



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

LEVEL 7

ACADEMIC DISCIPLINE OF PSYCHOLOGY AND COUNSELLING

INSTITUTE OF EDUCATION AND HUMANITIES

2023-2024

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INTRODUCTION

This Module Directory includes all the modules for Level 7 within the Academic Discipline of Psychology and Counselling in the academic year 2023-2024.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

MA Advanced Counselling Theory and Research
ECAC7004 - Advanced Research Methods in Counselling
ECAC7001 - Contemporary Counselling Theory
ECAS7003 - Behaviour change in context
ECAC7002 - Human Flourishing & Resilience
ECAS7002 - Professional Research Skills
ECAS7006 - Ethical and professional challenges
ECAS7007 - Applied Research Dissertation

MA Psychotherapeutic Practice: Humanistic
ECPR7001 - Framing Therapeutic Practice
ECPR7002 - Therapy and Context
ECPR7003 - Professional Practice and Therapist Competencies
ECPR7004 - Research Methods and Practice
ECPR7005 - Psychotherapy and Counselling Dissertation

MA Children and Young People's Mental Health
ECCY7005 - ADHD: Research and Practice
ECCY7007 - Understanding trauma and the mental health needs of the child
ECCY7006 - Research methods for children and young people
ECCY7008 - Therapeutic and nature-based play
ECAS7007 - Applied Research Dissertation

MSc Applied Psychology
ECAS7001 - Applied Research Design & Analysis
ECAS7002 - Professional Research Skills
ECAS7003 - Behaviour change in context
ECAS7006 - Ethical and professional challenges
ECAS7007 - Applied Research Dissertation

MSc Psychology of Prejudice and Discrimination
ECAS7001 - Applied Research Design & Analysis
ECPD7001 - Exploring Conscious and Unconscious Bias
ECPD7002 - Genocide and Intergroup Conflict
ECPD7003 - Solutions: Critical approaches and dilemmas
ECAS7007 - Applied Research Dissertation

ECAC

Module Code	ECAC7001
Title	Contemporary Counselling Theory
Date	24/02/2021
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To critically consider the theoretical basis and associated evidence base for a range of therapeutic approaches for supporting different populations.
- To foster critical understanding of how best to communicate specialist counselling knowledge to non-expert audiences.

LEARNING OUTCOMES

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

- Critically appraise contemporary theoretical approaches to the provision of counselling and psychological support
- Synthesise relevant research evidence for the efficacy of a range of theory-based interventions in counselling
- Identify a range of appropriate theory-based strategies and interventions appropriate for specific populations
- Communicate a clear rationale for the aims, purpose, and theoretical foundations of a chosen therapeutic approach to a non-expert audience

INDICATIVE CONTENT

Specific module content will be updated annually to reflect cutting edge developments in the field of counselling theory and research, but is likely to include:

- Current research developments in neuroscience; application to therapy; foundation of the EFT model.
- Counselling in the context of COVID-19: Theoretical models and approaches to support both the client and counsellor.
- Models of Addictions and recovery: evidence-based interventions and novel approaches to understanding and treating addictions.
- Therapeutic approaches and interventions for specific populations e.g., eating distress, self-harm, young people.
- Theoretical approaches to support critical understanding of equity and diversity in counselling e.g., gender theory, prejudice & discrimination.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning	-	-
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Systematic Review	5,000 words	70%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Briefing paper	1500 words briefing paper	15%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 minute presentation of briefing paper to lay audience	15%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	85%
Practical	15%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECAC7001	
Module Title	Contemporary Counselling Theory	
Classification	Reading List entry	Electronic*
Essential	Moodley, R., and Lee, E (Eds.) (2020) <i>The Routledge International Handbook of Race, Culture and Mental Health (Routledge International Handbooks)</i> . Oxford: Routledge	☐
Essential	Davis, P., Patton, R., and Jackson, S. (2018). <i>Addiction: Psychology and Treatment</i> . BPS	☒

	Textbooks in Psychology. Chichester: John Wiley and Sons Ltd.	
Essential	Richards, C., and Barker, M. J., 2015. <i>The Palgrave handbook of the psychology of sexuality and gender</i> . London: Palgrave	☒
Essential	Timulak, L, (2015) <i>Transforming emotional pain in psychotherapy: an emotion-focused approach</i> . London: Routledge	☒
Further	Evans, M.,and Williams, C. H. (2013) <i>Gender: the key concepts</i> (Routledge key guide). London: Routledge/Taylor & Francis Group.	☒
Further	Whitehead, S., Talahite, A., and Moodley, R., (2013) <i>Gender and Identity: Key Themes and New Directions</i> . Toronto: Oxford University Press	☐
Further	Dearing, Ronda L & Tangney, June P. (2011) <i>Shame in the therapy hour</i> . Washington DC: APA.	☐
Further	Paivio, Sandra C. & Pascual-Leone A. (2010) <i>Emotion-focused therapy for complex trauma: an integrative approach</i> . Washington, DC: American Psychological Association.	☒
Further	Pattison, S., Robson, M., and Beynon, A. (2015) <i>The Handbook of Counselling Children and Young People</i> . London: Sage	☐
Further	Reeves, A. (2013) <i>Challenges in Counselling: Self-harm</i> . London: Hodder Education	☐

Module Code	ECAC7002
Title	Human Flourishing & Resilience
Date	24/02/2021
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To critically explore the empirical evidence and theoretical models that promote positive human flourishing and resilience.
- To enable students to reflect on their own resilience and strategies for self-care and wellbeing.

LEARNING OUTCOMES

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

- Critically discuss a range of theoretical approaches to understanding human flourishing.
- Demonstrate the ability to identify and develop appropriate interventions designed to enhance human flourishing and resilience.
- Demonstrate a critical awareness of how we evaluate the effectiveness of approaches designed to promote human flourishing and their associated ethical considerations.
- Critically reflect on their own approaches to building resilience and coping strategies to support their own human flourishing and associated personal development needs.
- Present their work appropriately, within appropriate ethical, research, and reflective frameworks, and with an understanding of requirements of critical thinking.

INDICATIVE CONTENT

- Lazarus and Folkman's transactional theory of stress and coping and theory-based interventions.
- Cognitive-relational-motivational theory of emotion and the role of positive emotions in the stress and coping process.
- The psychological, social, and biological factors associated with greater resilience, transformation resilience.
- The therapeutic relationship and nature-based therapy.
- Positive Psychology, Signature Strengths, Forgiveness, gratitude and acceptance.
- Mindfulness, meditation and spirituality.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective Essay	5,000 words	70%

Students will be required to critically reflect on their own resilience, coping strategies and personal development needs, using an appropriate reflective framework and drawing upon appropriate theory.

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research proposal	2,500 words	30%

Students will be required to produce a written research proposal for the development and evaluation of a theory-based intervention designed to support human flourishing and/or resilience.

Assessment Summary

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

INDICATIVE READING LIST

Students will be expected to identify and engage in extensive use of appropriate primary source materials in the form of academic journals, specialised texts and policy documents of relevance to their chosen topic

Module Code	ECAC7002	
Module Title	Human Flourishing & Resilience	
Classification	Reading List entry	Electronic*
Essential	Rashid, T.B. & Seligman, M. (2018). <i>Positive Psychotherapy: Clinician Manual</i> . New York: Oxford University Press.	☒
Essential	Folkman, S. (2011). <i>The Oxford handbook of stress, health, and coping</i> . Oxford University Press.	☒
Essential	McGeeney, A., & Royan, L. (2016). <i>With nature in mind : the ecotherapy manual for mental health professionals</i> . London: Kingsley Publishers	☒
Essential	Finkelstein-Fox, Lucy, Park, Crystal L, & Riley, Kristen E. (2019). Mindfulness' Effects on Stress, Coping, and Mood: A Daily Diary Goodness-of-Fit Study. <i>Emotion</i> 19(6), 1002–1013. https://doi.org/10.1037/emo0000495	☒
Essential	Pourabi Chaudhury, & Debanjan Banerjee. (2020). “Recovering With Nature”: A Review of Ecotherapy and Implications for the COVID-19 Pandemic. <i>Frontiers in Public Health</i> , 8. https://doi.org/10.3389/fpubh.2020.604440	☒
Essential	Kabat-Zinn, J. (2015). Mindfulness. <i>Mindfulness</i> , 6(6), 1481–1483. https://doi.org/10.1007/s12671-015-0456-x	☒
Essential	Creswell, J. D. (2017). Mindfulness Interventions. <i>Annual Review of Psychology</i> , 68(1), 491–516. https://doi.org/10.1146/annurev-psych-042716-051139	☒
Further	Jordan, M. (2014) <i>Nature and Therapy: Understanding counselling and psychotherapy in outdoor spaces</i> . Brighton: Routledge.	☐
Further	Jordan, M. & Hinds J (2016) <i>Ecotherapy: Theory, Research and Practice</i> . Brighton: Routledge.	☐
Further	Lazarus, R (1991) <i>Emotion & Adaptation</i> . London: Oxford University Press.	☐
Further	Kamitsis, Ilias, & Simmonds, Janette G. (2017). Using Resources of Nature in the Counselling Room: Qualitative Research into Ecotherapy Practice. <i>International Journal for the Advancement of Counselling</i> , 39(3), 229–248. https://doi.org/10.1007/s10447-017-9294-y	☒
Further	Lazarus, R. S., & Folkman, S. (1984). <i>Stress, appraisal, and coping</i> . Springer Pub. Co.	☒

Module Code	ECAC7004
Title	Advanced Research Methods in Counselling
Date	10/03/2022
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To develop students' critical understanding of a range of research methods and associated ethical issues in the field of counselling.
- To provide practical experience in a range of applied research and analysis skills.

