



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

MODULE DIRECTORY

LEVEL 6

ACADEMIC DISCIPLINE OF PSYCHOLOGY AND COUNSELLING

INSTITUTE OF EDUCATION AND HUMANITIES – YR ATHROFA

2019-2020

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INTRODUCTION

This Module Directory includes all the modules for Level 6 within the Academic Discipline of Psychology and Counselling in the academic year 2019-2020.

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 Director (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.

MODULE CODE:	SSAP6001	
TITLE:	Psychopathology	
DATED:	11/06/2013	
MODULE CO-ORDINATOR:	Dr Charlotte Greenway	
LEVEL:	6	
CREDITS:	20	
TEACHING METHODS:	Lectures	25%
	Seminars	10%
	Directed Learning	65%
JACS CODE:	C810 Applied Psychology	

AIM(S)

- To enable students to recognise the complex array of social, psychological and biological factors which contribute to mental ill-health.

LEARNING OUTCOMES

By the end of this module students should be able to:

- critically explore the concepts and classification of psychological disorders;
- demonstrate a critical understanding of a range of psychological disorders and the impact of these on the individual and others;
- critically assess the effectiveness of pharmacological and therapeutic treatments for a range of psychological disorders;
- critically appraise the biological and environmental factors that contribute to mental ill health;
- organise their knowledge and learning through the use of a range of information resources and present their work appropriately.

CONTENT

- An examination of the meaning of 'abnormality', past and current trends.
- Exploration of a range of psychological disorders (i.e., depression, anxiety, sexual identity problems, psychosis and eating disorders).
- Exploration of theory and research underpinning explorations of psychological disorders.
- Exploration of the psychological perspectives that underpin our understanding of mental ill health.
- Examination of the effectiveness of pharmacological and therapeutic treatments for a range of diagnosed mental health problems.

ASSESSMENT

Course work	40%
Promotional campaign poster (10 minutes)	
Examination	60%

One paper (2½ hours)

Exemplar written exam: Critically discuss two theoretical approaches to the diagnosis and treatment of Schizophrenia.

MODULE CODE:	SSAP6004								
TITLE:	Dissertation								
DATED:	13/07/2015								
MODULE CO-ORDINATOR:	Dr Charlotte Greenway								
LEVEL:	6								
CREDITS:	40								
TEACHING METHODS:	<table> <tr> <td>Seminars</td><td>5%</td></tr> <tr> <td>Supervision</td><td>15%</td></tr> <tr> <td>Fieldwork</td><td>20%</td></tr> <tr> <td>Directed Learning</td><td>65%</td></tr> </table>	Seminars	5%	Supervision	15%	Fieldwork	20%	Directed Learning	65%
Seminars	5%								
Supervision	15%								
Fieldwork	20%								
Directed Learning	65%								
JACS CODE:	C810 Applied Psychology								

AIM(S)

- * To provide students with the opportunity to engage in a substantial self-managed research project in a field of study within psychology.
- * To build on the scientific skills, psychological concepts and techniques developed in previous modules, and for students to demonstrate the ability to direct their own studies.

LEARNING OUTCOMES

By the end of this module students should be able to:

- * critically evaluate selected key theories and research findings within their chosen area of study;
- * apply scientific research and evaluation skills, within ethical codes, to develop a hypothesis, design and appropriate research methodology; gather and subsequently analyse and interpret data and report findings in an appropriate manner;
- * critically analyse research data or literature and draw out the implications of findings compared with other empirical evidence in their chosen area;
- * demonstrate an appreciation of the complexity of psychological research processes and demonstrate the ability to reflect critically about the process of carrying out their own study;
- * organise their knowledge and learning through the use of a range of information resources, and present their work at the appropriate level.

CONTENT

- * Identifying an appropriate topic of study within their chosen area.
- * Developing a workable hypothesis and design an appropriate research project.
- * Linking theoretical aspects of research foci: literature and research questions.
- * Addressing ethical issues in collecting data.
- * Use of appropriate analysis techniques to evaluate data.
- * Draft a dissertation in an approved manner, presenting a critical account of findings against an identified body of literature.

ASSESSMENT

Course Work 100%

Research Proposal and Reflective Participation Log (1000 words) 10%

Submitted dissertation (10,000 words) 80%

Presentation (of their research) (10 minutes) 10%

The title and focus of the dissertation will be decided through discussion between student and tutor, and should enable the student to draw on the previous two years' study in relevant fields.

MODULE CODE: SSAP6005
TITLE: Criminology and Forensic Psychology
DATED: 11/06/2013

MODULE CO-ORDINATOR: Dr Charlotte Greenway
LEVEL: 6
CREDITS: 20

TEACHING METHODS:

Lectures	25%
Group Work	10%
Directed Learning	65%

JACS CODE: C810 Applied Psychology

AIM(S)

* To enable students to develop a psychological understanding of criminality, criminal investigations and the complexity of the impact of crime.

LEARNING OUTCOMES

By the end of this module students should be able to:

- * reflect critically on historical and contemporary theory regarding explanations of criminality;
- * demonstrate a critical understanding of the contribution of forensic psychology to evidence-based practice relating to the investigation of crime;
- * demonstrate an ability to critically apply psychological theory to the processes involved in judicial contexts;
- * critically appraise psychological theory and practice that underpins practitioner's attempts to identify and respond effectively to a range of criminal populations;
- * organise their knowledge and learning through the use of information resources and present their work appropriately.

CONTENT

- * Examination of understandings and proposed causes of criminality.
- * Consideration of the complex ethical and moral issues inherent in the field of forensic psychology.
- * Exploration of the contribution of psychology to the investigation of crime.
- * Examination of the psychological processes underpinning behaviour and decision-making in judicial contexts.
- * Exploration of the theory and empirical evidence that identifies different criminal populations and guides psychological interventions.

ASSESSMENT

Course Work **50%**

Critical Review (3000 words)

Examination**50%**

One paper (2½ hours)

Exemplar critical review: Critically discuss opportunities and limitations regarding psychological intervention with two population groups within the criminal justice system.

MODULE CODE:	SSAP6009	
TITLE:	The Application of Biological and Cognitive Neuroscience	
DATED:	02/07/2015	
MODULE CO-ORDINATOR:	Dr Stuart Jones	
LEVEL:	6	
CREDITS:	20	
TEACHING METHODS:	Lectures	20%
	Group work	20%
	Independent study	60%
JACS CODE:	C810 Applied Psychology	

AIM(S)

- To enable students to evaluate the contribution new technologies have made to our understanding of human behaviour.
- To provide students with a critical overview of the application of psychological theories and interventions relating to health.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate a critical understanding of conceptual and historical issues relating to Biological and Cognitive Psychology;
- critically consider the biological basis of behaviour and critically evaluate the impact new technologies and resultant empirical evidence have on our understanding of the structure and function of the brain and human behaviour;
- critically evaluate the relationship between human behaviour and the chemical and electrical activity within the brain, demonstrating a critical understanding of how drugs and hormones influence brain activity and subsequent behaviours;
- demonstrate a critical understanding of how approaches in Neuroscience have contributed to the development of the field of Cognitive Psychology (e.g. attention, the study of perception, learning, memory, thinking and language);
- organise their knowledge and learning through the use of information resources and present their work appropriately.

CONTENT

- Examination of the dynamic development of biological and cognitive neuroscience in the last two decades.
- Examination of the benefits and limitations of evidence derived from neuroscientific research with particular reference to learning and cognition.
- Examination of the biological basis of behaviour and the impact of neuroimaging techniques in relation to the understanding in this field.

- Exploration of the impact neuroscientific research may have on traditional empirical evidence within Biological and Cognitive Psychology.
- Exploration of a range of approaches developed within neuroscience used to enhance our understanding of relating to disorders of attention, perception, learning, memory, thinking and language.

ASSESSMENT

Course work **100%**

Assignment (3500 words) 70%

Seminar Presentation (10 minutes)
with written contribution (1000 words) 30%

Exemplar assignment: Critically discuss the impact neuroscience has had on our understanding and treatment of memory disorders.

MODULE CODE: SSAP6010
TITLE: Challenges in Old Age: Social and Developmental Transitions
DATED: 02/07/2015

LEVEL: 6
CREDITS: 20

JACS CODE: C810 Applied Psychology

AIM(S)

- To enable students to consider the social and development transitions.
- To develop student's theoretical and applied understanding of old age.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of attitudes surrounding ageing;
- critically evaluate the theories and empirical evidence that underpin the and developmental and cognitive processes of ageing and critically reflect on the impact of mental health on old age;
- demonstrate a critical understanding and evaluation of social transitions involved in ageing and theories relating to retirement, death and bereavement;
- organise their knowledge and learning through the use of information resources and present their work at the appropriate level.

INDICATIVE CONTENT

- Critical examination of the historical perspectives, ideas and theories relating to ageing.
- Exploration of cognitive and developmental processes such as changes in cognitive skills, memory and intelligence.
- Critical exploration of mental health including dementia and depression.
- Critical examination of societal views of older adulthood, and the resulting behaviours and care for people in late adulthood.
- Critical exploration of theories and empirical research relating to retirement, death and bereavement.

LEARNING AND TEACHING STRATEGY

E.g. Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	40	20%
Group work	100	50%
TOTAL	200	100%

Assessment Component 1 – 50%

Campaign strategy (3000 words)

Exemplar: Develop a campaign strategy to improve attitudes towards mental health and cognitive decline in late adulthood.

Assessment Component 2 – 50%

Written examination (2½ hours)

Exemplar: Using psychological theory and empirical evidence, critically discuss the impact of retirement, death and bereavement.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
If yes please provide brief details (no more than 100 words): According to the Bruntland Report “Our Common Future” sustainable development is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” This module explores the issues surrounding an ever growing aged population.	

Module Code	ECGE6001R
Title	Skills for life: employability and future pathways
Date	06/02/2019
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To foster a range of behaviours, attitudes and competencies which develop enterprising thinking and an employability mindset and enhance students' ability to critically reflect on their own development needs.

