therapeutic recommendations, and discussing personal points of academic and practice reflection.
3. Students will need to attend at least 80% of taught lessons in order to pass the module.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1, 3	Essay	50%	2000
2	2, 4	Case Study	50%	2000
3	N/A	Attendance	0% Pass/Fail	80% attendance

**Learning and Teaching Strategies:**

Students will receive weekly lectures (2hours), followed by a weekly activity (1hour) such as a seminar, practical workshop, or demonstration. Students will also learn via self-directed study through independent reading and the completion of assignments. Individual tutorials will be available to students as an additional point of contact if requested by the student.

**Syllabus outline:**

- Person-Centred Therapy
- Cognitive Behavioural Therapy
- Psychodynamic therapies
- Third Wave therapies
- Producing formulations
- Therapeutic Relationship
- Treatments for various presenting issues (e.g. trauma, low mood, anxiety etc.)
- The role of supervision
- Therapist self-care (burnout and vicarious trauma)
- Ethical considerations in therapy
- Therapeutic consultation (working in teams as a therapist)

**Indicative Bibliography:**

**Essential reading**

Reeves, A. (2018). *An Introduction to Counselling and Psychotherapy; 2<sup>nd</sup> edition*. SAGE

British Psychological Society. (2018). *BPS Code of Ethics and Conduct*. BPS

**Other indicative reading**

Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E. & Galbraith, V. (2016). *The Handbook of Counselling Psychology*. SAGE

Joseph, S. & Worsley, R. (2005). *Person-Centred Psychopathology: A Positive Psychology on Mental Health*. PCCS Books

Rogers, C. (2011). *On Becoming a Person*. Hachette

Rogers, C. (1995). *A Way of Being*. Houghton Mifflin Harcourt

Beck, J.S. (2011). *Cognitive Behaviour Therapy: Basics and Beyond (2<sup>nd</sup> Edition)*. Guildford Press

Spurling, L. (2017). *An Introduction to Psychodynamic Counselling*. Macmillan International Higher Education