LEARNING OUTCOMES

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

- Extend a systematic understanding of the appropriate application of a range of research methods appropriate for counselling research.
- Evidence a critical awareness of the ethical issues surrounding carrying out primary research in counselling settings.
- Demonstrate competency in a range of research and analysis skills associated with conducting real-world research with specific populations.
- Present their work appropriately, within appropriate reporting frameworks.

INDICATIVE CONTENT

- Planning research
- Designing research
- Deciding methods
- The research process
- What is data?
- Gathering data
- Analysing data
- E – research
- Integrated research
- How to discuss findings
- Evaluating research
- Research ethics
- Research participants/co researchers
- Methodological implications
- Writing and publishing research

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning	-	-
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation: Research Ethics	15 minutes	20%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written qualitative results write-up	2,000 words	30%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Proposal	2,000 words	30%

Assessment Component 4

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Skills Assessment	60 minute in class practical	20%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	60%
Practical	40%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECAC7004	
Module Title	Advanced Research Methods in Counselling	
Classification	Reading List entry	Electronic*
Essential	Cooper, M. (2008) <i>Essential Research Findings in Counselling and Psychotherapy: the facts are friendly</i> . London, Sage.	☐
Essential	Fink, A. (2013) <i>Conducting Research Literature Reviews: From the Internet to Paper</i> . London, Sage.	☐
Essential	McLeod, J. (2011) <i>Case Study Research in Counselling</i> . London. Sage.	☐
Essential	Langdridge, D. (2007) <i>Phenomenological Psychology: Theory, Research and Method</i> . Harlow: Essex	☐
Essential	Cooper, M. Et al (2010) <i>Person-Centred and Experiential Therapies Work: A Review of the Research on Counselling, Psychotherapy and Related Practices</i> . Ross on Wye, PCCS.	☐
Essential	Mann, T. 4th ed. (2015) <i>The Oxford guide to library research</i> . Oxford: Oxford University Press,	☐
Further	Osmond, A. (2013) <i>Academic Writing and Grammar for Students</i> . London: Palgrave Macmillan.	☐
Further	Denscombe, M. (2010) <i>The Good Research Guide: for small-scale social research projects</i> . Maidenhead, Open University Press.	☐
Further	Blaxter, L. Et al (2010) <i>How to Research</i> . Maidenhead, Open University Press.	☐
Further	<i>Journal of Psychotherapy Practice and Research</i>	☐
Further	<i>Psychology and Psychotherapy: theory, research and practice</i>	☐

ECAS

Module Code	ECAS7001
Title	Applied Research Design & Analysis
Date	11/12/2019
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To develop critical knowledge of applied research design and associated analytical techniques (both qualitative and quantitative).
- To enhance students' understanding of good practice in data management and reporting in applied research in Psychology.

LEARNING OUTCOMES

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

- Be familiar with an advanced range of quantitative designs and statistical analytical techniques in Applied Psychology.
- Demonstrate strong quantitative data inputting and data screening skills using appropriate software.
- Identify appropriate qualitative approaches and their associated methodological considerations in Applied Psychology.
- Recognise and identify appropriate qualitative and quantitative analyses and interpret and report data appropriately.
- Present their work appropriately, within APA reporting frameworks, and with an understanding of requirements of data management frameworks and research governance.

INDICATIVE CONTENT

- **Statistical techniques** Delivered within the context of specific applied research design (see below) module coverage will introduce students to the following statistical techniques commonly used in the fields of applied psychology such as:
 - Interpreting complex ANOVA designs: planned versus post-hoc comparisons
 - Longitudinal data analysis
 - Multiple regression techniques – methods and interpretation
 - Multiple regression analysis – moderation and mediation
 - Reporting effect sizes and confidence intervals

Quantitative Applied Research Design Students will explore the design issues and associated analytical techniques associated with a range of quantitative research designs in applied psychology.

- Sample size, statistical power, and effect size
- Exploring data; bias, data screening and data transformations
- Questionnaire and scale development
- Quantitative content analysis

Qualitative Applied Research Design & Analysis

- Interview studies: design issues and ethical considerations
- Focus groups: design issues and ethical considerations
- Interpretative Phenomenological Analysis: foundations, data collection and analysis
- Thematic analysis and thematic content analysis
- Alternatives to IPA: Grounded theory approaches and discourse analysis

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Skills Assessment 1	60 minute in class practical	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written quantitative results write-up	2,000 words	30%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written qualitative results write-up	2,000 words	30%

Assessment Component 4

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Skills Assessment 2	120 minute in class practical	30%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	60%
Practical	40%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECAS7001	
Module Title	Applied Research Design & Analysis	
Classification	Reading List entry	Electronic*
Essential	APA (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). APA: Washington, DC	☐
Essential	Pallant, J. (2010) <i>SPSS survival manual : a step by step guide to data analysis using SPSS</i> 4th ed. Maidenhead: McGraw-Hill	☒
Essential	Brace, N., Kemp, R., & Snelgar, R. (2016). <i>SPSS for Psychologists</i> (6th ed.). Hants: Palgrave Macmillan.	☒
Essential	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> . London: Taylor & Francis.	☐
Essential	Cumming, G. (2012). <i>Understanding the new statistics: effect sizes, confidence intervals, and meta-analysis</i> . London: Routledge.	☒
Essential	Smith, J. (2015). <i>Qualitative psychology: A practical guide to research methods</i> (2nd ed.). London: SAGE.	☐
Essential	Smith, J & Larkin, M (2009). <i>Interpretative Phenomenological Analysis: theory, method & research</i> . London: SAGE.	☐

Module Code	ECAS7002
Title	Professional Research Skills
Date	11/12/2019
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To develop students' practical research skills by providing opportunity to gain hands on experience in preparing and applying research materials and working with a range of literature and data.
- To enhance students' wider professional skills through developing reflective, presentation and team-working skills.

LEARNING OUTCOMES

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

- Demonstrate competencies in a broad range of practical research skills appropriate to the fields of applied psychology.
- Identify a range of ethical and professional issues and associated solutions associated with research processes.
- Demonstrate the ability to work effectively as part of a team and reflect upon their own personal development needs.
- Demonstrate ability to identify an ethically and scientifically rigorous approach to exploring an applied research question.
- Present their work appropriately, within appropriate ethical, research, and reflective frameworks, and with an understanding of requirements of critical thinking.

INDICATIVE CONTENT

This module is underpinned by practical skills-based work where students will work in a small group under the mentorship of a specific member of staff on dedicated research tasks in order to develop higher level research skills. Whilst mini-lectures will be used to deliver an overview of the module and general research competencies, the majority of the teaching will involve small group tutorials and independent practical-skills based work.

The specific subject area being explored will vary across tasks and groups but all students will have the opportunity to develop practical research skills in the following areas:

- Questionnaire & scale development: students will learn skills in scale development, piloting, factor analysis and evaluation of psychometric properties.
- Online data collection tools: students will be given the opportunity to create materials for online data collection tools such as survey gizmo/survey monkey and will gain an understanding of online ethics and data protection issues.

- Experimental task creation: students will have the opportunity to work with specific experimental tools e.g. Superlab, Inquisit to create materials suitable for use in applied research.
- Interviewing and focus group skills for applied research: this will offer students a hands-on approach to preparing research materials for qualitative data collection, planning effective qualitative data collection in different settings (including an awareness of gaining access and necessary approvals), and practical interviewing skills.
- Data protocols: students will be able to develop practical skills in the management of complex datasets, becoming familiar with the production of Data Analysis Protocols and structured processes for data inputting, data checking, data screening (including outlier identification), use of SPSS syntax files, and data transformations.
- Applied research ethics: this will provide students with practical experience in the preparation of recruitment materials for applied studies across different target populations (e.g., patient populations, children, those with low levels of literacy), and will involve the preparation of consent forms, information sheets, and debriefing/follow-up information.
- Manuscript preparation: students will be able to develop skills in the preparation of research data for submission to conferences or academic journals, developing skills in abstract preparation, data synthesis, and preparing research summaries for academic and lay audiences.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio of research competencies plus reflective piece	Element 1: evidence log and professional portfolio of five competencies (50%) Element 2: 1,500 word reflective piece (20%)	70%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes (10 minutes presentation plus five minutes questions)	30%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	70%
Practical	30%
TOTAL	100%

INDICATIVE READING LIST

Students will be expected to identify and engage in extensive use of appropriate primary source materials in the form of academic journals, specialised texts and policy documents of relevance to their chosen topic

Module Code	ECAS7002	
Module Title	Professional Research Skills	
Classification	Reading List entry	Electronic*
Essential	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> . London: Taylor & Francis.	☐
Essential	BPS (2018). <i>Code of human research ethics</i> . Leicester: BPS.	☒
Essential	APA (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). APA: Washington, DC	☐
Further	Pallant, J. (2010) <i>SPSS survival manual : a step by step guide to data analysis using SPSS</i> 4th ed. Maidenhead : Mcgraw-Hill	☒
Further	Ogden. J. (2019). <i>Thinking critically about research: a step by step approach</i> . Routledge: London	☐
Further	Brace, N., Kemp, R., & Snelgar, R. (2016). <i>SPSS for Psychologists</i> (6th ed.). Hants: Palgrave Macmillan.	☒
Further	Smith, J. (2015). <i>Qualitative psychology: A practical guide to research methods</i> (2nd ed.). London: SAGE.	☐
Further	Denzin, N., & Lincoln, Y. (2011). <i>The Sage handbook of qualitative research</i> (4th ed.). Thousand Oaks: Sage.	☐

Module Code	ECAS7003
Title	Behaviour change in context
Date	11/12/2019
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To provide students with an in-depth critical understanding of the individual, societal, and global factors that influence a range of human social and health behaviours.
- To develop a critical understanding of the science of behaviour change.

