

1.	Title	Personal and Professional Development 3 (PPD3)
2.	Level *	5
3.	Credits	20
4.	Indicative Student Study Hours	200
5.	Core (must take and pass), Compulsory (must take) or Optional	Core

\* *Foundation Level=3 Degree Year 1 = 4 Degree Year 2 = 5 Degree Year 3 = 6*

*PG (Masters) = 7*

### 5. Brief Description of Module (purpose, principal aims and objectives)

This module supports and facilitates further in-depth critical reflection and evaluation of personal and professional development at level 5 through participation in experiential group and the production of a creative 'patchwork' to record and critically reflect on learning. Recognised models of reflective learning and BACP's (2018) *Ethical Framework for the Counselling Professions* will provide a context for students' critical consideration of themselves and their relationships with others, including their person-centred work with clients, in supervision and line management. Students will undertake and evidence their practice with clients in accordance with BACP's (2018) *Ethical Framework for the Counselling Professions*, and Colchester Institute Counselling Service (CICS) placement policies and procedures. Students will also continue with a further minimum of 5 hours of personal, person-centred therapy over the semester to support their personal development. Study skills, including guidance on reflective writing and professional note writing, will continue to be incorporated into the module delivery at regular intervals.

### 6. Learning Outcomes - On successful completion of this module a student will be able to:

*(Add more lines if required)*

1.	Evaluate personal and professional development and accountability in supervised person-centred counselling practice with reference to BACP Ethical Framework and Person-Centred attitudes and qualities
2.	Evaluate relationships with others in a training/PD group/professional setting with reference to BACP Ethical Framework and Person-Centred attitudes and qualities
3.	Evidence ongoing personal and professional development through participation in experiential group, supervision and person-centred personal therapy
Generic Learning Outcome(s)	
4.	Evidence sustained ethical practice in a professional setting

### 7. Assessment

<b>Pass on aggregate or Pass all components</b> <i>(modules can only be pass all components if this is a PSRB requirement)</i>				<b>Pass all components</b>		
<b>Summary of Assessment Plan</b>						
	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Personal Statement	100	Yes	3000	1,2,3,4	'Way point' statement based on formative 'patchwork'
Portfolio to cover BACP requirements (zero weighted as collation exercise and not the students own work)						
2.	Personal Therapy Log	0 (P/F)	No	N/A	3	Based on minimum attendance of 5 hours personal therapy over the 12 week semester
3.	CICS Record of Supervision Hours	0 (P/F)	No	N/A	3	*Not required for fall back Theory only routes
4.	CICS Termly Supervision Summary sheets	0 (P/F)	No	N/A	4	To meet BACP requirements for trainees *Not required for fall back Theory only routes
5.	CICS Line Management Meeting record	0 (P/F)	No	N/A	4	*Not required for fall back Theory only routes.
6.	Attendance of experiential group	0 (P/F)	No	N/A	3	
<b>Further Details of Assessment Proposals</b>						
Give brief explanation of each assessment activity listed						
<p>1. Students will complete a creative 'patchwork' (3 patches throughout the module) based on their experiences of this module, as well their whole learning experience on the course and in their personal lives, as a formative task. This will be used as a basis for the 'way point' Personal Statement for semester 1 of year 2, which will function as a 'stitching piece' for their patchwork in progress. Patches, and the related, critically reflective work, will be included with the personal statement as appendices.</p> <p>2. and 3. Students will submit these documents as Part 1 of their Module Portfolio and</p> <p>4, 5 and 6, these documents as Part 2 of their Module Portfolio</p>						

\*students undertaking the exit award *DipHE in Person-Centred Counselling Theory* will be addressed by removing the requirement for (evidence of) supervised professional practice. Tasks 3, 4 and 5 therefore will not apply to these candidates.

### 8. Summary of Pre and / or Co Requisite Requirements

Year 1/Level 4 Pass

### 9. For use on following programmes

Dip HE Person-Centred Counselling

BA Counselling and Psychotherapy

**Module Specification  
annually**

**Part 2- to be reviewed**

<b>1.</b>	<b>Module Leader</b>	Karen Ilott
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### 2. Indicative Content

Weekly participation – experiential group  
 Collaborative experiential peer group work  
 Using a creative patchwork to record and critically reflect on learning  
 The role of peer and tutor feedback in personal/professional development  
 Reflective writing  
 ‘Patch’ creation  
 Analysis and evaluation of BACP *Ethical Framework/Good Practice in Action* resources  
 In-depth exploration of ethical dilemmas and ethical decision making  
 Record of personal therapy (5 hours min) and log review  
 Clinical supervision  
 Administration tasks in support of client work and CICS placement including line management meetings

### 3. Delivery Method (please tick appropriate box)

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
✓					

If the Delivery Method is **Classroom Based** please complete the following table:

	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Seminar	23		1,2
2	Workshop	1	Assignment/study skills/referencing	1,2
3	Experiential group	12		3
4	Tutorial	5		1,2,3,4
5	Self-directed learning	159	To include minimum 5 hours personal therapy, and assignment prep	1,2,3,4
<b>Total Hours</b>		<b>200</b>		

If delivery method is <i>not</i> classroom based state lecturer hours to support delivery	Professional supervision to <a href="#">BACP requirements</a> and placement line management meetings as required
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#### 4. Learning Resources

To include contextualised Reading List.

## Personal and Professional Development 3 (PPD3)

### Reading List

#### Essential:

Goldberg, N. (2016) *Writing Down the Bones: Freeing the Writer Within*. 30<sup>th</sup> Anniversary edn. Boulder, CO, USA: Shambhala.

McLeod, J. and McLeod, J. (2014) *Personal and Professional Development for Counsellors, Psychotherapists and Mental Health Practitioners*. Maidenhead: Open University Press

Rogers, C. (1974) *On Becoming a Person: a therapist's view of psychotherapy*. London: Constable

#### Recommended:

Bond, T. (2015) *Standards and Ethics for Counselling in Action*. London: Sage

Proctor, G., (2017) *The Dynamics of Power in Counselling & Psychotherapy: Ethics, politics and practice*. 2nd edn. Monmouth: PCCS Books

#### Journals and Websites:

The Association for the Development of the Person-Centred Approach (ADPCA):

<https://www.adpca.org/>

British Association for Counselling and Psychotherapy (BACP) (2018) *Ethical Framework for the Counselling Professions*. Lutterworth: BACP [online] Available at: <https://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/>

BACP *Good Practice in Action* resources [online] Available at: <https://www.bacp.co.uk/events-and-resources/ethics-and-standards/good-practice-in-action/>

Meakin, B. (2019) 'A patchwork of practice', *Therapy Today*, September 2019, 30:7 [online] Available from: <https://www.bacp.co.uk/bacp-journals/therapy-today/2019/september-2019/articles/a-patchwork-of-practice/>

The Person-Centred Association (TPCA): <https://www.the-pca.org.uk/>

World Association for Person Centered & Experiential Psychotherapy & Counselling (WAPCEPC): <https://www.pce-world.org/index.php>