1.	Title	**Digital Media and Therapy (DMT)**
2.	**Level ***	**6**
3.	**Credits**	**20**
4.	**Indicative Student Study Hours**	**200**
5.	**Core (must take and pass), Compulsory (must take) or Optional**	**Compulsory**

* 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 will introduce students to digital media within the therapeutic context. Students critically analyse the use of digital media in therapy, its influence on the therapeutic context and potential ethical issues. This module examines trends and context of social media for clients, and students explore their own relationship and experience with digital technology. Students develop practical skills to enable them to appreciate the potential value of digital media within their own clinical practice. Students experience the use of digital media with a peer on the course. Students submit a reflective, critical case study account of their experience, making use of digital media via a digital object. Assessment is via submission of a presentation using electronic media equivalent to 3000 words. Students are encouraged to be creative. Students also undertake an assessment of competence in telephone or e-skills. This module incorporates the BACP curriculum for telephone and e-counselling (BACP, 2016).

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

(*Add more lines if required*)

1.	Critically evaluate digital media within the therapeutic context, including personal experiences with peers
2.	Critically analyse potential ethical issues relating to digital media in therapy
3.	Critically reflect on the design process of a digital object for counselling
Generic Learning Outcome(s)	
4.	Demonstrate competent telephone and/or e-skills in practice with a peer

7. Assessment

Pass on aggregate or Pass all components *(modules can only be pass all components if this*	**Pass all components**

	is a PSRB requirement)					

Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Digital object case study and reflective statement	60	No	=2500	1,2,3	Students can choose their own media for the digital object and self-assess their skills accordingly
2.	50-minute competence assessment	40	No	=1000	4	Peer and tutor assessment

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

Students will present a case study via digital object. There is scope for this to take place virtually if desired – students are encouraged to be creative.

Students will complete a reflective learning statement based on their experiences on the module which clearly indicates future planning for ongoing CPD.

Students will choose whether their telephone or e-skills competence is to be assessed. This will take place against a rubric, to support tutor and students in their peer assessment.

8. Summary of Pre and / or Co Requisite Requirements

Pass Year 2/DipHE

9. For use on following programmes

BA Counselling and Psychotherapy

Module Specification   **Part 2- to be reviewed annually**

1.	Module Leader	Sophia Carbonero

2.	Indicative Content
	Ethical aspects of telephone/e-skills; psychological processes relevant to telephone and e-counselling; assessment; contracting and boundaries; telephone and e-communication; text-based communication and creativity in telephone and e-counselling; managing risk; endings; supervision; self-care.

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

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

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

	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Seminars	17		1,2,3,4
2	Remote/e-learning sessions	18		1,2,3,4
3	Workshop	1	Assignments/referencing/ study skills	1,2,3,4
4	Tutorial	5		1,2,3,4
5	Self-directed learning	159	Including assignment prep	1,2,3,4
	Total Hours	**200**		

If delivery method is *not* classroom based state lecturer hours to support delivery	50% of module will be blended/distance to embrace the technology aspects of the module.

4. Learning Resources

Digital Media and Therapy (DMT)
Reading List

Essential:

Anthony, K. and Nagel, D.M. (2010). *Therapy Online: A practical guide*. London: Sage.

Anthony, K., Nagel, D.M. and Goss, S. (2010). *The Use of Technology in Mental Health: Applications, Ethics and Practice*. Springfield, IL: Charles C. Thomas.

Evans, J. (2009). *Online Counselling and Guidance Skills: A Practical Resource for Trainees and Practitioners. London*: Sage.

Recommended:

Anthony, K. and Goss, S. (2009). *Guidelines for Online Counselling and Psychotherapy: Including Guidelines for Online Supervision*. 3rd edn. Lutterworth: BACP.

Weitz, P. (ed). (2014). *Psychotherapy 2.0: Where Psychotherapy and Technology Meet* (Volume One). London: Karnac.

Journals and Websites:

BACP *Good Practice in Action 040: Commonly asked questions about social media and the counselling professions* (2015) Lutterworth: BACP [online] Available from: https://www.bacp.co.uk/events-and-resources/ethics-and-standards/good-practice-in-action/publications/gpia040-social-media-caq/

BACP *Good Practice in Action 047: Ethical Framework Supplementary Guidance: Working Online* (2015) Lutterworth: BACP [online] Available from: https://www.bacp.co.uk/events-and-resources/ethics-and-standards/good-practice-in-action/publications/gpia047-working-online-fs/

Suler, J. (2004). *The Online Disinhibition Effect. In: The Psychology of Cyberspace*. [Online]. Available at: http://users.rider.edu/~suler/psycyber/disinhibit.html