LEARNING OUTCOMES

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

- Critically analyse causes and potential solutions for current real-world issues at an individual, societal and global perspective.
- Critically reflect on the role of social cognition in predicting individual's responses to health and social threats and the extent to which these can inform effective behaviour change interventions.
- Critique the significance of behavioural science and models of behaviour change as applied to a range of current real-world issues.
- Demonstrate critical understanding of public understanding of science and the importance of effective scientific communication to lay populations.
- Present their work appropriately, within ethical and research frameworks, and with an understanding of requirements of critical thinking.

INDICATIVE CONTENT

- The biopsychosocial model of human behaviour, health inequality, and the public health framework of health.
- Behavioural science and theories of behaviour change; behaviour change wheel; implementation intentions.
- Social psychological theories of interpersonal and group conflict, prejudice reduction and conflict resolution.
- Political perspectives to explain social, developmental and environmental issues and inequalities.
- Frameworks for behaviour change intervention development and evaluation.
- Public understanding of science and communicating with lay populations.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Systematic Review	5,000 words	70%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Research Proposal	2,500 words	30%

Assessment Summary

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

INDICATIVE READING LIST

Students will be expected to identify and engage in extensive use of appropriate primary source materials in the form of academic journals, specialised texts and policy documents of relevance to their chosen topic

Module Code	ECAS7003	
Module Title	Behaviour change in context	
Classification	Reading List entry	Electronic*
Essential	APA (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). APA: Washington, DC	☐
Essential	O'Doherty, K.C. & Hodgitts, D (2019). <i>The SAGE Handbook of Applied Social Psychology</i> . London: SAGE.	☒
Essential	Michie, S., Atkins, L., & West, R. (2014). <i>The behaviour change wheel: A guide to designing interventions</i> . London: Silverback Publishing.	☐

Essential	Wilson, F., Mabhala, M., & Massey, A. (2015). <i>Health improvement & well-being: strategies for action</i> . Berkshire: Open University Press.	☐
Essential	Rask, M., Mačiukaitė-Žvinienė, S., Tauginienė, L., Dikčius, V., Matschoss, K., Aarrevaara, T., & d'Andrea, L. (2018). <i>Public Participation, Science and Society Tools for Dynamic and Responsible Governance of Research and Innovation</i> , 1st Edition. New York: Routledge	☒
Further	Forshaw, M. (2011). <i>Critical thinking for psychology</i> . London: BPS Blackwell	☐
Further	Baumeister, R. F., & Bushman, B. J. (2014). <i>Social psychology and human nature</i> . Ontario, Canada: Wadsworth Cengage Learning.	☐
Further	Michie, S., West, R., Campbell, R., Brown, J., & Gainforth, H. (2014). <i>ABC of behaviour change theories</i> . London: Silverback Publishing.	☐

Module Code	ECAS7006
Title	Ethical and professional challenges
Date	24/02/2021
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To provide students with an in-depth critical understanding of a range of ethical debates and controversies in the applied fields of psychology and/or counselling.
- To develop students' ability to critically reflect on their own professional challenges and development needs for working in the field of applied psychology and/or counselling.

LEARNING OUTCOMES

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

- Critique the ethical significance of a range of theoretical and methodological issues associated with real world research in applied psychology/counselling.
- Demonstrate in-depth knowledge of ethical, legal and professional issues when working with individuals and groups.
- Critically discuss the challenges of applying psychological principles and intervention strategies within a group or community setting.
- Critically reflect on their own personal and professional development needs in relation to moral, ethical and professional standards.
- Present their work appropriately, within ethical and research frameworks, and with an understanding of requirements of critical thinking.

INDICATIVE CONTENT

- Research ethics in counselling – qualitative and quantitative research ethics; BPS code of Human Research Ethics; BACP ethical frameworks; NHS ethical frameworks and the principles of research governance.
- Online ethics and internet mediated research: online research; social media ethics.
- Working with vulnerable people: ethical and professional codes of conduct and common moral dilemmas.
- Communication skills: persuasion, advocacy, and neutrality.
- Involving people in research, intervention design & service development: principles of co-design and co-production.
- The ethics of behaviour change.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written reflective report	2,500 words	30%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Essay	5,000 words	70%

Assessment Summary

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

INDICATIVE READING LIST

Students will be expected to identify and engage in extensive use of appropriate primary source materials in the form of academic journals, specialised texts and policy documents of relevance to their chosen topic

Module Code	ECAS7006	
Module Title	Ethical and professional challenges	
Classification	Reading List entry	Electronic*
Essential	Koocher, G. P., & Keith-Spiegel, P. (2016). <i>Ethics in psychology and the mental health professions: Standards and cases</i> . Oxford: Oxford University Press.	☐
Essential	BPS (2018). <i>Code of Ethics & Conduct</i> . Leicester, BPS.	☒
Essential	BPS (2018). <i>Code of Human Research Ethics</i> . Leicester, BPS.	☒
Essential	Kindon, S., Kesby, M., & Pain, R. (2007). <i>Participatory Action Research Approaches and</i>	☐

	<i>Methods Connecting People, Participation and Place</i> (1.st ed., Routledge studies in human geography). Hoboken: Taylor and Francis.	
Essential	Farr, M. (2018). Power dynamics and collaborative mechanisms in co-production and co-design processes. <i>Critical Social Policy</i> , 38(4), 623-644.	☒
Further	Ersoy, A. (2017). <i>The Impact of Co-production: From Community Engagement to Social Justice</i> . Bristol: Policy Press	☐

Module Code	ECAS7007
Title	Applied Research Dissertation
Date	24/02/2021
Level	7
Credits	60
Pre-Requisites	Completion of part I

AIM(S)

- To develop higher order research skills by identifying and undertaking a piece of primary research related to applied psychology or counselling which demonstrates scientific and ethical rigour in all respects.
- To enable students to demonstrate self-direction, autonomy, and originality in identifying, tackling and solving issues of relevance to an applied research question appropriate to the chosen field.
- To provide students with the ability to demonstrate a professional standard of research presentation skills.

LEARNING OUTCOMES

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

- Conduct an in-depth systematic literature review critically appraising the evidence-base relevant to the dissertation topic.
- Design a research project identifying appropriate hypotheses/research questions and research methodology.
- Carry out primary data collection using appropriate tools and methodology in compliance with relevant legal, ethical and data requirements.
- Analyse data using appropriate quantitative and/or qualitative methods.
- Interpret and critique the project results and findings and report them in the required format.
- Reflect on the research process and methods and identify lessons learned for future research/practice.

INDICATIVE CONTENT

- The student will be required to work on his/her own initiative in the production of the dissertation on a specific research area under appropriate supervision.
- The student is expected to take full ownership of their own dissertation project under appropriate supervision, and to manage their time appropriately to ensure completion within the timescales.
- Workshops, small group tutorials and online learning associated with this module will provide students with an overview of the dissertation process including identifying appropriate applied research questions, design, data collection methods and analytical processes.
- Each student will be allocated a supervisor with whom a contract of supervision will be drawn up (no more than 10 hours individual supervision).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	15	2%
Independent learning	585	98%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual presentation	30 minutes	25%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Dissertation	12,000 words	75%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	75%
Practical	25%
TOTAL	100%

INDICATIVE READING LIST

Students will be expected to identify and engage in extensive use of appropriate primary source materials in the form of academic journals, specialised texts and policy documents of relevance to their chosen topic.

Module Code	ECAS7007	
Module Title	Applied Research Dissertation	
Classification	Reading List entry	Electronic*
Essential	APA (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). APA: Washington, DC	☒
Essential	McLeod, J. (2011) <i>Case Study Research in Counselling</i> . London. Sage.	☒
Essential	BPS (2018). <i>Code of human research ethics</i> . Leicester: BPS.	☒
Essential	Ogden, J. (2019). <i>Thinking critically about research: a step by step approach</i> . Routledge: London	☐

Further	Smith, J. (2015). <i>Qualitative psychology: A practical guide to research methods</i> (2nd ed.). London: SAGE.	☐
Further	Smith, J & Larkin, M (2009). <i>Interpretative Phenomenological Analysis: theory, method & research</i> . London: SAGE.	☐
Further	Pallant, J. (2010) <i>SPSS survival manual : a step by step guide to data analysis using SPSS</i> 4th ed. Maidenhead: McGraw-Hill	☒
Further	Brace, N., Kemp, R., & Snelgar, R. (2016). <i>SPSS for Psychologists</i> (6th ed.). Hants: Palgrave Macmillan.	☐
Further	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> . London: Taylor & Francis.	☒
Further	Cumming, G. (2012). <i>Understanding the new statistics: effect sizes, confidence intervals, and meta-analysis</i> . London: Routledge.	☐
Further	<i>Journal of Psychotherapy Practice and Research</i>	☒
Further	<i>Psychology and Psychotherapy: theory, research and practice</i>	☒

ECCY

Module Code	ECCY7005
Title	ADHD: Research and Practice
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide students with an in-depth critical understanding of attention deficit hyperactivity disorder (ADHD);
- To critically consider the practice and evidence-base research associated with ADHD.