LEARNING OUTCOMES

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

- critically analyse the principles of employability and enterprising skills in relation to relevant career pathways;
- critically reflect on the importance of continual learning and future thinking for own personal development and employability;
- exhibit written and presentation skills that evidence advanced competencies and characteristics that reflect a range of transferable skills e.g. teamwork, problem solving and communication;
- organise knowledge and learning through an advanced use of a range of information sources, including ICT, and present their work at the appropriate level.

INDICATIVE CONTENT

- Creating a professional profile e.g. CV writing, LinkedIn, appropriate use of social media and professional networking.
- Effective interview and presentation techniques, job-searching and application processes.
- Personal development planning, mentorship, and continuing professional development.
- Behaviours, attributes and characteristics associated with developing an enterprising mind-set and fostering dynamic and innovative thinking e.g., initiative, creativity, self-discipline, flexibility.
- Interpersonal skills for the workplace e.g., teamwork, leadership, conflict resolution, negotiation.

- Principles of global citizenship and social and cultural awareness.
- Personal resiliency skills; recognising and managing stress and negative work behaviours.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio and Reflective Piece	Three elements plus 1000 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Professional interview	15 minutes to include presentation and interview	50%

Assessment Summary

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

READING LIST

Module Code	ECGE6001R	
Module Title	Skills for life: employability and future pathways	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S. (2015) <i>Skills for success: Personal development and employability</i> . Basingstoke: Palgrave Macmillan	☒
Essential	Rae, D. (2008), <i>Entrepreneurship: from opportunity to action</i> , 2 nd Edition, Basingstoke: Palgrave Macmillan.	☐
Essential	Trought, F. (2010) <i>Brilliant employability skills: how to stand out from the crowd in the graduate job market</i> . Harlow: Prentice Hall	☒

Further	Denicolo, P. and Reeves, J. (2013) <i>Developing transferable skills</i> . London: SAGE	☐
Further	Neugebauer, J. and Evans-Brain, J. (2016) <i>Employability: Making the most of your career development</i> . London: SAGE	☐
Further	Quality Assurance Agency (2018) <i>Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers</i> . (online) available from: https://www.qaa.ac.uk/docs/qaas/enhancement-and-development/enterprise-and-entrepreneurship-education-2018.pdf?sfvrsn=15f1f981_8	☒
Further	Warburton, N. (2007), <i>Thinking from A –Z</i> , London: Routledge	☐
Further	West, C. (2008), <i>Think like an Entrepreneur – Your Psychological Toolkit of Success</i> , New Jersey, USA: Prentice Hall.	☐
Further	https://www.heacademy.ac.uk/knowledge-hub/enhancing-graduate-employability	☒
Further	www.heacademy.ac.uk/business/ourwork/sigs/entrepreneurial_learning_sig	☒

MODULE CODE: M6X02254
TITLE: Mental Health Education
DATED: 30/06/2016

LEVEL: 6
CREDITS: 20

JACS CODE: C848/C873

AIM(S)

The aim of this module is to:

- To develop a critical understanding of the role of education in the field of mental health and the role of service users, service providers and policy makers in this process.
- To foster a critical appreciation of intervention development and evaluation in the field of mental health

LEARNING OUTCOMES

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

- Critically analyse empirical evidence relating to the effectiveness of a range of educational initiatives in the field of mental health
- Demonstrate a strong awareness of the role of service users and survivors in developing Mental Health Services and educational initiatives
- Design an appropriate intervention for tackling issues relating to education in mental health
- Organise their knowledge and learning through the use of information resources and present their work at the appropriate level.

INDICATIVE CONTENT

Module content will build upon the knowledge developed at level four and five to encourage students to consider at a greater depth the importance of raising awareness of Mental Health. The module will critically consider roles that involve educating others about mental health, focusing on charity and third sector organisations, mental health education and awareness-raising initiatives and government agendas aimed at raising awareness and reducing stigma towards people with mental health difficulties.

Here, module content will introduce students to the importance of effective communication strategies for different audiences and the opportunities and challenges offered by social media for tackling these issues. Throughout the module, students will evaluate strategies/policies that have been developed to raise awareness of Mental Health and students will be encouraged to explore the relative effectiveness of different promotional campaigns designed to decrease the prejudice and stigma associated with Mental Health.

Lectures and seminars will encourage students to critically consider the role of the 'patient voice' in understanding the effectiveness of Mental Health Services.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the application of psychological concepts and empirical evidence applied to Mental Health. Seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of the evidence reviewed. Case studies will also be used to develop understanding of those with Mental Health experience.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – Coursework: Written essay (2,500 words) 50%

Students will be asked to critically analyse the factors associated with stigma and discrimination for a given mental health problem and to identify strategies to try and reduce discrimination.

Exemplar: Using empirical evidence, critically discuss the extent to which stigma and discrimination towards individuals with a diagnosis of depression still exist in today's society and how we should seek to tackle this problem.

Assessment Component 2 – Practical: Educational video (10 minutes) 50%

Students will be asked to create an educational video to raise awareness about a given mental health issue.

Exemplar: Create a ten minute educational video aimed at raising awareness about the impact of a diagnosis of Schizophrenia on the individual.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
This module meets a number of ESD graduate learning outcomes through enabling students to: • Generate and evaluate different models and interventions for educating individuals, organisations and communities about mental health issues • Engage in interdisciplinary discussion to inform their thinking about creative solutions for mental health education • Effectively engage with real-life problems relevant to mental health and wellbeing	

READING LIST (EXEMPLI GRATIA)

Essential Reading

Mackereth, C. J., Brown, J. S., & Learmonth, A. M. (2014). *Promoting Public Mental Health and Well-being: Principles Into Practice*. Jessica Kingsley Publishers.

Recommended Reading

Cattan, M., & Tilford, S. (Eds.). (2006). *Mental health promotion: a lifespan approach*. McGraw-Hill Education (UK).

Lester, H., & Glasby, J. (2010). *Mental health policy and practice*. Palgrave Macmillan.

Hinshaw, S. P. (2006). *The mark of shame: Stigma of mental illness and an agenda for change*. Oxford University Press.

Sharma, M., Atri, A., & Branscum, P. (2012). *Foundations of mental health promotion*. Jones & Bartlett Publishers.

Wallcraft, J., Schrank, B. & Amering, M. (2009) *Handbook of Service User Involvement in Mental Health Research*. London: Wiley

Background Reading

Adelman, H. S., & Taylor, L. (Eds.). (2009). *Mental health in schools: Engaging learners, preventing problems, and improving schools*. Corwin Press.

Bennett, P. (2000). *Introduction to clinical health psychology*. McGraw-Hill Education.

Corrigan, P. W., Roe, D., & Tsang, H. W. (2011). *Challenging the stigma of mental illness: Lessons for therapists and advocates*. John Wiley & Sons.

Fernando, S. (2010). *Mental health, race and culture*. Palgrave Macmillan. University Press.

Rogers, A., & Pilgrim, D. (2014). *A sociology of mental health and illness*. McGraw-Hill Education.

Sartorius, N., & Schulze, H. (2005). *Reducing the stigma of mental illness: a report from a global association*. Cambridge University Press.

Thornicroft, G. (2006). *Shunned: Discrimination against people with mental illness*. Geneva: Oxford.

Example Relevant Journals

Health Education Journal

International Journal of Mental Health Promotion

Journal of Mental Health Training, Education and Practice

Journal of Psychiatric and Mental Health Nursing

Websites

Mental Health Advocacy Groups

Support, Empowerment, Advocate, Promote

<http://www.seap.org.uk>

Mental Health Matters Wales

<http://mhmbcb.com/>

Mind

<http://www.mind.org.uk>

Mental Health Support

<http://mentalhealthsupport.co.uk/>

Time to change wales

<http://mentalhealthsupport.co.uk/>

WCADA

<http://www.wcada.org/>

Gofal

<http://www.gofal.org.uk/>

Hafal
<http://www.hafal.org/>
SANE
<http://www.sane.org.uk/>
Hearing Voices
<http://hearingvoicescymru.org/>
Bipolar UK
<http://www.bipolaruk.org.uk/>
Depression UK
<http://www.depressionuk.org/index.shtml>
Students Against Depression
<http://www.depressionuk.org/index.shtml>

MODULE CODE: M6X02255
TITLE: Mental health and the ageing population
DATED: 30/06/2016

LEVEL: 6
CREDITS: 20

JACS CODE: C848

AIM(S)

- To foster a critical appreciation of the aetiology, prevalence and impact of mental health problems in older adulthood from an individual and societal perspective
- To enable student to critically analyse the evidence for a range of individual and societal interventions aimed at promoting healthy ageing and preventing and supporting mental health in older adulthood.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of the prevalence of mental health issues in the ageing population in Wales and beyond;
- critically evaluate the theories and empirical evidence that underpin our understanding of cognitive decline and dementia;
- demonstrate a critical understanding of the relative effectiveness of a range of psychosocial interventions and treatment approaches for tackling mental health issues in older adulthood;
- organise their knowledge and learning through the use of information resources and present their work at the appropriate level.

INDICATIVE CONTENT

This module content will build upon the foundations laid within the level four *"understanding old age"* module, developing an in-depth critical understanding of the mental health challenges increasingly associated with older age. Early module content will encourage critical examination of the historical perspectives, ideas and theories relating to "normal" and "abnormal" ageing processes (e.g. critically exploring notions of normal grieving versus a diagnosis of depression surrounding the new DSM-V classification system), before exploring current statistics relating to the prevalence rates and impact of mental health in Wales including dementia and depression.

Module content will then engage students with an in-depth critical consideration of key policies such as the Welsh Government's Strategy for Older People in Wales (2013 - 2023) and the National Service Framework for Older People in Wales (2006) which highlight the many challenges presented by a growing aging population in Wales. Module content will include a strong focus on the treatment and care of those with dementia, including the impact on family carers and younger carers.

