Module specification

1. Factual information

Module title	Psychology 305 - Counselling and Psychotherapy

Module tutor	Despoina Dimopoulou	**Level**	6
Module type	Lecture – guided discussion	**Credit value**	15
Mode of delivery	100% face-to-face		

Notional learning hours	**Learning and teaching**			
	Type of learning activity	**Comprises**	**Hours**	**Weeks**
	Timetabled contact:	Face to face delivery to include lectures, guest speakers and tutorials.	42	11
	Independent study:	Completion of day-to-day homework Preparation for submitting assessments Study for Exams	108	12
		Total:	150	12

2. Rationale for the module and its links with other modules

This is a level 6 module required for all Psychology majors in which students are given the opportunity to further develop their knowledge regarding psychotherapeutic approaches and acquire the basic counselling skills. This module requires knowledge of theoretical information and skills developed in the former years.

3. Aims of the module

This module will present the main theories of counselling, the basic counselling skills and the key points of the counselling relationship. Moreover, the module aims at the better understanding of the role of the psychotherapist and the development and application of the counseling skills in the clinical field (Social Science 399: Service Learning Practicum).

4. Pre-requisite modules or specified entry requirements

Psychology 202: Personality Theories & Psychology 218: Psychopathology

5. Is the module compensatable?

N/A

6. Are there any PSRB requirements regarding the module?

N/A

7. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **A1**: develop an extensive understanding regarding the various counselling theories and approaches. **A2**: demonstrate the ability to comprehend and evaluate theoretical information regarding the counselling process and the application of psychotherapy.	A1, A2, A3, A4	Lectures, group discussions, experiential activities, presentation of related audiovisual material, weekly readings of class textbooks and research papers

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module learners will be expected to: **B1**: critically analyze and compare the various counselling theories and approaches. **B2**: integrate and use theoretical information to interpret psychotherapy-related issues.	B1 B3	In-class group activities, essays, presentation, exam

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
B3: apply critical and problem solving skills to various case studies and examples from professional practice.		

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **C1**: develop research skills, problem solving techniques and communicate the results of their study accurately and with structured and coherent arguments. **C2**: engage appropriately in group and class discussions and apply up-to-date theoretical information to various topics. **C3**: comprehend the role of the psychologist in the clinical field. **C4**: develop self management skills.	C1, C2, C3	Group discussions and activities, personal reflection on related sources and readings, essays

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **D1**: improve communication and writing skills. **D2**: develop self-awareness, professional and personal skills.	D2, D4, D5	Essays, exam, classroom activities

8. Indicative content.

This module will help students to further deepen their knowledge regarding the prevalent counselling theories, approaches and psychotherapy research and critically evaluate them and apply related theory to case studies from professional practice. They will also get acquainted with the interview process, the therapeutic process and relationship, the counselling skills and the ethical issues on both theoretical and practical basis. Focus will be given to diversity issues in counselling, such as ethnicity, social class, age, gender, sexual orientation, etc. Moreover, the emphasis of this course on experiential learning and personal awareness and development will facilitate students to better comprehend the role of the psychologist in the counselling field and apply the knowledge and skills to their practicum.

Topics: basic counselling skills, counselling relationship, ethical issues, main theoretical approaches, empirical research in clinical practice, crisis intervention, diversity issues

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

Essay 1: 2,500 word+/-10% words essay about key issues in the counselling relationship and the therapeutic process (further instructions will be given in class)

Essay 2: 2,500 word +/-10% project (further instructions will be given in class)

Exam: a combination of identification and short essay questions

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay 1	35%	Week 6	%	See below
Essay 2	35%	Week 11	% %	
Final exam	30%	Week of Finals	%	

Assessment tasks	A1	A2		B1	B2	B3		C1	C2	C3	C4	D1	D2	
Essays (1 and 2)	X	X		X	X	x		X	X	X		X	X	
Final Examination	X	X		X	X					X		X	X	

*Beyond summative assessments, **formative assessments** will remain a critical assessment method particularly for the new online delivery of this module. 'Formative' assignments will be set for teaching purposes only and the scores will not count towards the overall continuous assessment score (OCAS) but its use can be an extremely valuable technique to enhance student understanding, evaluate student participation, and build engagement.*