LEARNING OUTCOMES

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

- demonstrate in-depth knowledge of the issues children with ADHD face;
- identify a range of appropriate theory and practice-based strategies and interventions appropriate for ADHD;
- critically appraise contemporary theory and research on ADHD;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection, and project management skills.

INDICATIVE CONTENT

- ADHD: characteristics, diagnosis, aetiology, prevalence
- Knowledge, attitudes and stigma towards ADHD
- Impact of ADHD on the individuals and those around them
- ADHD in the classroom: Executive functions and inhibition
- Strategies and Interventions for children with ADHD
- Current research developments in ADHD

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment: Proposal and Intervention	4,000 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video (Individual)	20 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Students will be expected to identify and engage in extensive use of appropriate primary source materials in the form of academic journals, specialised texts and policy documents of relevance to their chosen topic.

Module Code	ECCY7005	
Module Title	ADHD: Research and Practice	
Classification	Reading List entry	Electronic*
Essential	Banaschewski, Coghill, D., & Zuddas, A. (2018). <i>Oxford textbook of attention deficit hyperactivity disorder</i> (First edition.). Oxford University Press.	☒
Essential	Becker, S. P. (2020) ADHD in Adolescents: <i>Development, Assessment, and Treatment</i> . (First edition.). The Guilford Press.	☒
Essential	DuPaul, Stoner, G., & Reid, R. (2014). <i>ADHD in the schools: assessment and intervention strategies</i> (Third edition.). The Guilford Press.	☒
Essential	Re, A. M., & Capodiecici, A. (2020). <i>Understanding ADHD: A Guide to Symptoms, Management and Treatment</i> . Routledge.	☒
Further	Attention Deficit Hyperactivity Disorder in Children and Adolescents. (n.d.). IntechOpen.	☒
Further	Barkley, R. A. (2016). <i>Managing ADHD in school: the best evidence-based methods for teachers</i> . Pesi Publishing & Media.	☒

Further	Journal of Attention Disorders	☒
Further	Journal of Emotional and Behavioral Disorders	☒
Further	Research in Developmental Disabilities	☒

Module Code	ECCY7006
Title	Research methods for children and young people
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To develop students' understanding and use of a range of research methods and associated ethical issues in the field of children's mental health.

LEARNING OUTCOMES

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

- apply a range of data collection techniques and methods to a variety of research contexts;
- evidence a critical awareness of the ethical issues surrounding carrying out primary research with children and young people;
- demonstrate competency in a range of research skills associated with conducting real-world research.

INDICATIVE CONTENT

- Contemporary issues and debates in research with children
- Ethical considerations in research
- Reviewing literature and the critical analysis of existing research
- Generating appropriate research questions and hypotheses
- Sampling techniques for qualitative and quantitative research
- Considering good practice for collecting empirical data using experimental and non-experimental designs (e.g., experimental studies, questionnaire-based studies, observational studies, participatory research)
- Quantitative analysis using statistical software (e.g., correlation and ANOVA)
- Qualitative data collection methods and analysis such as interviews, focus groups, content analysis and thematic analysis.
- Creative methodologies include Participatory Methods, the Mosaic Approach, Drawings and Storytelling.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment: Systematic literature review	4,000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment: research report	4,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Students will be expected to identify and engage in extensive use of appropriate primary source materials in the form of academic journals, specialised texts and policy documents of relevance to their chosen topic.

Module Code	ECCY7006	
Module Title	Research methods for children and young people	
Classification	Reading List entry	Electronic*
Essential	American Psychological Association. (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). APA.	☐
Essential	Brace, N., Kemp, R., & Snelgar, R. (2021). <i>SPSS for psychologists</i> (6th ed.). Palgrave Macmillan.	☒
Essential	Alderson, & Morrow, V. (2020). <i>The ethics of research with children and young people: a practical handbook</i> (Second edition.). SAGE.	☐
Essential	Smith, J. (2015). <i>Qualitative psychology: A practical guide to research methods</i> (3rd ed.). Sage Publishing.	☒
Further	Braun, V., & Clarke, V. (2021). <i>Thematic analysis: A practical guide</i> . Sage Publishing.	☐

Further	Brady, & Graham, B. (2019). <i>Social research with children and young people: a practical guide</i> . Policy Press.	☒
Further	Coyne, I., & Carter, B. (Eds.). (2018). <i>Being participatory: Researching with children and young people: Co-constructing knowledge using creative techniques</i> . Springer.	☒
Further	Creswell, J. (2014). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (4th ed., international student ed.). Sage Publishing.	☐
Further	Groundwater-Smith, S., Dockett, S., & Bottrell, D. (2014). <i>Participatory research with children and young people</i> . Sage.	☐
Further	O'Reilly, & Parker, N. (2016). <i>Doing mental health research with children and adolescents: a guide to qualitative methods</i> . SAGE.	☐

Module Code	ECCY7007
Title	Understanding trauma and the mental health needs of the child
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To enable students to critically understand the complex nature of childhood trauma and the influence of ACEs and attachment on child development and their relationship to trauma.
- To enable students to gain a critical understanding of the social, emotional, and mental health needs of children.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of trauma-informed practice and cultural sensitivity;
- demonstrate a critical understanding of the contemporary rhetoric surrounding ACEs and Attachment theory;
- evaluate and identify a range of strategies and interventions that can be used to support the social, emotional, and mental health needs of children;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection, and project management skills.

INDICATIVE CONTENT

- Factors that influence the social, emotional, and mental health needs of children
- Identifying risk and resilience factors
- Exploring key issues such as anxiety, bereavement, emotional reactivity
- Enhancing peer support
- Developing effective communication with children
- Neurobiology and Childhood trauma
- Trauma-informed practice and practical interventions
- Adverse Childhood Experiences and building resilience
- Examination of the contemporary discourse surrounding Attachment theory
- Exploring specific client groups and the impact of trauma
- Identifying appropriate creative interventions
- Exploring professional roles and boundaries

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment: Case study and Reflective account	4,000 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	20 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Students will be expected to identify and engage in extensive use of appropriate primary source materials in the form of academic journals, specialised texts and policy documents of relevance to their chosen topic.

Module Code	ECCY7007	
Module Title	Understanding trauma and the mental health needs of the child	
Classification	Reading List entry	Electronic*
Essential	Burton, Pavord, E., & Williams, B. (2014). <i>An introduction to child and adolescent mental health</i> . London: SAGE.	☐
Essential	Laver-Bradbury, C, Thompson, MJJ, Gale, C, & Hooper, CM (eds) (2021). <i>Child and Adolescent Mental Health: Theory and Practice</i> , Taylor & Francis Group, Milton.	☒
Essential	Malchiodi, C. (ed) (2015). <i>Creative Interventions with Traumatized Children</i> . 2 nd Edn. New York: The Guildford Press	☐
Essential	Holmes, J. (2014). <i>John Bowlby and Attachment Theory</i> . 2 nd Edn. Routledge	☐
Further	Geldard, & Geldard, D. (2017). <i>Counselling children: a practical introduction</i> (5th ed.). London: SAGE.	☒

Further	Glazzard, J. & Bligh, C. (2018). Meeting the Mental Health Needs of Children 4-11 Years (Positive Mental Health). Critical Publishing Ltd	☒
Further	Prever. (2010). <i>Counselling and Supporting Children and Young People: A Person-centred Approach</i> . SAGE Publications.	☐
Further	Shotton, G, & Burton, S 2018, <i>Emotional Wellbeing: An Introductory Handbook for Schools</i> , Taylor & Francis Group, Milton. Available from: ProQuest Ebook Central.	☐
Further	Brooks, R. (2019). <i>The Trauma and Attachment-Aware Classroom: A practical guide to supporting children who have encountered Trauma and Adverse Childhood Experiences</i> . Jessica Kingsley Publishers	☐
Further	Burke-Harris, N. (2020) <i>Toxic Childhood Stress: The Legacy of Early Trauma and How to Heal</i> . Main Market Edition.	☐
Further	Moore, J. E. (2021). <i>Developing Secure Attachment Through Play: Helping Vulnerable Children Build their Social and Emotional Wellbeing</i> . Routledge.	☐
Further	Treisman, K. (2016). <i>Working with Relational and Developmental Trauma in Childhood and Adolescents</i> . Routledge.	☐
Journal	Child and adolescent mental health.	☒
Journal	Journal of child & adolescent trauma.	☒
Journal	Journal: Attachment & human development.	☒
Journal	International journal of emotional education.	☒
Website	https://www.healthcaretoolbox.org	☒

Module Code	ECCY7008
Title	Therapeutic and nature-based play
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide a critical understanding of therapeutic play in a range of mental health contexts.
- To enable students to develop a critical understanding of the role of natural environments and outdoor spaces in young people's mental health and well-being.