The impact of caring for older individuals within family, health care and societal systems will be critically explored through engagement with empirical literature and a

range of intervention strategies. Evidence for the effectiveness of interventions delivered through formal social care settings (whether statutory, independent or voluntary service providers) will be analysed, alongside less formal psychosocial interventions designed to offer support for family members or informal caregivers (e.g. mindfulness, online support groups, arts therapies).

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices of working with older individuals. seminars will introduce practical examples and case studies which will be used to support the application, discussion, and critical evaluation module content.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – Coursework: Critical review (2,500 words) 50%

Exemplar: Using the paper provided, carry out a critical review of the strengths and limitations of this paper and report this as a written journal review.

Assessment Component 2 – Coursework: Intervention proposal (2,500 words) 50%

Exemplar: Design an intervention to provide psychosocial support to individuals caring for a family member with Dementia and produce a proposal to demonstrate how you would evaluate the effectiveness of this intervention.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): According to the Bruntland Report “Our Common Future” sustainable development is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” This module explores the issues surrounding an ever growing aged population and meets the QAA ESD learning outcome of encouraging students to critically understand the causes and possible solutions to inequity at intra and inter-generational levels.	

Reading List Essential

Birren, J. E., Cohen, G. D., Sloane, R. B., Lebowitz, B. D., Deutchman, D. E., Wykle, M., & Hooyman, N. R. (Eds.). (2013). *Handbook of mental health and aging*. Academic Press.

Schaie, K. W., & Willis, S. L. (Eds.). (2010). *Handbook of the Psychology of Aging*. Academic Press.

Recommended

Baars, J., Dohmen, J., Grenier, A., & Phillipson, C. (Eds.). (2014). *Ageing, meaning and social structure: Connecting critical and humanistic gerontology*. Bristol: Policy Press.

Baker, C. (2014). *Developing Excellent Care for People Living with Dementia in Care Homes*. London: Jessica Kingsley Publishers.

Binstock, R. H., George, L. K., Cutler, S. J., Hendricks, J., & Schulz, J. H. (Eds.). (2011). *Handbook of aging and the social sciences*. Academic Press.

Coughlin, J. F., Pope, J. E., & Leedle, B. R. (2006). Old age, new technology, and future innovations in disease management and home health care. *Home Health Care Management & Practice*, 18(3), 196-207.

Erber, J. T. (2011). *Aging and older adulthood*. John Wiley & Sons.

James, I. A. (2011). *Understanding behaviour in dementia that challenges: A guide to assessment and treatment*. London: Jessica Kingsley Publishers.

Rabbitt, P. (2014). *The Aging Mind: An Owner's Manual*. London: Routledge.

Stuart-Hamilton, I. (2011). *An introduction to gerontology*. Cambridge: Cambridge University Press.

Vincent, J. A., Phillipson, C., & Downs, M. (Eds.). (2006). *The futures of old age*. London: Sage.

Journals and Websites

Aging and Mental Health

American journal of family therapy

Journal of Abnormal Psychology

Journal of Aging and Health

Journal of Consulting and Clinical Psychology

Journal of Gerontology

MODULE CODE: M6X02256
TITLE: Independent Research Project
DATED: 30/06/2016

LEVEL: 6
CREDITS: 30

JACS CODE: C831

AIM(S)

The aim of this module is to:

- Allow students to develop higher order research skills by identifying and undertaking a piece of independent research related to mental health which demonstrates scientific and ethical rigour in all respects.
- Enable students to demonstrate their ability to produce an independent piece of written work to appropriate academic standards

LEARNING OUTCOMES

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

On completion of the module participants will be able to:

- Generate a scientifically and ethically appropriate research proposal for a specific question
- Use evidence-based reasoning to explore relevant practical, theoretical and ethical issues associated with a specific research question
- Carry out a study involving primary quantitative and/or qualitative data collection using appropriate tools
- Analyse research data using appropriate methodological frameworks
- Present research findings to appropriate academic standards
- Critically reflect on the research process

LEARNING AND TEACHING STRATEGY

The student is expected to take full ownership of their own independent project under appropriate supervision, and to manage their time appropriately to ensure completion within the timescales. Workshops and small group tutorials associated with this module will provide students with an overview of research methodology including design, data collection methods and analytical processes. Each student will be allocated a supervisor

SUPERVISION AND MANAGEMENT STRATEGY

The research proposal will be discussed by the course team. The Programme Director will meet with the student to discuss the recommendations of the team and the options - continuation with acknowledgement of recommendations, with significant revision or in exceptional cases, mutual agreement to discontinue the dissertation. On the basis of the research proposal a relevant supervisor will be appointed as well as a second adviser where appropriate. The supervisor will be allocated so as to reflect the specific area of focus of the dissertation and provide effective and knowledgeable support.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	15	5%
Independent learning	285	95%
Placement learning	-	
TOTAL	300	100%

Assessment Component 1: 2,500 word research ethics proposal (25%)

Students will be required to submit a research ethics proposal on the provided proforma for their proposed independent study within the first two weeks of this module for assessment

Assessment Component 2: 5,000 word written study report (75%)

Students will be required to write up their study in a journal format and submit a 5,000 word written report of their independent study.

Assessment Summary

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

**EDUCATION FOR
SUSTAINABLE**

DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Students will develop key problem-solving skills and critical reflective skills in line with the QAA (2013) Education for Sustainable Development guidelines and of relevance to a number of ESD graduate learning outcomes including: • Capacity for independent, evidence based integrated thinking as the foundation of developing their own personal ethical code. • Application of established frameworks and methodologies for analysing specific behaviours and/or processes, utilising the skills and expertise developed through their own area of study. • Identifying the importance of drawing upon scientific knowledge and research in seeking to understand mental health and its impact.	

READING LIST (EXEMPLI GRATIA)

For their independent study students are expected to be engaging in extensive reading of journal articles relating to their topic rather than relying on textbooks. The following reading list provided recommended reading on research methodology and the research dissertation process.

Recommended Reading

APA (2010). *Publication manual of the American Psychological Association* (6th ed.).
APA: Washington, DC.

- Coolican, H. (2014). *Research methods and statistics in psychology*. London: Taylor & Francis.
- DuBois, J.M. (2008). *Ethics in Mental Health Research: Principles, Guidance, and Cases*. Oxford: Oxford University Press
- Harper, D. & Thompson, A.R. (2012). *Qualitative Research Methods in Mental Health and Psychotherapy: A Guide for Students and Practitioners*. London: Wiley.
- Wallcraft, J., Schrank, B. & Amering, M. (2009) *Handbook of Service User Involvement in Mental Health Research*. London: Wiley
- Walliman, N. (2013). *Your undergraduate dissertation: The essential guide for success* (2nd ed.). London: Sage.

MODULE CODE: M6X02257
TITLE: Work-based learning project
DATED: 30/06/2016

LEVEL: 6
CREDITS: 30

JACS CODE: C848

AIM(S)

- To give students the opportunity to develop a work-based learning project that demonstrates personal and professional development
- To enable student to apply their learning to current practice in a relevant field through completion of 60 hours of paid or unpaid work-based practice or voluntary experience.

LEARNING OUTCOMES

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

- Apply the learning gained to explore and critically discuss an agreed area of their work practice/experience;
- Make an appropriate contribution to the working environment within appropriate professional and ethical frameworks;
- Critically reflect upon their self-development and application of their professional knowledge and skills;
- Demonstrate a strong set of transferable and interpersonal skills relevant to the field of mental health.

INDICATIVE CONTENT

This module aims to provide students with the opportunity to develop projects and/or other work-based learning activities that are designed to improve or inform areas of their own interest in relation to the field of mental health. The learning will be located within an identified work or practice area. The themes of projects, inquiries and/or other work-based activities are negotiated and can be related to individual interests, professional or healthcare team practice development and/or wider organisational development aims.

LEARNING AND TEACHING STRATEGY

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	10	2
Independent learning	230	78
Placement learning	60	20

TOTAL	300	100%
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ASSESSMENT

Assessment Component 1 – 30 minute mid-placement review interview (50%)

This review interview, which will take place halfway through the module, will assess students on their progress, engagement, and their reflection on self-development and initiative. The interview will take the form of a professional job interview where students will be provided with the broad interview questions in advance and be expected to prepare and conduct themselves appropriately.

Assessment Component 2 – Placement report to include documented completion of 60 hours of workplace practice (3000 words) (50%)

Students will be expected to produce a written report of their placement, including documented evidence of completion of the required 60 hours of workplace practice, a summary report on their chosen project and a reflective summary of their experience and personal development.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): The focus of this module is to equip students with advanced employability skills and knowledge in the application of knowledge gained to real-world issues in the workplace. The development of students' own awareness and self-reflection of these issues is achieved through promoting a critical understanding of the links between their self-identity and their professional role, with students developing critical reflective skills in the line with the QAA (2013) Education for Sustainable Development guidelines.	

Reading List (Exempli Gratia)

Essential

Helyer, R. (2015) *Palgrave Study Skills: The Work-Based Learning Student Handbook* (2nd edition). London: Palgrave Macmillan.

Recommended

Bateman, N., (2000). *Advocacy Skills for health and Social Care Professionals*. London: Jessica Kingsley Publications.

Cottrell, S. (2010). *Skills for Success: The Personal Development Planning Handbook*. 2nd edition. Hampshire: Palgrave Macmillan

MODULE CODE:	M6X00914
TITLE:	Abnormal & Clinical Psychology
DATED:	02/04/2014
LEVEL:	6
CREDITS:	20
JACS CODE:	C842

AIM(S)

The module aims to:

- develop an in-depth understanding of how the biopsychosocial model can explain individual differences in the development and treatment of mental health problems;
- critically consider current debates and controversies in the field of abnormal and clinical psychology; and
- further develop students' ability to make critical judgments and evaluations based on primary sources within the field.