10. Teaching staff associated with the module
Name and contact details

Despoina Dimopoulou despdim@act.edu Wednesday 9 to 10 or under appointment

11. Key reading list				
Author	Year	Title	Publisher	Location
Corey Gerald	2020	Theory and Practice of Counselling and Psychotherapy	Cengage Learning	Boston, MA, USA

12. Supplementary reading list				
Additional reading material to be uploaded on Moodle				

13. Other indicative text (e.g. websites)
Additional material to be uploaded on Moodle.

14. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

GRADING & ACADEMIC POLICIES
ASSESSMENT DEADLINES
Students must submit work by the deadlines set in the module outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days is refused, mark of 0. Submission after the deadline will be assumed to be the next working day. Mitigating circumstances will be evaluated by the AS&PC

Assessment of non-degree students taking OU-validated courses (e.g., Study Abroad)
Same method of assessment, i.e. only "summative" assessments determine final grade. However, since those students are not pursuing an OU degree, they are not subject to resits or second marking, and final grade is calculated as the (weighted) average of all "summative" assessments, without requirement of passing all summative assessments to pass the course.

Revised Absence Policy
Maximum Allowed Number of Absences
Students are expected to attend and participate in all of their courses throughout the term, including the first week. Those who fail to do so may be administratively withdrawn from individual courses of the College. This may affect the students' scholarship and financial aid eligibility. A student is considered to have successfully attended a course if he/she has attended 75% of the course lectures. Thus, for a typical ACT course with 42 hours of contact time, the **maximum number of absences stands at 10 hours per course.** This policy applies to all ACT students, degree-seeking and Study Abroad. Please note that absences are counted on an hourly basis. Absences due to participation in school-related trips and activities may count toward this limit.

ACADEMIC INTEGRITY
All academic divisions at ACT, both undergraduate and graduate, will apply the following policy on academic integrity and be included in the syllabus: "A student committing an act of Academic Dishonesty in a given course will receive an F (0 percentage points) in the

assignment where the academic infraction took place. If a student commits an act of Academic Dishonesty for a second time in the same course, this student will receive a failing grade in that course".

Policy on the Use of Artificial Intelligence

In this module, every element of class assignments must be fully prepared by the student. The use of generative AI tools for any part of your work will be treated as plagiarism. If we need to use AI tools to examine the ways in which these kinds of tools may inform our exploration of the topics of the class, you will be informed as to when and how these tools will be used, along with guidance for attribution if/as needed. If you have questions, please contact me.

Policy on email communication

Any emails will be responded to within 48 hours of receipt, not including weekends and holidays. Please be advised that questions sent *less than two days* before an assignment is due may not receive a response until after the deadline has passed.

Policy on the use of technology in class

You may use laptops or tablets in this class to consult online readings or to take notes. Cell phones should silenced and be put away, except in the rare instance that I ask you to use them for an activity. If there is a serious need to leave your cell phone on, such as a family emergency, please put it on vibrate and let me know.

Policy on Class recordings

Students are not allowed to record class sessions.

Statement on Equity, Diversity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. My objective is to present materials and activities that are respectful of diversity in ability, age, culture, ethnicity, gender identity, nationality, race, religion, sexuality, and socioeconomic status. In this course, we welcome diverse perspectives, backgrounds, and experiences. We engage each other with respect, honesty, and open-mindedness.

Disclaimer: The professor reserves the right to make changes to the syllabus as deemed necessary. However, these changes are often made in my effort to accommodate the class needs. Students will be notified in a timely manner of any changes via email, or in the Announcements/ACTivity.

Special Accommodations
If you have specific physical, psychological, or any other learning disabilities that you believe may require accommodations for this module, you should visit the Dean's office by bringing the appropriate documentation.
The Learning Hub (1st floor, Bissell Library) is staffed by experienced English faculty and you are encouraged to use its services.

GRADING SCALE

Grade Description	UK points	US Letter Grade	US point grade
Excellent	70+	A	4.0
Very Good (high)	65-69	A-	3.67
Very Good (low)	60-64	B+	3.33
Good (high)	55-59	B	3.0
Good (low)	50-54	B-	2.67
Satisfactory (high)	45-49	C+	2.33
Satisfactory (low)	40-44	C	2.0
Fail	0-39	F	0