LEARNING OUTCOMES

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

- demonstrate a critical awareness of therapeutic play and working with diverse groups of children;
- critically consider the practice and evidence-base of therapeutic play;
- critically discuss a range of theoretical approaches to understanding nature-based wellbeing in young people;
- demonstrate a critical awareness of how to evaluate the effectiveness of outdoor therapies and nature-based practices for young people and their families;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection, and project management skills.

INDICATIVE CONTENT

- The therapeutic power of play
- A critical exploration of the different types of therapeutic play
- Therapeutic play for children with disabilities and illness and for those who have experienced loss and trauma
- A critical exploration of the efficacy of therapeutic play
- An examination of the development and use of nature-based practices and outdoor play for young people
- A critical examination of the fundamental concepts and theories underpinning nature connectedness and wellbeing in children
- Discussion of the research evidence and psychological explanations of the current 'nature-deficit' in young people and related mental health problems (e.g., climate anxiety)
- Examination of the empirical evidence relating to the treatment efficacy of nature-based interventions for mental health disorders (e.g., autism, ADHD, conduct disorders) in young people

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment: Essay	4,000 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	20 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Students will be expected to identify and engage in extensive use of appropriate primary source materials in the form of academic journals, specialised texts and policy documents of relevance to their chosen topic.

Module Code	ECCY7008	
Module Title	Therapeutic and nature-based play	
Classification	Reading List entry	Electronic*
Essential	Stone, J. (2020). <i>Digital play therapy: A clinician's guide to comfort and competence</i> . Routledge.	☐
Essential	Landreth, G. L. (2012). <i>Play therapy: The art of the relationship</i> . Routledge.	☒
Essential	Byrd, R., Christensen, T., & Luke, C. (2020). <i>Play Therapy. In Counseling Children and Adolescents</i> . Routledge.	☐

Essential	Harper, N., Rose, K., & Segal, D. (2019). <i>Nature-based therapy: A practitioner's guide to working outdoors with children, youth, and families</i> . New Society Publishers.	☒
Essential	Courtney, J. A., Langley, J. L., Wonders, L. L., Heiko, R., & LaPiere, R. (Eds.). (2022). <i>Nature-based play and expressive therapies: Interventions for working with children, teens, and families</i> . Routledge.	☒
Essential	Dobud, W. W., & Harper, N. J. (2020). <i>Outdoor therapies</i> . Taylor & Francis.	☒
Further	Thomsen, A. (2018). <i>Thera-Build® with LEGO®: A playful therapeutic approach for promoting emotional well-being in children</i> . Jessica Kingsley Publishers.	☐
Further	Schaefer, Charles E. and. Drewes, Athena A (2013). <i>The Therapeutic Powers of Play: 20 Core Agents of Change</i> . Wiley; 1st edition	☐
Further	Wilson, R. (2012). <i>Nature and young children: Encouraging creative play and learning in natural environments (2nd ed.)</i> . Routledge.	☒
Further	Lahad, M., & Berger, R. (2013). <i>The healing forest in post-crisis work with children: A nature therapy and expressive arts program for groups</i> . Jessica Kingsley Publishers.	☒
Further	Spano, G., Dadvand, P., & Sanesi, G. (2021). <i>The benefits of nature-based solutions to psychological health</i> . Frontiers Media SA. doi: 10.3389/978-2-88966-584-6	☒
Further	Buzzell, L. & Chalquist, C. (2009). <i>Ecotherapy: Healing with nature in mind</i> . Sierra Club Books.	☐
Further	Fisher, A. (2013). <i>Radical ecopsychology: Psychology in the service of life</i> . Suny Press.	☒
Further	van den Bosch, M. & Bird, W. (2018). <i>Oxford textbook of nature and public health: The role of nature in improving the health of the population</i> . Oxford University Press.	☒
Journal	EcoHealth	☒
Journal	Ecopsychology	☒
Journal	European Journal of Ecopsychology	☒
Journal	International Journal for the Advancement of Counselling	☒
Journal	Journal of Environmental Psychology	☒
Journal	Journal of Environmental Research & Public Health	☒
Journal	Nature and Culture	☒
Journal	The British Journal of Play Therapy	☒
Journal	International Journal of Play Therapy	☒
Journal	Journal of Child Psychology	☒

ECPD

Module Code	ECPD7001
Title	Exploring Conscious and Unconscious Bias
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	NONE

AIM(S)

- To develop a critical understanding of the psychological mechanisms that underpin explicit prejudice (conscious bias) and implicit prejudice (unconscious bias), including an understanding of the theory, research methods for investigation, findings from the prejudice and discrimination literature, and ethical and research governance processes.

LEARNING OUTCOMES

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

- demonstrate an in-depth knowledge of the underpinning psychological mechanisms involved in explicit and implicit prejudice;
- demonstrate an understanding of the theories and findings relating to implicit prejudice, explicit prejudice, and the interaction between the two;
- critically appraise contemporary theories and evidence relating to implicit and explicit prejudice;
- demonstrate an understanding of how conscious and unconscious bias may influence individuals at an individual, organisational, and systemic level;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection, and project management skills.

INDICATIVE CONTENT

- Stereotype structure and content.
- Implicit prejudice and measurement.
- Explicit prejudice and measurement.
- Interaction models of implicit and explicit prejudice.
- Applications of models to society.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning	-	-
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Briefing Paper	2,250 words	30%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Critical Evaluation Essay	5,250 words	70%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECPD7001	
Module Title	Exploring Conscious and Unconscious Bias	
Classification	Reading List entry	Electronic*
Essential	Kite, M. E., Whitley, B. E., & Wagner, L. S. (2022). <i>Psychology of prejudice and discrimination</i> . Routledge. ¹	☒
Essential	Allport, G. W. (1979). <i>The nature of prejudice</i> . Basic Books.	☒
Essential	Barlow, F. K., & Sibley, C. G. (Eds., 2018). <i>The Cambridge handbook of the psychology of prejudice</i> . Cambridge University Press.	☐
Further	Dovidio, J. F., Hewstone, M., Glick, P., & Esses, V. M. (Eds., 2013). <i>The SAGE handbook of prejudice, stereotyping and discrimination</i> . SAGE.	☐
Further	Nelson, T. D. (Ed., 2016). <i>Handbook of prejudice, stereotyping, and discrimination</i> . Psychology Press.	☐
Further	Sutton, R., & Douglas, K. (2020). <i>Social psychology</i> . Red Globe Press.	☐
Further	Miller, A. G. (Ed., 2005). <i>The social psychology of good and evil</i> . Guilford Press.	☐
Further	<i>Journal of Personality and Social Psychology</i>	☒

¹ We have electronic copy of the current (2016) edition – the 2022 edition is due for release in August 2022 and we will look to transfer our current electronic copy to the new edition in preparation for the start of this module in 2023.

Further	<i>European Journal of Social Psychology</i>	☒
Further	<i>Personality and Social Psychology Bulletin</i>	☒
Further	<i>British Journal of Social Psychology</i>	☒

Module Code	ECPD7002
Title	Genocide and Intergroup Conflict
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	NONE

AIM(S)

- To develop a critical understanding of psychological theories of genocide and intergroup conflict and recognise the antecedents and proposed solutions to intergroup conflict.

LEARNING OUTCOMES

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

- identify critical antecedents of genocidal behaviour;
- understand models of intergroup conflict;
- critically evaluate theories and evidence relating to genocide and intergroup conflict;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection, and project management skills.

INDICATIVE CONTENT

- Historical context: people and place.
- Understanding antecedents of genocide and intergroup conflict.
- Individual, societal and global factors in intergroup conflict.
- Individual and societal discrimination: A critical exploration of the necessary and sufficient conditions for genocide.
- Critical exploration of the evidence base.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning	-	-
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Systematic Review	5,250 words	70%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Oral Presentation	10-minute individual presentation	30%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	70%
Practical	30%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECPD7002	
Module Title	Genocide and Intergroup Conflict	
Classification	Reading List entry	Electronic*
Essential	Baum, S. K. (2008). <i>The psychology of genocide: Perpetrators, bystanders, and rescuers</i> . Cambridge.	☒
Essential	Brown, R., & Pehrson, S. (2019). <i>Group processes: Dynamics within and between groups</i> . Wiley-Blackwell.	☐
Further	Barlow, F. K., & Sibley, C. G. (Eds., 2018). <i>The Cambridge handbook of the psychology of prejudice</i> . Cambridge University Press.	☐
Further	Bloxham, D., & Moses, A. D. (Eds., 2013). <i>The Oxford handbook of genocide studies</i> . Oxford University Press.	☐
Further	Jones, A. (2017). <i>Genocide: A comprehensive introduction</i> . Routledge.	☐
Further	Guimond, S. (Ed., 2006). <i>Social comparison and social psychology: Understanding cognition, intergroup relations and culture</i> . Cambridge University Press.	☒
Further	Yuki, M., & Brewer, M. B. (2014). <i>Culture and group processes</i> . Oxford University Press.	☒
Further	<i>Group Processes and Intergroup Relations</i>	☒

Module Code	ECPD7003
Title	Solutions: Critical approaches and dilemmas
Date	28/10/2022
Level	7
Credits	30
Pre-Requisites	NONE

AIM(S)

- To develop a critical understanding of the challenges and potential solutions faced in tackling prejudice and discrimination at an individual, societal and global level and to identify appropriate ways of conducting research in this area.