LEARNING OUTCOMES

Upon successful completion of this module students will be able to:

1. critically discuss the relative importance of biological, psychological and social causes for a range of mental health problems;
2. employ evidence-based reasoning in order to critically evaluate the effectiveness of treatments for a variety of mental health problems;
3. demonstrate a critical awareness of current debates and controversies in the field of Clinical Psychology; and
4. the ability to present work to a professional standard suitable for an academic audience through appropriate media.

INDICATIVE CONTENT

This module will commence with content focused around developing students' critical understanding of conceptual and historical paradigms for understanding mental health, focusing upon the historical divide between the medical and psychological model before moving on to consider the role of the biopsychosocial model as a framework for understanding mental health, and the wider classification debate in mental health. Topics covered in the first weeks of this module will include:

- Concepts and definitions of abnormality: the medical and psychological models
- An historical overview: "madness and asylums to "care in the community"
- The classification debate: past, present, and future
- Biological explanations: brain systems, functions and neurotransmitters
- Psychological perspectives: cognitive-behavioural, psychodynamic, humanistic
- Social perspectives: family systems, socio-economic status and culture

Lectures and seminars will then begin to explore the aetiology of specific mental health problems, focusing on a critical analysis of the research evidence supporting

psychological, social and biological approaches to understanding and treating specific mental health problems. Students will be encouraged to explore the relative effectiveness of different treatments (psychological and pharmacological) in treating different mental health problems, and to recognise the role of the biopsychosocial model and individual differences in understanding differences in treatment effectiveness. Topics here will include:

- Eating disorders
- Anxiety disorders
- Mood Disorders
- Schizophrenia
- Personality disorders

An important element of the module content throughout the module will be the identification and critical discussion of new developments and controversies in the field of abnormal and clinical psychology. This module content will be embedded within the lectures described above, using specific examples from particular disorders to highlight an area of current controversy and discussion. As an exemplar, a current focus would include detailed discussion of the following:

- the controversies of traditional classification systems versus alternative approaches;
- the controversies and issues surrounding the publication of the DSM-V, with a focus on both generic issues and specific issue linked to particular categories; and
- developments in psychological therapy: evidence for effectiveness of emerging treatments e.g., acceptance and commitment therapy, mindfulness.

LEARNING AND TEACHING STRATEGY

Topics will be introduced in weekly lectures, and consolidated using directed reading and small group seminars. Seminars will be based around critical discussion of set papers and current debates in the field of abnormal psychology to facilitate the development of Level Six critical analysis skills.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	40	20%
• Lectures = 20 hours • Seminars = 20 hours		
Independent learning	160	80%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Learning Outcomes	PLO	Assessment Criteria <i>To achieve each outcome a student must demonstrate the ability to:</i>
1. Critically discuss the relative importance of biological, psychological and social causes for a	6.1 6.2	Synthesise research evidence indicating the extent to which the biopsychosocial model can explain the development of specific mental health problems.

range of mental health problems.		
2. Employ evidence-based reasoning in order to critically evaluate the effectiveness of treatments for a variety of mental health problems.	6.5	Critically evaluate the relative effectiveness of psychological and pharmacological treatments for mental health problems using up-to-date research evidence.
3. Demonstrate a critical awareness of current debates and controversies in the field of Clinical Psychology	6.6 6.7	Critically discuss important debates and controversies of relevance to the field of abnormal psychology.
4. The ability to present work to a professional standard suitable for an academic audience through appropriate media	6.11	Present work to a professional standard using appropriate media.

Assessment Component 1 – 50%

Written Assignment (2,500 words): This written assessment will require students to produce a strong synthesis and critical analysis of empirical evidence relating to a specific topic in abnormal psychology.

Exemplar: Using empirical evidence, critically analyse the relative effectiveness of pharmacological and psychological therapies for the treatment of mood disorders.

Assessment Component 2 – 50%

Two hour long answer examination: this exam will enable students to demonstrate critical awareness of wider debates in the field of abnormal psychology and the biopsychosocial model.

Assessment Summary

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

READING LIST (EXEMPLI GRATIA)

Please note that at Level 6 much of the recommended reading is based around specific journal articles tied into each lecture. The module handbook and Moodle will detail specific journal readings for each lecture and these will be updated annually.

Essential Reading

Bennett, P. (2011). *Abnormal and clinical psychology: An introductory textbook* (3rd edition). Maidenhead: McGraw-Hill/ Oxford University Press. (E-book also available.)

Recommended Reading

Beck A. T., Rector, N. A., Stolar, N., & Grant, N. A. (2011). *Schizophrenia: Cognitive Theory, Research, and Therapy*: New York: Guildford Press.

Cromby, J., Harper, D., & Reavey, P. (Eds.). (2013). *Psychology, Mental Health and Distress*. Basingstoke: Palgrave Macmillan.

Davey, G. (2008). *Psychopathology: Research, Assessment, and Treatment in Clinical Psychology*. Oxford: Blackwell.

Frances, A. (2013). *Saving Normal: An Insider's Revolt against Out-of-Control Psychiatric Diagnosis, DSM-5, Big Pharma, and the Medicalization of Ordinary*. New York: William Morrow.

Geekie, J., & Read, J. (2009). *Making sense of madness: Contesting the meaning of schizophrenia*. London: Routledge Taylor & Francis. (E-book also available.)

Nolen-Hoeksema, S. (2014). *Abnormal Psychology* (6th ed). New York: McGraw-Hill.

Paris, J. (2013). *The intelligent clinician's guide to the DSM-5*. Oxford: Oxford University Press.

Example Relevant Journals

Experimental and Clinical Psychopharmacology

Journal of Abnormal Psychology

Journal of Consulting & Clinical Psychology

Personality Disorders: Theory, Research and Treatment

Psychology of Addictive Behaviours

Schizophrenia Bulletin

Websites and other sources: students will be directed to additional appropriate sources of information (e.g. websites, podcasts, education programmes and debates) as they arise through module handbooks and the VLE system.

MODULE CODE:	M6X00915
TITLE:	Human Performance
DATED:	02/04/2014
LEVEL:	6
CREDITS:	20
JACS CODE:	C855

AIM(S)

The module aims to:

- develop a critical understanding of the key theories of human cognition in relation to understanding human performance;
- enhance students' awareness of the complex interaction between wider factors influencing human performance, focusing primarily on cognition, stress and individual differences; and
- further develop students' critical thinking and scientific reasoning skills.

LEARNING OUTCOMES

Upon successful completion of this module, students will be able to:

1. critically evaluate the links between applied domains of performance and theoretical models of cognitive processing;
2. synthesise the empirical evidence evaluating wider psychological theories of human performance;
3. examine practical, theoretical and ethical issues associated with the range of domains and methodologies in which human performance can be studied and understood; and
4. the ability to present work to a professional standard suitable for an academic audience through appropriate media.

INDICATIVE CONTENT

The content of this module will build upon topics introduced in modules at Level Four and Five that have focused upon cognitive processes and wider factors associated with understanding human performance. The first part of the lecture series will critically explore more complex models of cognitive processes and performance within specific domains, exploring empirical research into what allows us to use our cognitive abilities to demonstrate practical performance in the world. Included in this framework is research into how different levels of ability and expertise at specific domains of activity are realised via our experiences, behaviour and underlying cognitive and biological structures. Specific content coverage mapping onto BPS Core Curriculum areas will include:

- Computation, modularity and neuroscience.
- Problem-solving
- Expert memory, skilled performance and expertise
- Learning and expertise
- Cognitive modelling and cognitive architectures.

The lecture series will then move on to fostering an in-depth understanding of individual differences in human performance, exploring why individuals differ in their ability for

performing specific tasks and the factors that may facilitate or impede task performance. Topics here will include:

- Innate ability versus learnt ability
- Group differences in ability (age, gender)
- Personality and mood
- Stress, fatigue and human error

LEARNING AND TEACHING STRATEGY

Topics will be introduced in weekly lectures introducing students to the evidence base and key areas of critical debate surrounding the lecture topic. At level six, the use of seminars will focus upon encouraging students to use their scientific reasoning and critical evaluation skills to develop a critical understanding of specific set topic areas. Students will be expected to engage in directed reading prior to each seminar.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	40	20%
• Lectures = 20 hours • Seminars = 20 hours		
Independent learning	160	80%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Learning Outcomes	PLO	Assessment Criteria <i>To achieve each outcome a student must demonstrate the ability to:</i>
1. Critically evaluate the links between applied domains of performance and theoretical models of cognitive processing.	6.1	Explain and evaluate how models of cognitive function have arisen from studies into performance in different tasks and domains
2. Synthesise the empirical evidence evaluating wider psychological theories of human performance.	6.4	Synthesise and evaluate the extent to which evidence from classic and contemporary research studies support different psychological theories of human performance
3. Examine practical, theoretical and ethical issues associated with the range of domains and methodologies in which human performance can be studied and understood.	6.5	Provide an in-depth explanation of the limitations and challenges associated with the methodologies used to study human performance
4. The ability to present work to a professional	6.11	Present work to a professional standard using appropriate media

standard suitable for an academic audience through appropriate media		
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Assessment Component 1 – 50%

Written Assignment (2,500 words): this written assignment will enable students to demonstrate an in-depth critical analysis of an area of human performance.

Exemplar Assignment Question: Using empirical evidence, critically compare the extent to which two theories of human performance explain individual differences in task performance.

Assessment Component 2 – 50%

Two hour long-answer examination: this assessment will assess students' wider knowledge and understanding of topics covered throughout this module.

Assessment Summary

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

READING LIST (EXEMPLI GRATIA)

Please note that at Level 6 much of the recommended reading is based around specific journal articles tied into each lecture. The module handbook and Moodle will detail specific journal readings for each lecture and these will be updated annually.

Essential Reading

Matthews G., Davies, D .B., Westerman, S J., & Stammers, R. B. (2000). *Human Performance: Cognition, stress and individual differences*. Hove: Psychology Press.