LEARNING OUTCOMES

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

- identify and explain the strengths and limitations of psychological and non-psychological interventions relating to prejudice and discrimination;
- evaluate impacts of interventions relating to prejudice and discrimination;
- critically reflect upon the role of the individual in influencing discrimination reduction in organisational settings;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection, and project management skills.

INDICATIVE CONTENT

- Critical evaluation of traditional and contemporary real-life solutions e.g., jigsaw classrooms, unconscious bias training.
- Psychological versus legislative explanations for solutions.
- Designing and evaluating interventions: ethical and real-world challenges.
- Evaluating impact: process, outcomes, policy change and lived experience.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning	-	-
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective Essay	5,250 words	70%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Proposal	2,250 words	30%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECPD7003	
Module Title	Solutions: Critical approaches and dilemmas	
Classification	Reading List entry	Electronic*
Essential	Brown, R., & Pehrson, S. (2019). <i>Group processes: Dynamics within and between groups</i> . Wiley-Blackwell.	☐
Essential	Barlow, F. K., & Sibley, C. G. (Eds., 2018). <i>The Cambridge handbook of the psychology of prejudice</i> . Cambridge University Press.	☐
Further	Kite, M. E., Whitley, B. E., & Wagner, L. S. (2022). <i>Psychology of prejudice and discrimination</i> . Routledge. ²	☒
Further	Allport, G. W. (1979). <i>The nature of prejudice</i> . Basic Books.	☐
Further	Dovidio, J. F., Hewstone, M., Glick, P., & Esses, V. M. (Eds., 2013). <i>The SAGE handbook of prejudice, stereotyping and discrimination</i> . SAGE.	☐
Further	Nelson, T. D. (Ed., 2016). <i>Handbook of prejudice, stereotyping, and discrimination</i> . Psychology Press.	☐
Further	Sutton, R., & Douglas, K. (2020). <i>Social psychology</i> . Red Globe Press.	☐
Further	<i>Group Processes and Intergroup Relations</i>	☒
Further	<i>Journal of Personality and Social Psychology</i>	☒
Further	<i>European Journal of Social Psychology</i>	☒
Further	<i>Personality and Social Psychology Bulletin</i>	☒
Further	<i>British Journal of Social Psychology</i>	☒

² We have electronic copy of the current (2016) edition – the 2022 edition is due for release in August 2022 and we will look to transfer our current electronic copy to the new edition in preparation for the start of this module in 2023.

ECPR

Module Code	ECPR7001
Title	Framing Therapeutic Practice
Date	11/12/2019
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To establish a secure, ethical frame from which to practice, which incorporates: self-reflective practice, application of theory, evidence base, and the nature and purpose of supervision.
- To consider what assumptions are made about the nature and development of human beings from a Humanistic approach, its rationale and philosophy, (including the perpetuation of psychological problems), and to make comparisons between therapeutic approaches.

LEARNING OUTCOMES

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

- Exercise professional skill in maintaining ethical principles and legal requirements that underpin counselling and psychotherapy and analyse ethical dilemmas and work with others as necessary, to formulate appropriate responses.
- Critically assess the components which underpin therapeutic alliances, which may include client motivation, commitment to the therapeutic process and contractual arrangements, boundary keeping and managing uncertainty.
- Establish and maintain a secure frame for therapeutic work, and manage problematic situations, including violation of the therapeutic contract.
- Critically reflect on the importance of preparing clients for endings whilst reviewing progress - Be able to comply with professional requirements for record-keeping, deliver the counselling/psychotherapy services with due regard to the practice setting.
- Critically evaluate some of the philosophical assumptions underpinning the practice of counselling and psychotherapy and critically assess ways in which the therapeutic relationship is conceptualised in a range of different theoretical models.
- Reflect on their own professional strengths and limitations that may affect therapeutic practice, and develop appropriate self-support and self-care. Recognise and critically reflect on the potential importance of diversity in the therapeutic relationship, Recognise and critically reflect on the implicit power imbalance in the counselling/psychotherapy relationship.
- Apply consistently a comprehensive, in-depth and research-informed body of knowledge in their practice.

INDICATIVE CONTENT

Module content will be taught through the following three elements:

Maintaining a Framework for Practice

Learners will be introduced to the concept of a therapeutic frame which holds professional practice together; this will include such standards as ethical and legal practice, policies and procedures, and ways of recording and reporting; duty of care, confidentiality, courts and legal systems, data protection; safeguarding; contextualising therapeutic practice within the context of the HPC and professional bodies such as the BACP. Learners will be introduced to the skills and knowledge essential to form and maintain the therapeutic frame. This could include developing the therapeutic alliance; maintaining appropriate boundaries; recognising limits of competency; processes of referral; use of supervision, ethical practice; legal considerations; contracts and informed consent.

The Therapeutic Process

Learners will also be introduced to and apply main theoretical ideas which underpin the practice of counselling and therapy; students will gain an awareness of the 3 traditional 'Movements' of therapeutic approaches, such as Post-Freudian and Psychodynamic, CBT, whilst securing a firm base in Humanistic theory, particularly that of the Person Centred approach and the Gestalt Therapy approach. Learners will be encouraged to develop a critical response to the therapeutic approaches and consider their research and evidence base. Learners will also consider the claims and arguments associated with ecopsychology and consider the implications and limitations for the twenty-first century.

Personal Development

Learners will be introduced to the professional tasks of reflective and reflexive skills and to the concepts of personal and professional development. In addition, learners will be asked to reflect on their own beliefs and values and how these may impact their therapeutic practice; recognise the importance of self-care and self-support and how these may impact on the strengths and limitation of practice; burnout, compassion fatigue; personal responses to issues of sustainability.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	100	33%
Independent learning	200	67%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practice Performance Project	20 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

The programme is validated by the National Counselling Society. This module is largely unchanged from the previous programme validation and has therefore been checked and confirmed by the NCS as meeting all course expectations.

INDICATIVE READING LIST

Module Code	ECPR7001	
Module Title	Framing Therapeutic Practice	
Classification	Reading List entry	Electronic*
Essential	BACP (British Association for Counselling and Psychotherapy) 2019. <i>Ethical Framework for Good Practice</i> . Lutterworth: BACP/NCS (National Counselling Society) <i>Code of Ethical Practice</i> . Online: www.nationalcounsellingsociety.org .	☐
Essential	Bond, T., and Mitchels, B., 2015. <i>Confidentiality and record keeping in Counselling and Psychotherapy [legal resources for Counsellors and Psychotherapists]</i> 2 nd ed. London: BACP/Sage.	☐
Essential	Bond, T., 2015. <i>Standards and ethics for Counselling in Action</i> (Counselling in action series). 4 th ed. London: Sage.	☐
Essential	Bager-Charleson, S. 2010. <i>Why therapists choose to become therapists: a practice-based enquiry</i> . Poole, UK: Learning Matters/	☐
Essential	Grey, A., 2013. <i>An introduction to the therapeutic frame (Routledge Mental Health Classic Editions)</i> . Hove, East Sussex: Routledge.	☐
Essential	Jenkins, P., 2007. <i>Counselling, psychotherapy and the law</i> . 2 nd ed. London: Sage.	☐
Further	Creaner, M. 2013. <i>Getting the most out of supervision in Counselling and Psychotherapy. A Guide for the Supervisee</i> . London: Sage.	☐

Further	Reid, H. and Westergaard, J. 2013. <i>Effective Supervision for Counsellors: An Introduction (Counselling and Psychotherapy Practice Series)</i> . London: Sage. Ladany, N., Walker, J. A., Pate-Carolan, L. M and Gray Evans, L. 2008. <i>Practicing Counselling and Psychotherapy: Insights from Trainees, Supervisors and Clients</i> . Oxon: Routledge.	☐
Further	Claringbull, N., 2010. <i>What is Counselling and Psychotherapy?</i> Learning Matters: Exeter. Clarkson, P., and Cavicchia, S., 2013. <i>Gestalt Counselling in Action</i> (Counselling in action series). 4 th ed. London: Sage.	☐
Further	Reeves, A., 2013. <i>An Introduction to Counselling and Psychotherapy: From Theory to Practice</i> . London: Sage	☐
Further	Joyce, P. and Sills, C., 2010. <i>Gestalt skills in Counselling and Psychotherapy</i> . 2 nd ed. London: Sage.	☐
Further	Krznaric, R., 2014. <i>Empathy: a handbook for revolution</i> . Ebury Publishing/Random House Group	☐

Module Code	ECPR7002
Title	Therapy and Context
Date	11/12/2019
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To contextualise therapeutic practice within the wider mental health context, including multi-disciplinary working and the role and impact of NICE on mental health provision, consider contemporary responses to mental health diagnoses and how psychological problems develop, with a focus on the implications of severe pathology for practice.
- To consider the rationale and philosophy underpinning the process of therapeutic change in Emotion Focused Therapy and to engage with, and develop appropriate and robust interventions based on its principles.