Additional Reading

Anderson, J.R. (2010). *Cognitive psychology and its implications* (7th ed.). New York: Worth.

Braisby, N., & Gellatly, A. (Eds.). (2010). *Cognitive psychology* (2nd ed.). Oxford: Oxford University Press.

Dubin, M.W. (2001). *How the brain works*. Oxford: Blackwell.

Eysenck, M. (2001). *Principles of cognitive psychology* (2nd ed.). Hove: Psychology Press.

Eysenck, M., & Keane, M. K. (2010). *Cognitive psychology: A student's handbook* (6th ed.). Hove: Psychology Press.

Mather, G. (2006). *Foundations of perception*. Hove: Psychology Press.

- Smith, E. E., & Kosslyn, S. M. (2013). *Cognitive psychology: Mind and brain*. Upper Saddle River, N.J.: Pearson/Prentice Hall.
- Syed, M. (2011). *Bounce: The myth of talent and the power of practice*. London: Fourth Estate.
- Wickens, C.D; Hollands, J.G; Parasuraman, R., & Banbury, S. (2012) *Engineering Psychology and Human Performance*. London: Pearson Education

Example Relevant Journals

Cognition

Journal of Experimental Psychology: Learning, Memory and Cognition

Journal of Memory and Language

Learning and Motivation

MODULE CODE:	M6X00916
TITLE:	Prejudice & Discrimination
DATED:	02/04/2014
LEVEL:	6
CREDITS:	20
JACS CODE:	C800

AIM(S)

The module aims to:

- develop a critical evaluation of current social psychological theories regarding prejudice and discrimination at the intergroup level;
- develop an in-depth understanding of the complexities arising at interpersonal, intragroup, institutional and societal levels; and
- enhance students' awareness of the potential impact of discriminatory behaviours on the individual and wider society.

LEARNING OUTCOMES

Upon successful completion of this module, students will be able to:

1. critically appraise competing theories in prejudice and discrimination research;
2. demonstrate critical understanding of current issues in prejudice and discrimination;
3. critically consider the realism and ethics of prejudice and discrimination; and
4. the ability to present work to a professional standard suitable for an academic audience through appropriate media.

INDICATIVE CONTENT

Module content will introduce students to past and present theories of prejudice and discrimination. Lectures will explore intergroup processes in prejudice and discrimination before focusing on an in-depth analysis of targets of discrimination, and the forms and effects of such behaviour. The module will explore how prejudice and discrimination has been examined in different perspectives over time from blatant, overt prejudice to contemporary covert prejudice. We will begin the lecture series by exploring the differences between stereotyping, prejudice, and discrimination. Specific content coverage mapping onto BPS Core Curriculum will include:

- Group processes and intergroup relations
- Attitudes and attitude change
- Prejudice in historical and contemporary society

The module will also examine how personality types, values, and ideologies can influence our stereotyping and potential discrimination. We will also examine whether some prejudices are more acceptable than others in global societies e.g., obesity, sexuality, and mental health. Finally we will also examine potential interventions in prejudice and discrimination, including colour-blindness, multiculturalism, contact/imagined contact, and legislation. This will include:

- Personality and individual differences in prejudice
- The development of prejudice from childhood
- Political and ethical issues
- Differing cultural attitudes to groups

LEARNING AND TEACHING STRATEGY

The module will be delivered through lectures, directed reading and seminars. Seminars will be based around critical discussion of set papers on relevant topics with a focus on developing critical awareness of the implications of such research in real-life situations.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning • Lectures = 20 hours • Seminars = 20 hours	40	20%
Independent learning	160	80%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Learning Outcomes	PLO	Assessment Criteria <i>To achieve each outcome a student must demonstrate the ability to:</i>
1. Critically appraise competing theories in prejudice and discrimination research.	6.1	Critically appraise competing theories in relation to a current research area in prejudice and discrimination
2. Demonstrate critical understanding of current issues in prejudice and discrimination.	6.4	Synthesise appropriate literature to demonstrate critical understanding of current issues in prejudice and discrimination
3. Critically consider the realism and ethics of prejudice and discrimination.	6.6	Demonstrate a critical awareness of the implications of current research in real-life terms
4. The ability to present work to a professional standard suitable for an academic audience through appropriate media	6.11	Present work to a professional standard using appropriate media

Assessment Component 1 – 50%

Written Assignment (2,500 words) – this assignment will allow students to use their depth of knowledge in evaluating a specific research question on the topic of prejudice and discrimination.

Exemplar Assignment Question: Critically evaluate whether racial prejudice has changed over the last 100 years'

Assessment Component 2 – 50%

Two hour long-answer examination – the examination will allow students to display their depth and breadth of knowledge in critical evaluation of questions on the topic of prejudice and discrimination.

Assessment Summary

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

READING LIST (EXEMPLI GRATIA)

Please note that at Level 6 much of the recommended reading is based around specific journal articles tied into each lecture. The module handbook and Moodle will detail specific journal readings for each lecture and these will be updated annually.

Essential Reading

Nelson, T. D. (2006). *The psychology of prejudice*. Boston, MA: Allyn & Bacon.

Whitley, B. E., & Kite, M. E. (2010). *The psychology of prejudice and discrimination*. Belmont, CA: Wadsworth.

Additional Reading

Allport, G. W. (1979). *The nature of prejudice*. New York: Basic Books.

Brown, R. (2010). *Prejudice: Its social psychology* (2nd ed.). Oxford: Blackwell Publishing.

Chryssochoou, X. (2004). *Cultural diversity: Its social psychology*. Oxford: Blackwell Publishing.

Dovidio, J. F., Glick, P., & Rudman, L. A. (Eds.). (2005). *On the nature of prejudice: Fifty years after Allport*. Oxford: Blackwell Publishing.

Gaertner, S. L., & Dovidio, J. F. (2014). *Reducing intergroup bias: The common ingroup identity model*. Hove: Psychology Press.

- Hewstone, M., Stroebe, W., & Jonas, K. (Eds.). (2008). *Introduction to social psychology: A European perspective*. Oxford: BPS Blackwell.
- Kassin, S., Fein, S., & Markus, H. R. (2013). *Social psychology* (9th ed.). Belmont, CA: Wadsworth.
- Miller, A. G. (Ed.). (2004). *The social psychology of good and evil*. New York: Guilford Press.
- Shiraev, E. B., & Levy, D. A. (2010). *Cross-cultural psychology: Critical thinking and contemporary applications* (5th International ed.). Upper Saddle River, N.J.: Pearson Education.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology*. Upper Saddle River, N.J.: Pearson Prentice Hall.

Example Relevant Journals

Annual Review of Psychology

British Journal of Social Psychology

Journal of Experimental Social Psychology

Journal of Personality and Social Psychology

MODULE CODE: M6X00917
TITLE: Psychology Dissertation
DATED: 02/04/2014

LEVEL: 6
CREDITS: 40
JACS CODE: C831

AIM(S)

The aim of this module is to

- allow students to develop higher order research skills by identifying and undertaking a piece of primary research related to psychology which demonstrates scientific and ethical rigour in all respects;
- enable students to demonstrate their ability to produce an empirically-based large independent piece of written work to appropriate academic standards for dissertation writing in Psychology; and
- provide students with the ability to demonstrate a professional standard of presentation skills through the presentation of their work at an internal conference.

LEARNING OUTCOMES

On completion of the module participants will be able to:

1. generate appropriate hypotheses and research questions;
2. use evidence-based reasoning to explore relevant practical, theoretical and ethical issues associated with a specific research question;
3. carry out an empirical study involving primary data collection using appropriate tools;
4. analyse data using appropriate quantitative and/or qualitative methods; and
5. present research findings appropriately.

INDICATIVE CONTENT

The student will be required to work on his/her own initiative in the production of the dissertation. A Dissertation Handbook will guide the student.

LEARNING AND TEACHING STRATEGY

Lectures and workshops associated with this module will provide students with an overview of research methodology including design, data collection methods and analytical processes. Each student will be allocated a supervisor. The student will receive an allocated 15 hours of supervision time which will include group lectures, training in use of resources and experimental materials, and individual supervision.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	15	4%
Independent learning	385	96%
Placement learning	-	

TOTAL	400	100%
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ASSESSMENT

Learning Outcomes	PLO	Assessment Criteria <i>To achieve each outcome a student must demonstrate the ability to:</i>
1. Generate appropriate hypotheses and research questions	6.7	Identify a suitable research hypothesis and research question for their dissertation
2. Use evidence-based reasoning to explore relevant practical, theoretical and ethical issues associated with a specific research question.	6.3 6.7	Plan, conduct and write-up an ethically sound empirical study using appropriate theory and methods
3. Carry out an empirical study involving primary data collection using appropriate tools	6.8 6.10	Undertake psychological research for their dissertation independently and appropriately
4. Analyse data using appropriate quantitative and/or qualitative methods	6.9 6.10	Conduct appropriate analysis of their own data from their empirical study
5. Present research findings appropriately	6.8 6.11	Present an academically rigorous written dissertation and present their research to an academic audience

Assessment Component 1

Ten minute individual presentation (25%): Students will be required to present their dissertation to peers and will be assessed on their presentation skills, engagement and understanding of their dissertation.

Assessment Component 2

Written dissertation (75%): Students will be required to write up their study and submit a word written thesis (minimum word count 8,000 – maximum word count 10,000) following standard psychology reporting conventions.

Assessment Summary

Activity type	Percentage
Written Exam	
Coursework	75%
Practical	25%
TOTAL	100%

READING LIST (EXEMPLI GRATIA)

Essential Reading

- APA (2010). *Publication manual of the American Psychological Association* (6th ed.).
APA: Washington, DC.
- Forshaw, M. (2013). *Your undergraduate psychology project: A student guide* (2nd ed.).
Oxford: Blackwell.
- Harris, P. (2008). *Designing and reporting experiments in psychology* (3rd ed.). Milton
Keynes: Open University Press.
- Walliman, N. (2013). *Your undergraduate dissertation: The essential guide for success*
(2nd ed.). London: Sage.

For their dissertation students are expected to be engaging in extensive reading of journal articles relating to their topic rather than relying on textbook

MODULE CODE: M6X00918
TITLE: Social Knowledge and Identity
DATED: 02/04/2014

LEVEL: 6
CREDITS: 20
JACS CODE: C880

AIM(S)

The module aims to:

- develop a critical evaluation of current and historical approaches to understanding social identity;
- develop a critical understanding of the social nature of knowledge and identity and the interrelatedness of individuals and communities, through exploration and critical evaluation of social and sociocultural psychological theories; and
- further develop reflexivity skills to consider student's own experiences relating to the potential influence of social context on social interactions and outcomes.

LEARNING OUTCOMES

Upon successful completion of this module, students will be able to:

1. critically evaluate social psychological theories of identity formation and maintenance;
2. demonstrate a critical understanding of current social psychological concepts relating to knowledge construction;
3. critically consider social psychological approaches to understanding the dynamic relationship between individual, community and environment; and
4. the ability to present work to a professional standard suitable for an academic audience through appropriate media.

INDICATIVE CONTENT

Throughout this module, the dynamic relationship between individual, community and environment will underpin students' analytical approach to explaining how shared historical understandings set parameters that influence knowledge construction, identities and imagined futures. The module will consider how social and cultural discourses position people in specific ways, thus will include consideration of human development, sense-making and identifications. The module will begin with content that focuses upon developing students' critical understanding of notions of the self-concept, with specific emphasis upon the social construction of identities, and their maintenance and change. As the topic of identity is key to this module it will be one of the threads that run throughout this series of lectures and seminars. Initial foci will include:

- Theories of identity construction and maintenance
- The self-concept in sociocultural context
- Theories relating to social understanding and sense-making
- Individual and group identities

- Researching identities and social representations of self and others

The module content will further discuss sociocultural theory and research in order that students may critically consider explanations of knowledge construction and reconstruction. Students will be encouraged to critically discuss social psychological explanations of the links between knowledge construction and identity, along with explanations of the emergence and transformation of knowledge in a range of social contexts in everyday life. Topics will include:

- The forms and functions of knowledge
- The diversity of knowledge
- Knowledge and interaction
- Knowledge, community and public spheres
- Studying knowledge in everyday life

To further develop their critical understanding of the dynamic relationship between individual, community and environment, students will be supported in their engagement with cross-cultural research. Students will be encouraged to critique theories and frameworks that underpin cross-cultural research, and will consider methods of researching cultures. Topics will include:

- Dynamics of culture – the influence of environment
- Methods of cross-cultural research
- Globalisation and cultural change

LEARNING AND TEACHING STRATEGY

The module will be delivered through lectures, directed reading and seminars. Seminars will be based around either set papers on relevant topics and/or papers located by the students themselves. These papers will form the basis for the development of critical awareness of issues regarding the interrelatedness of culture, community and the individual.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning Lectures = 20 hours Seminars = 20 hours	40	20%
Independent learning	160	80%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Learning Outcomes	PLO	Assessment Criteria <i>To achieve each outcome a student must demonstrate the ability to:</i>
1. Critically evaluate social psychological theories of identity formation and maintenance.	6.1	Critically evaluate psychological theories that offer diverse explanations of identity formation, maintenance and re-negotiation
2. Demonstrate a critical understanding of current social psychological	6.4	Synthesise theory and empirical research to demonstrate a critical understanding of

concepts relating to knowledge construction.		arguments relating to the social nature of knowledge
3. Critically consider social psychological approaches to understanding the dynamic relationship between individual, community and environment.	6.5	Demonstrate a critical awareness of the theoretical and methodological standpoints taken to research and explain the power of historical and current aspects of community and environment to shape cognitions, expectations and behaviour
4. The ability to present work to a professional standard suitable for an academic audience through appropriate media	6.11	Present work to a professional standard using appropriate media

Assessment Component 1 – 50%

Written Assignment (2,500 words): This will allow students to construct a critically evaluative essay based on the synthesis of theory and empirical evidence.

Exemplar assignment question: With reference to appropriate theory and research, critically evaluate psychological explanations of how community and culture influences the development of systems of thinking.

Assessment Component 2 – 50%

Reflective Written Assignment (2,500 words): This will allow students to draw upon appropriate theory and research to reflect upon their own experiences of specific social contexts in terms of how socially-constructed knowledge and understandings set parameters for social interaction.

Exemplar assignment question: With reference to appropriate theory and research consider how socially-shared understandings and identifications might have influenced social interaction in two contrasting social contexts in which you were present.

Assessment Summary

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

READING LIST (EXEMPLI GRATIA)

Please note that at Level 6 much of the recommended reading is based around specific journal articles tied into each lecture. The module handbook and Moodle will detail specific journal readings for each lecture and these will be updated annually.

Essential Reading

Deaux, K., & Philogene, G. (2001). *Representations of the Social*. Oxford: Blackwell.

- Jovchelovitch, S. (2007). *Knowledge in Context: Representations, Community and Culture*. London: Routledge.
- Shiraeve, E. B., & Levy, D. A. (2012). *Cross-cultural Psychology: Critical Thinking and Contemporary Applications* (5th ed.). London: Pearson.

Additional Reading

- Barton D., & Tusting, K. (Eds.). (2005). *Beyond Communities of Practice: Language, Power and Social Context*. Cambridge: Cambridge University Press.
- Brewer, M. B., & Hewstone, M. (2004). *Self and Social Identity*. Oxford: Blackwell.
- Burkitt, I. (2008). *Social Selves* (2nd ed.). London: Sage.
- Burr, V. (2003). *Social Constructionism* (2nd ed.). Hove: Routledge.
- Holland, D., Lachiotte, W., Skinner, D., & Cain, C. (1998). *Identity and Agency in Cultural Worlds*. Cambridge, Mass.: Harvard University Press.
- Moscovici, S. (2000). *Social Representations*. Oxford: Blackwell.

Journals

British Journal of Social Psychology
 Culture and Psychology
 Integrative Psychological and Behavioral Science
 Papers for Social Representations – Online peer reviewed journal:
<http://www.psych.lse.ac.uk/psr/>

BA Counselling Studies and Psychology

MODULE CODE: M6X00964
TITLE: Postmodern Counselling Theories
DATED: 19/05/2014
LEVEL: 6
CREDITS: 20
JACS CODE: B940

AIM

- To investigate contemporary Postmodern Counselling theories

LEARNING OUTCOMES

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

1. Critically evaluate the value of cultural and social diversity.
2. Critically evaluate the significance of cultural diversity within Care and wellbeing.
3. Employ appropriate academic conventions in the production and presentation of work.

INDICATIVE CONTENT

There is an increasing voice within the Counselling field claiming that the theoretical orientation of Counselling needs to be moving more firmly towards a Social Constructivist model of understanding human nature and the way in which humans are affected by social and cultural positioning. Arguably there have been two significant movements which have strengthened this claim, that of the multicultural movement in Counselling which began in the 1970's. Multicultural Counselling views each individual from the lens of their own culture, and therefore socially constructed. This perspective can find its roots in the philosophical ideas of Postmodernism which has increasingly influenced western thought from the 1960s. A significant contribution of the Postmodern has been the perspective of relativism, meaning making and the narratives that make up a unique life story. In addition, the reality of global cultural diversity is challenging the Anglo-American and Eurocentric foundation of most Counselling theories. What therefore might it mean for a Counselling or healthcare practitioner to be competent in multicultural practice? The modules will also address the growing claim for a trans-cultural paradigm in Counselling, which seeks to offer a theoretical bridge across cultures, in an attempt to synthesize the best 'the world' has to offer.

The content of this module could include such themes as:

:

- George Kelly's Personal Construct Psychology
- Relativism as human ideology
- Challenges to Empiricism
- Multicultural Psychotherapy theories
- Eurocentric Psychotherapeutic theories and Western values
- What is Multicultural Counselling
- The concept of Worldview Culture: A definition

- Acculturation and Acculturative Stress
- Multicultural Counselling: 5 emerging theories:
- Sue, Ivy and Pedersen – Multicultural Counselling Theory
- Gonzalez, Biever, and Gardner – Social Constructivist Approach
- Ho – Theory of Internalized Culture
- Ramirez – Cognitive-Behavioural Multicultural Model
- Colman's Coping With Diversity Model
- Elsie Jones-Smith – Ethnic Identity Development
- Ethnic Self-Schemas and Mental Health issues
- The helping relationship in culturally diverse settings
- Trans-cultural Counselling
- Narrative therapy across culture
- Development of personal and professional portfolio -USEM

LEARNING AND TEACHING STRATEGY

A range of teaching and learning strategies, appropriate to the aims and learning outcomes of the module will be used to enable learners to develop the full range of skills and knowledge achieved in this module. Lectures will introduce the learner to the concepts, principles and practices under consideration and seminars will illustrate with examples, which will be used to support the application, discussion, and critical evaluation of the topics. Tutorials will enable students to receive one-to-one support from lecturers and assignment supervision will offer focused support and discussion regarding assignments. In addition learners will work collaboratively in small groups, participate in workshops, role play and experiential and reflective activities. Lecturers will provide pedagogic demonstrations and observation with formative feedback. Visiting speakers from within the field may be invited to support learners and to speak about future careers.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
TOTAL	200	100%

ASSESSMENT

Learning outcome (Learners can)	Assessment Criteria (Learners will)
Critically evaluate the value of cultural and social diversity.	Demonstrate a critical evaluation the value of cultural and social diversity.
Critically evaluate the significance of cultural diversity within Care and wellbeing.	Demonstrate a critical evaluation of the significance of cultural diversity within Care and wellbeing.