LEARNING OUTCOMES

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

- Demonstrate familiarity with a model of assessment compatible with their core theoretical model in order to determine the client's therapeutic needs, while maintaining an awareness of other assessment strategies.
- Critically appraise a range of therapeutic responses, strategies and interventions to inform practice and critically assess potential limitations of their preferred theoretical model or models in work with specific clients.
- Recognise signs and symptoms associated with mental distress and regularly update knowledge about mental health and well-being and be aware of psychopharmacological interventions commonly used in the treatment of mental health problems and be sensitive to the impact that prescribed medication may have on the therapeutic relationship and process of counselling/psychotherapy.
- Critically evaluate ways in which government policies and recommendations such as those in the National Institute for Health and Clinical Excellence (N.I.C.E.) guidelines may impact on mental health service provision and client well-being.
- Critically appraise the range of psychological services and interventions available to clients and recognise and respect inter-professional and multi-agency approaches to mental health.
- Apply consistently a comprehensive, in-depth and research-informed body of knowledge in their practice.
- Critically appraise the effect of their own values, beliefs, attitudes and behaviours when working as a psychotherapist.
- Ensure a consistent commitment to continuing professional and personal development, including self-awareness and fitness to practice.

INDICATIVE CONTENT

Module content will be taught through the following elements:

Therapeutic Theories - Emotion Focused

The learner will develop a range of therapeutic interventions within the Humanistic modality.

This element will focus on the theory and practice of Emotion Focused Therapy (EFT): Process-Experiential Theory; Client microprocessors; therapist processes; empathy and exploration; care and feeding of the therapeutic relationship; access and allowing experience; problematic experiences; Gestalt chair-work for conflict splits; Empty-chair work for unfinished interpersonal issues. In addition the unit will critically appraise the evidence base of EFT, assessing its limitations, evaluating interventions and comparing its efficacy to other modalities. The unit will particularly focus on Counselling for depression and anxiety.

Specific themes rising out of this context could be:

- Considering a range of theories and interventions
- Developing a strategy of interventions
- Adaptation and flexibility with modes of intervention
- Responding to management of problematic situations, including violation of the therapeutic contract
- Endings
- Review of client's work

Mental Health Framework

The learner will be supported to develop an applied understanding of the field of mental health and its relationship to therapy. In addition, there will be consideration of the current discourses and disputes associated with the field of mental health, the current legislation, current diagnostic tools and regional and international strategies, as well as the Humanistic dialogues and critiques associated with current mental health practices.

The content of this module could contain the following themes:

- mental health and the challenges of sustainability
- the legal framework and guidance of the Mental Capacity Act of 2005
- the legal frame work and understanding of the Mental Health Act 2007
- the Mental Health (Wales) Measure 2010
- psychopathology and the current diagnostic resources of the DSM 5, ICD 10
- pharmacological intervention
- mental health provision and services; local and global i.e. Mind, Mental Health Foundation
- mental health in relation to 'Race' and Cultural issues

- mental health and diversity
- confidentiality and boundaries in a mental health setting
- understanding the Protection of Vulnerable Adults requirements
- understanding addiction and co-occurring diagnoses
- model of Harm Reduction
- homelessness and areas of social exclusion
- the 'benefits' framework with respect to Mental Health
- Mental Health and sustainability
- EcoMind – the practices of mental health sustainability

Professional Autonomy and Accountability

This element builds on the learning of the previous module with regards to the theories, role, use and experience of supervision. Self-awareness and reflective practice is also developed and deepened.

Supervision

Theories of supervision: being an effective supervisee; models of supervision; seven-eyed supervision; trans-cultural supervision; case study work around supervision;

Reflective practice

Transformative learning

Models of reflective practice

Self-awareness in relation to own practice

Critical reflection

Critical reflection of issues of diversity in relation to self and practice

Considering own values in relation to the environment and practice implementation

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	80	25%
Independent learning	220	75%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	20 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

The programme is validated by the National Counselling Society. This module is largely unchanged from the previous programme validation and has therefore been checked and confirmed by the NCS as meeting all course expectations.

INDICATIVE READING LIST

Module Code	ECPR7002	
Module Title	Therapy and Context	
Classification	Reading List entry	Electronic*
Essential	Amhed, S., 2014. <i>The cultural politics of emotion</i> . 2 nd ed. London: University of Duke Press.	☐
Essential	Elliott, R., Watson, J.C., Goldman R.N. and Greenbreg L.S. 2004. <i>Learning Emotion-focused therapy: the process-experiential approach to change</i> . Washington DC: American Psychological Association.	☐
Essential	Pilgrim, D., 2014. <i>Key concepts in Mental Health (SAGE key concepts series)</i> . London: Sage.	☐
Further	Greenberg, L., 2011. <i>Emotion-Focused therapy</i> . Washington D.C.: American Psychological Association.	☐
Further	Ledoux, J., 1998/2003. <i>The emotional brain: the mysterious underpinnings of emotional life</i> . London: Phoenix Press.	☐
Further	Watson, Joshua C. and Flamez, B., 2014, <i>Counseling assessment and evaluation</i> .	☐
Further	American Psychiatric Association. 2013., <i>Diagnostic Statistical Manual of Mental Disorders DSM - 5</i> . Washington D.C: American Psychiatric Association.	☐
Further	Barker, P. ed., 2011. <i>Mental health ethics: the human context</i> . Abingdon, Oxon: Routledge.	☐

Module Code	ECPR7003
Title	Professional Practice and Therapist Competencies
Date	11/12/2019
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To consider and apply the concept of professionalism to practice including obligations and responsibilities within professionalism, and the application of professionalism to wider organisational contexts and how to work with them.
- To consider the theoretical basis for any specific presenting problems or issues, the theoretical basis for therapeutic work with any self-defined populations whilst developing professional knowledge through an evidence-based paradigm and developing therapeutic competency.

LEARNING OUTCOMES

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

- Apply appropriate strategies and interventions in work with specific client populations and client issues and assess whether the type of psychotherapy that can be offered is suitable for particular clients. Recognise and make appropriate decisions in response to ethical dilemmas and legal responsibilities when assessing potential risk to the client or others.
- Summarise the client's difficulties, as perceived by the therapist, and articulate the ways in which psychotherapy can address them and when appropriate openly and freely discuss sexual matters, whatever the client's sexual orientation or the nature of the client's problem.
- Make use of supervision to develop their understanding about clinical work and to enhance and protect their well-being.
- Recognise that specific knowledge and skills are required to work with particular client groups, for example children and young people.
- Interpret and apply relevant policies and codes of the employing organisation, including equal opportunities statements, disability statements and widening participation strategies and deliver the psychotherapy services with due regard to the practice setting.
- Apply consistently a comprehensive, in-depth and research-informed body of knowledge in their practice.

INDICATIVE CONTENT

Module content will be taught through the following elements:

- **Theory and Practice: Client populations and presenting issues**

Presenting issues:

Trauma Work: advances in neuroscience; the basic processes underlying trauma; methods of working with trauma; cognitive and affective interventions; safety work; working with survivors of abuse; vicarious trauma and self-care; assessment; referral; supervision; evidence-based interventions.

Creative Interventions: conveying emotion and thought by different populations through working with expressions of personal vision and belief; evidence-based interventions;

Addictions: the history and development of the recovery movement; principles of recovery; recovery and treatment, social networks and public policy; recovery interventions; complexity and integration; assessment; referral; supervision; evidence-based interventions;

Bereavement: theories and models of bereavement; working with grieving; anger and guilt; loss and attachment; historical changes; cultural variety; working with distinct populations; evidence-based interventions;

Eating distress: diagnosis, prevalence and cause; therapeutic approaches and interventions; risk factors; nutrition; evidence-based research; supervision

Sex: talking about sex; sex across life spans; sexual identity; culture and sex; supervision; referral; evidence-based research

Mindfulness: the roots of Mindfulness; theory and practice of Mindfulness; therapeutic application; integrating Mindfulness; research: supervision; evidence-based research

Self-harm and suicide: theory and practice of working with suicidal clients; therapeutic application; supervision; evidence-based research

Issues reflecting client populations:

Race, Culture and Counselling Competence: postmodern and postcolonial theories of Counselling; challenging transnational Counselling contexts; relationship, communication and language; multicultural curriculum; supervision; referral; research base.

Sexuality: Queer theory and heteronormativity; psychological queering; transgender and identity; cultural considerations; supervision; evidence-based research; referral

Spirituality, religion and faith: values-based Practice; spirituality and mental health; spiritual assessment; spiritual competence; supervision; evidence-based research; referral

Gender issues.

Working with young people: historical, national, ethical and legal issues in working with children and young people; child development;

Non-western practices of healing – native traditions; working with the natural world.

- **Professionalism and personal development**

Supervision: students will extend their practice competence through case study work drawing on examples from case scenarios illustrated from unit 7 above.

Ethical and legal dilemmas: students will extend their practice competence through case study work drawing on examples from case scenarios illustrated from unit 7 above.

Assessment: students will extend their practice competence through case study work drawing on examples from case scenarios illustrated from unit 7 above.

Audit and evaluation: managing the Counselling process in organizations; evaluating and auditing workplace Counselling/private practice; CORE; record keeping

- **Social Organization and Context**

Building and sustaining professional relationships: work-based scenarios.

Working within management structures: work-based scenarios; wider role of the Counsellor; line-management and supervision. Developing supervision policy and practice in organisations. Supervising in teams and team development.

Working within organizational policies and procedures: interpreting and applying relevant policies and codes of the employing organisation, including equal opportunities statements, disability statements; widening participation strategies; health and safety; safeguarding. Time-limited therapy.