Employ appropriate academic conventions in the production and presentation of work.	Demonstrate appropriate academic conventions in the production and presentation of work.
Reflect on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development planning.	Demonstrate reflection on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development planning.(32)

Assessment Component 1

Oral Seminar Presentation 20 mins (50%)

Exemplar:

An evaluation of the significance of cultural diversity within Care and well-being

Assessment Component 2

Written Assignment (2,500- 3,000 words) (50%)

Exemplar:

Critically evaluate the significance of postmodern counselling theories

Assessment Summary

	Activity type	Percentage
1	Coursework	50%
2	Practical	50%
	TOTAL	100%

Reading List:

READING LIST AND RESOURCES OUR SUBJECT TO CHANGES PER MOUDLE LEADER

Essential Texts

Ahmed, S., 2006. *Queer Phenomenology: Orientations, Objects, Others*. London: University of Duke Press.

Brewer, M. B. and Hewstone, M. 2004. *Self and Social Identity*. Oxford: Blackwell.

Burkitt, I., 2008. *Social Selves*. 2nd ed. London: Sage.

Burr, V., 2003. *Social Constructionism*. 2nd edition. Hove: Routledge.

Jones-Smith, 2012. *Theories of Counselling and Psychotherapy: an integrative approach*. London: Sage.

Recommended Reading

Ahmed, S., 2012. *On Being Included: Racism and Diversity in Institutional Life*. London: University of Duke Press.

Butler, J., 1990/2007. *Gender Trouble: feminism and the subversion of identity*. Abingdon: Routledge.

Deaux, K., Philogene, G., 2001. *Representations of the Social*. Oxford: Blackwell.

Dean, H., 2010. *Understanding Human Need (Understanding Welfare Series: Social Issues, Policy and Practice Series)*. Bristol: Polity Press.

Donnelly, Jack, 2013. *Universal Human Rights in Theory and Practice*. 3rd ed. London: Cornell University Press.

Moscovici, S., 2000. *Social Representations*. Oxford: Blackwell.

Somerville, P., 2011. *Understanding Community: Politics, Policy and Practice (Understanding Welfare Series: Social Issues, Policy and Practice)*. Bristol: Polity Press.

Background Reading

Aten. J.D. and Leach, M.M. 2010. *Culture and therapeutic process*. London: Routledge.

- Butler, J., 2004. *Undoing gender*. Abingdon: Routledge.
- Cranny-Francis, A., Waring, W., Stavropoulos, P. and Kirkby, J., 2003. *Gender studies: terms and debates*. Basingstoke, Hampshire: Palgrave.
- Costigan, L., 2004. *Social Awareness in Counselling: A Critique of Mainstream Counselling from a Feminist Counselling Cross Cultural Counselling and Liberation Psychology Perspective*. Lincoln NE: Universe Inc.
- Dwyer, P., 2010. *Understanding Social Citizenship: Themes and Perspectives for Policy and Practice (Understanding Welfare Series: Social Issues, Policy and Practice)*. Bristol: Polity Press.
- Jovechelovitch, S., 2007. *Knowledge in Context: Representations, Community and Culture*. London: Routledge.
- Lago, C., 2011. *Handbook on transcultural counselling and psychotherapy*. London: McGraw-Hill
- Lago, C., 2006. *Race, Culture and Counselling*. 2nd ed. Maidenhead: Open University Press.
- Lago, C. and Smith, B., eds., 2013. *Anti-discriminatory practice in counselling & psychotherapy*. 2nd ed. London: Sage.
- Moodley, R., Epp, L. and Yusuf, H. Eds, 2012. *Counseling Across the Cultural Divide: The Clemmont E. Vontress Reader*. Ross-on-Wye: PCCS Books
- Smith, Rhonda K., 2012. *Textbook on International Human Rights*. 5th ed., Oxford: Oxford University Press.
- Whitehead, S., Talahite, A., and Moodley, R., *Gender and Identity: Key Themes and New Directions*. Toronto: Oxford University Press

Journals

British Journal of Social Psychology
 Culture and Psychology
 Integrative Psychological and Behavioral Science

MODULE CODE: M6X00963
TITLE: Current Debates in Counselling
DATED: 19/05/2014
LEVEL: 6
CREDITS: 20
JACS CODE: B940

AIM

- To apply a critical enquiry to contemporary issues at the forefront of Counselling and Care.

LEARNING OUTCOMES

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

1. Apply a critical enquiry to contemporary issues at the forefront of the subject.
2. Critically evaluate current debates associated with the relationship between professionalism and ethics.
3. Critically articulate central theoretical arguments within the discourse of Care and Well-being.(6.6)
4. Employ appropriate academic conventions in the production and presentation of work.

INDICATIVE CONTENT

The module offers to learners the opportunity to critique a number of debates current in the Counselling and Care field. It is reasonable therefore to assume that these debates will move and change over time. However, as an example of current issues the module could address:

Professional Ethics and Professionalism: the philosophical field of morals and ethics is arguably one of the most fascinating and challenging aspects of human existence. Moral and ethical consideration can be applied to all aspects of human life and significantly contribute to the construct of societies, institutions, cultures and laws, and so influence 'how things are'. With the growing emphasis on ethical practice as a benchmark of Professionalism, the module raises questions associated with this relationship.

Professionalism and Ethics

- Contemporary ethical codes of practice
- Professionalism and trust
- Rationality, autonomy and ethics
- Principlism and its historic precedence
- The Ethics of Care
- Ethical dilemmas

- Global ethics
- NHS regarding 'poor care' e.g. Staffordshire inquiry

The Politics of Counselling: there is a growing debate in the field of Counselling that the discipline/profession needs to become more political. This position has arguably been underpinned by the move towards a more Postmodern Social Constructivist position. However, there are also voices within the field who argue against the political position of Counselling. The module will undertake a critical enquiry of these two positions through the work of some of the main contributors to the debate, e.g.

- Nick Totton
- Andrew Samuel
- Pete Sanders
- Gillian Procter
- Peter Morral

The Politics of Emotion: the first decade of the New Millennium has seen a hitherto unprecedented interest in human emotion, being described as the emergence of the 'Affective Turn'. The interest has arguably been stimulated by neuroscience research and has rippled out into the social, political, cultural and academic landscapes. The Turn has offered a powerful challenge to the 'rational' foundation of western ideology and in particular has disrupted the centrality of the Liberal Enlightenment tradition. The module will critically explore the emerging 'Discourse of Emotion' as a political value and consider its potential implications for Counselling and the field of Care.

- **Historical discourse:** to consider the historical place and meaning attributed to human emotion and the significance of the contemporary 'Affective Turn'.
- **Philosophy discourse:** to consider the work of some of the main contributors to the philosophical discourse of Emotion.
- **Counselling discourse:** to consider the emerging evidence-based practice with regards to the significance of Emotions for human well-being.
- **The Global discourse:** to consider Ahmed's two significant questions - how does pain enter politics: how are lived experiences of pain shaped by contact with others?
- **Feminist discourse:** to consider the arguments of social constructivism and essentialism and the ascribing of rational and emotional functions as an act of en-gendering social performance.

LEARNING AND TEACHING STRATEGY

A range of teaching and learning strategies, appropriate to the aims and learning outcomes of the module will be used to enable learners to develop the full range of skills and knowledge achieved in this module. Lectures will introduce the learner to the concepts, principles and practices under consideration and seminars will illustrate with examples, which will be used to support the application, discussion, and critical evaluation of the topics. Tutorials will enable students to receive one-to-one support from lecturers and assignment supervision will offer focused support and discussion regarding assignments. In addition learners will work collaboratively in small groups, participate in workshops, role play and experiential and reflective activities. Lecturers will provide pedagogic demonstrations and observation with formative feedback

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
TOTAL	200	100%

ASSESSMENT

Learning outcome (Learners can)	Assessment Criteria (Learners will)
Apply a critical enquiry to contemporary issues at the forefront of the subject	Demonstrate the application of a critical enquiry of contemporary issues at the forefront of the subject
Critically evaluate current debates associated with the relationship between professionalism and ethics	Demonstrate a critical evaluation of current debates associated with the relationship between professionalism and ethics
Critically articulate central theoretical arguments within the discourse of Care and Well-being.(6.6)	Demonstrate a critical articulation of central theoretical arguments within the discourse of Care and Well-being.(6.6)
Employ appropriate academic conventions in the production and presentation of work	Demonstrate appropriate academic conventions in the production and presentation of work

Assessment Component 1

Written Essay 2,500 – 3,000 words (50%)

Exemplar:

Critically evaluate the place of politics within contemporary Counselling.

Assessment Component 2

Written Essay 2,500 – 3,000 words (50%)

Exemplar:

Critically evaluate the place of the emotions in contemporary Caring practices.

Assessment Summary

	Activity type	Weighting percentage
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1	Coursework	100%
	TOTAL	100%

Reading List:

READING LIST AND RESOURCES OUR SUBJECT TO CHANGES PER MOUDLE LEADER

Ethics and Professionalism

Essential

Barker, P., ed., 2011. *Mental Health Ethics: the human context*. Abingdon, Oxon: Routledge.

Beauchamp, Tom L., 2009. *Principles of biomedical ethics*. 6th ed. Oxford: Oxford University Press.

Bauman, Z., 1989/2007. *Modernity and the holocaust*. Cambridge: Polity Press.

Bond, T., 2000. *Standards and ethics for counselling in action*. 2nd ed. London: Sage Publishers.

Faden, R. R. and Beauchamp T., 1986. *A history and theory of informed consent*. Oxford: Oxford University Press.

Kittay, E. F. and Carlson, L., eds., 2010. *Cognitive disability and its challenge to moral philosophy (Metaphilosophy)*. Oxford: Wiley-Blackwell.

Fox, R. C. and Swazey, J.P., 2008. *Observing bioethics*. Oxford: Oxford University Press.

Held, V., 2007. *The ethics of care: personal, political, and global*. Oxford: Oxford University Press.

Kohen, D., 1994. *The Ground of professional ethics*. Oxon: Routledge.

O'Neil, O., 2002. *Autonomy and trust in bioethics. The Gifford Lectures*. Cambridge: Cambridge University Press.