Working within organizational policies and procedures: Counselling within organizations; models of Counselling within organizations; impact of the organization on workplace Counselling; institutionalization of power and oppression in Counselling; social justice; the politics of Counselling; the micro-politics of Counselling.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	80	25%
Independent learning	220	75%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Practical Performance Project	20 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

NCS is the accrediting body for this module and programme. Although the module title has changed for this new validation, the essence of the module is still the same.

INDICATIVE READING LIST

Module Code	ECPR7003	
Module Title	Professional Practice and Therapist Competencies	
Classification	Reading List entry	Electronic*
Essential	Buehler, S., 2014. <i>What every mental health worker need to know about sex</i> . London: Springer Publishing Company.	☐
Essential	Lago, C. and Smith, B., eds., 2013. <i>Anti-discriminatory practice in counselling & psychotherapy</i> . 2 nd ed. London: Sage.	☐
Essential	Write, J., and Bolton, G., 2012. <i>Reflective writing in Counselling and psychotherapy</i> . London: Sage.	☐
Essential	BACP (British Association for Counselling and Psychotherapy) (2013) <i>Ethical Framework for Good Practice</i> . Lutterworth: BACP	
Further	Claveirole, A. and Gaughan, M. 2011. <i>Understanding Children and Young People's Mental Health</i> . Oxford: Wiley-Blackwell.	☐
Further	Derezotes, D. S., 2014. <i>Transforming historical trauma through dialogue</i> . London: Sage.	☐
Further	Dean, H., 2010. <i>Understanding Human Need (Understanding Welfare Series: Social Issues, Policy and Practice Series)</i> . Bristol: Polity Press.	☐
Further	Bond, T., and Mitchels, B., 2015. <i>Confidentiality and record keeping in Counselling and Psychotherapy [legal resources for Counsellors and Psychotherapists]</i> 2 nd ed. London: BACP/Sage	☐
Further	Totton, N., 2010. <i>The problem with Humanistic therapies</i> . London: Karnac Books	☐

Module Code	ECPR7004
Title	Research Methods and Practice
Date	11/12/2019
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To apply practice to research and consolidate areas of specialist knowledge.
- To engage in research practices, consolidate professional practice and develop specialism in practice through a practical understanding of empirical research skills which can be communicated to the wider field.

LEARNING OUTCOMES

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

- Utilise research evidence or organisational guidance to ensure an appropriate therapeutic response for specific clients.
- Implement methodologies to audit and evaluate the process and outcome of therapy.
- Critically appraise published research on counselling and psychotherapy and integrate relevant research findings into practice.
- Reflect on the role and function of counselling and psychotherapy in society.
- Appraise the interrelatedness of truth claims, belief and ideology, and their influence on professional practice.

INDICATIVE CONTENT

Module content will be taught through the following elements:

- **Research methods and practice**

The profile of research within the Health professions in general has increased significantly within the last ten years; this is particularly true within the discipline of Counselling. The tools and techniques for working with questions, hypothesis, hunches and proofs have significantly increased to match the significance of research within contemporary society globally. The debates associated with the validity of method and the legitimacy of underpinning methodologies, philosophies and values continue to disrupt and construct new perspectives on ontology and epistemology. However, at the base of all research is the need to produce work of quality. This module will therefore consider and engage in the processes involved in research which have been developed to meet those quality standards. The concept of research methods will be investigated as a set of tools in which to do the job of research, and much like any other job there are specific tool that will be more suitable to do a better job. In considering the range of tools the module will then look at how these are applied in carrying out different investigations in collecting and analysing data. In this module questions will be asked, such as what is data, who are the participants, what do we mean by research artefacts? The module will construct a frame around the research practice itself, such as ethical standards, research proposals, research supervision, publishing research.

- Planning research
- Designing research
- Deciding methods
- The research process
- What is data?
- Gathering data
- Analysing data
- E – research
- Integrated research
- How to discuss findings
- Evaluating research
- Research ethics
- Research participants/co researchers
- Methodological implications
- Writing and using research
- Publishing research
- Critical responses to the ‘fetishism’ of research and the knowledge economy
- Critical responses to methodological tensions
- Critical responses to the research base of Counselling
- Application of a research method to practice
- Legal, professional and organisational requirements
- Professional limitations and referral
- Supervision
- Diversity, mental health and sustainability
- The therapeutic alliance
- The therapeutic contract
- Diversity and the therapeutic relationship
- Counselling and power
- Professionalism and responsibilities

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	80	25%
Independent learning	220	75%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	20 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Academic Review	4,000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

The module name has changed, however the essence of the module is still the same. This module as with previous module is accredited as part of the whole programme by the NCS.

INDICATIVE READING LIST

Module Code	ECPR7004	
Module Title	Research Methods and practice	
Classification	Reading List entry	Electronic*
Essential	Bager-Charleson, S., 2014. Doing practice-based research in therapy: a reflexive approach. Poole, UK: Learning Matters	☐
Essential	Denscomb, M., 2012. <i>Research proposals: a practical guide</i> . Open University Press.E-book.	☐
Essential	Denstombe, M., 2007. <i>The good research guide for small-scale social research projects</i> . 4 nd ed. Berkshire, England: Open University Press/McGrawHill.	☐
Further	McLeod, J., 2010. <i>Case study research</i> . London: Sage.	☐
Further	Willig, C., 2013. <i>Introducing qualitative research in psychology</i> . 3 rd ed. McGrawHill/Open University.	☐
Further	Cooper, M., 2008. <i>Essential research findings in counselling and psychotherapy: the facts are friendly</i> . London: Sage.	☐
Further	Mustakas, C., 1990. <i>Heuristic Research: Design, Methodology, and Applications</i> . London: Sage.	☐
Further	McLeod, J. ,2003. <i>Doing counselling research</i> . 2nd ed. London: Sage	☐
Further	Creswell, John W., 2009, <i>Research design: qualitative, quantitative, and mixed methods approaches</i> . 3 rd ed. London: Sage.	☐
Further	Walliman, N., 2011. <i>Research methods, the basics</i> : London: Routledge.	☐

Module Code	ECPR7005
Title	Psychotherapy and Counselling Dissertation
Date	11/12/2019
Level	7
Credits	60
Pre-Requisites	

AIM(S)

- To enable students in designing and executing a self-directed research study that will contribute to knowledge and debate in Counselling and Psychotherapy.
- To experience qualitative/quantitative/ mixed methods of research.

LEARNING OUTCOMES

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

- Critique a knowledge base that extends to a systematic understanding and critical awareness of topics which are informed by the forefront of the discipline of counselling/psychotherapy, to include a critical awareness of the history of ideas, the cultural context, and social and political theories that inform and influence the practice of counselling and psychotherapy.
- Identify, develop and apply appropriate methodology for dealing with complex problems or those of an unfamiliar or unpredictable nature, critically discuss and analyse complex concepts and work is carried out independently and with some originality demonstrated through the successful completion of a substantial empirical research project, systematic review or systematic case study informed by wide current understandings in the discipline.

INDICATIVE CONTENT

Students work with their supervisor to identify and evaluate key theoretical and methodological issues within their discipline or profession in order to address these in their project. A comprehensive and critical review of the literature is a key requirement of the module: this should establish the research problem, explore the extent to which this problem has been investigated in research and develop a rationale for new research. Using this literature review as the basis, students are required to design, carry out and evaluate an original piece of work. A wide range of methodological approaches may be considered appropriate: students should work with their supervisor to identify a suitable methodology for the study as well as an appropriate framework for its evaluation.

A high standard of ethical conduct is required in relation to research with human participants. Students should make themselves aware of ethical debates within their discipline or profession as well as consider and address any ethical implications of their study. They should also ensure that they seek and obtain ethical approval (if required) for their research prior to enrolment on the dissertation module. Ethical approval is a necessary requirement before any data collection involving individuals is undertaken. Advice and good practice guidelines are to be found in the Dissertation Handbook and the UWTSD Quality Handbook.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60 direct teaching + 10 hours supervision.	12%
Independent learning	530	88%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Dissertation	15,000 words	100%

Assessment Summary

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

NCS accredited programme. Module has been checked by NCS through the previous validation. They will need to see this new revalidation to confirm that they accept the new module descriptors.

INDICATIVE READING LIST

Module Code	ECPR7005	
Module Title	Psychotherapy and Counselling Dissertation	
Classification	Reading List entry	Electronic*
Essential	BACP. 2010. <i>Ethical Framework for Good Practice in Counselling and Psychotherapy</i> . Lutterworth: BACP.	☐
Essential	Bager-Charleson, S. 2014. <i>Doing Practice Based Research in counselling and Therapy: A Reflective Approach</i> . London: Sage.	☐
Further	Bond, T. 2004. 'Ethical guidelines for researching counselling and psychotherapy'. <i>Counselling and Psychotherapy Research: Linking research with practice</i> . Volume 4. Number 2.	☐
Further	Cooper, M., 2008. <i>Essential Research Findings in Counselling and Psychotherapy: The Facts are friendly</i> . London: Sage.	☐
Further	Creswell, J. W. 2013. <i>Qualitative Inquiry and Research Design: Choosing among five traditions. Third Edition</i> . London: Sage.	☐
Further	McLeod, J. 2003. <i>Doing Counselling Research</i> . London: Sage.	☐
Further	McLeod, J. 2013. <i>An Introduction to Research in Counselling and Psychotherapy Practice Skills for counsellors</i> . London: Sage	☐
Further	Ridley, D. 2008. <i>The Literature Review. A step by step guide</i> . London: Sage.	☐