Slote, M., 2007. *The ethics of care and empathy*. Abingdon: Routledge.

Sullivan, W.M., ed., 2007. *The Globalization of ethics: religious and secular perspectives (Ethikon Series in Comparative Ethics)*. Cambridge: Cambridge University Press.

Recommended

Banks, S. and Gallagher, Ann, 2009. *Ethics in Professional Life: Virtues for Health and Social Care: Character, Conduct and Caring*. Basingstoke: Palgrave.

Bowman, D., Spicer, J. and Iqbal, R., 2012. *Informed consent: a primer for clinical practice*. Cambridge: Cambridge University Press.

Kittay, E.F., 1999. *Love's Labor: Essays on Women, Equality and Dependency (Thinking Gender)*. Abingdon, Oxon: Routledge.

Kittay, E.F., & Kittay, E. K., eds., 2002. *The Subject of Care: Feminist Perspectives on Dependency (Feminist Constructions)*. Oxford: Rowman and Littlefield Publishers.

Nussbaum, M.C., 2007. *Frontiers, justice, disability, nationality, species membership*. London: The Belknap Press of Harvard University Press.

Nussbaum, M. C., 2004. *Hiding from humanity: disgust, shame and the law*. Woodstock, Oxfordshire: Princeton University Press.

Proctor, G., 2002. *The dynamics of power in Counselling and Psychotherapy: ethics, politics and practice*. Ross-On-Wye: PCCS Books.

Tronto, J., 1994. *Moral boundaries: A political argument for an Ethic of Care*. London: Routledge.

Background

Dean, H., 2010. *Understanding Human Need (Understanding Welfare Series: Social Issues, Policy and Practice Series)*. Bristol: Polity Press.

Donnelly, Jack, 2013. *Universal Human Rights in Theory and Practice*. 3rd ed. London: Cornell University Press.

Jones, G., Cardinal, D. and Hayward, J., 2006. *Moral philosophy in focus; a guide to ethical theory*. London: Hodder Education.

Panza, C. and Potthast, 2010. *Ethics for dummies*. Indiana: Wiley Publishing.

Chouliaraki, Lilie, 2013. *The Ironic Spectator: Solidarity in the Age of Post-Humanitarianism*. Cambridge: Polity Press.

Journals

The Journal of Counseling and Ethics

Websites

<http://www.iep.utm.edu/care-eth/>

<http://plato.stanford.edu/entries/feminism-ethics/>

<http://infed.org/mobi/nel-noddings-the-ethics-of-care-and-education/>

<http://ethicsofcare.org/>

<http://www.thehastingscenter.org/>

Politics of Emotion

Essential Texts

Ahmed, S., 2014. *The cultural politics of emotion*. 2nd ed. London: University of Duke Press.

Ahmed, S., 2010. *The promise of happiness*. London: Duke University Press.

Davidson, J., Bondi, L. and Smith, M., 2005. *Emotional geographies*. Aldershot, Hampshire: Ashgate Press.

Gregg, M. and Seigworth, G. J., 2010. *The Affect theory reader*. London: University of Duke Press.

Halley, J., with Clough, P. T., eds., 2007. *The Affective Turn: theorizing the social*. London: Duke University Press.

Mendus, S., 2000. *Feminism and emotion: readings in moral and political philosophy*. Basingstoke: Macmillan Press.

Nussbaum, M. C., 2013. *Political emotion: why love matters for justice*. London: The Belknap Press of Harvard University Press.

Wetherell, M., 2012. *Affect and emotion: a new social science understanding*. London: Sage.

Recommended Reading

Damasio, A., 2000. *The feeling of what happens: body, emotion and the making of consciousness*. London: Vintage Books.

Dean, H., 2010. *Understanding Human Need (Understanding Welfare Series: Social Issues, Policy and Practice Series)*. Bristol: Polity Press.

Greenberg, L., 2009. *Emotion focused therapy*. Washington D.C.: American Psychological Association.

Harding, S., 1991. *Whose science? Whose knowledge?: thinking from women's lives*. New York: Cornell University Press.

Nussbaum, M. C., 2004. *Upheaval of thoughts: the intelligence of emotions*. Cambridge: Cambridge University Press.

Background Reading

Damasio, A., 1994. *Descartes error: emotion, reason and the human brain*. New York: Penguin Putman.

Evans, D., 2003. *Emotions: a very short introduction*. Oxford: Oxford University Press.

Ledoux, J., 1998/2003. *The emotional brain: the mysterious underpinnings of emotional life*. London: Phoenix Press.

Panksepp, Jaak, 1998. *Affective neuroscience: the foundations of human and animal emotions*. London: Sage.

Journals

Emotion (APA)

Emotion, Space and Society: The journal of the Society for Study of Emotion, Affect and Space

European Journal of Ecopsychology

International Journal of Work Organisation and Emotion

MODULE CODE: M6X00965
TITLE: Independent Project
DATED: 19/05/2014
LEVEL: 6
CREDITS: 20
JACS CODE: B940

AIMS

- To provide learners with the opportunity to extend their knowledge of a chosen subject within the parameters of the programme
- To provide learners with the opportunity to further develop their independent learning skills

LEARNING OUTCOMES

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

1. Collect and evaluate relevant information from a wide variety of sources using appropriate manual and electronic systems.
2. Employ appropriate academic conventions in the production and presentation of work.
3. Carry out a project independently.
4. Reflect on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development planning.(6.12)
5. Analyse a coherent synthesis of arguments from a range of contesting theories relating to Care and well-being issues (6.5)

INDICATIVE CONTENT

The module content will assist learners with the process of identifying, researching and proposing a subject for investigation and subsequently supporting learners in their independent work.

LEARNING AND TEACHING STRATEGY

The independent based learning in this module will be underpinned by such activities as tutor led seminars, learner discussion groups, 'hot seat' opportunity to receive peer formative feedback about research project. In addition there will be practical workshops to support the research activity and one to one sessions with learners to support and review progress. Group and individual sessions with course tutors will be available.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
TOTAL	200	100%

ASSESSMENT

Learning Outcomes (Learners can)	Assessment Criteria (Learners will)
Collect and evaluate relevant information from a wide variety of sources using appropriate manual and electronic systems.	Demonstrate the collection and evaluation of relevant information from a wide variety of sources using appropriate manual and electronic systems
Employ appropriate academic conventions in the production and presentation of work.	Demonstrate appropriate academic conventions in the production and presentation of work
Critically articulate in writing central theoretical arguments within the discourse of Care and Well-being.	Demonstrate the critical articulation in writing of central theoretical arguments within the discourse of Care and Well-being.
Carry out a project independently	Demonstrate the ability to carry out a project independently
Reflect on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development planning.(6.12)	Demonstrate a reflection on and a review of progress on studies, and seek assistance or guidance as appropriate in order to enhance their own personal development planning.

Assessment Component 1:

Written Essay 5,000 – 6,000 words (100%)

Exemplar

The project must be negotiated and agreed with the module tutors and could consist of:

A critical review of the literature pertaining to your chosen field of enquiry.

A heuristic project

A piece of textual analysis

The project will include a piece of self-reflexivity to address the learning process.

Assessment Summary

	Activity type	Percentage
1	Coursework	100%
	TOTAL	100%

Reading List:

READING LIST AND RESOURCES OUR SUBJECT TO CHANGES PER MOUDLE LEADER

Essential Texts

Denscombe, M., 2012. *Research proposals: a practical guide. (Open up study skills).*

McGrawHill/O.U. Press.

Hart, C., 2002. *Doing a literature review*. London: Sage.

Recommended Reading

Foss, S. K., 2009. *Rhetorical criticism: Exploration and practice*. 4th ed. Long grove, IL: Waveland Press.

Kendall, G. and Wickham, G., 2003. *Using Foucault's methods. Introducing qualitative methods*. London: Sage.

Rapely, T., 2007. *Doing conversation, discourse and document analysis*. London: Sage.

Background Reading

McLeod, J., 2012 *Doing Counselling Research*. 2nd ed. London: Sage.

McLeod, J., 2012. *Qualitative research in counselling and psychotherapy*. 2nd ed. London: Sage.

Punch, K., 2006. *Developing effective research proposals*. London: Sage.

Walliman, N., 2004. *Your undergraduate dissertation: The essential guide for success*. London: Sage.

Willig, C., 2013. *Introducing qualitative research in psychology*. 3rd ed. Berkshire: Open University/ McGraw Hill.

Wodak, R., & Meyer, M., 2001/2012. *Methods of critical discourse analysis*. London: Sage.

For their independent project learners are expected to be engaging in extensive reading of journal articles relating to their topic in addition to appropriate texts see Resource Information below.

BA/MArts Humanistic Counselling Practice

MODULE CODE: ECHC6001
TITLE: Personal Development and Professional Profile
DATED: 17/05/2017

LEVEL: 6
CREDITS: 20

JACS CODE: B940

AIM(S)

- To deepen self-reflective practice.
- To consider the wider constructivist and constructionism in relation to the construction of self in therapy.
- To consider sexual and gender identity.

LEARNING OUTCOMES

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

- Critically discuss the implicit power imbalance in the counselling/psychotherapy relationship.
- Demonstrate a knowledge of and willingness to discuss sexual matters when appropriate, whatever the client's sexual orientation or the nature of the client's problem.
- Critically appraise the interrelatedness of truth claims, belief and ideology, and their influence on professional practice.

INDICATIVE CONTENT

- Developing through transcendence
- Personal narrative
- Working with conflict in PD
- Underlying division and difference
- Fitness to practice
- Interpersonal feedback
- Openness to challenge and maintaining ethical boundaries
- The reflective practitioner 1
- Recognising and responding to risk
- Professional practice

LEARNING AND TEACHING STRATEGY

The module will be taught concurrently to ensure that learning is across a range of knowledge and practice areas to enable the student to develop a multi-layered approach to practice, reflecting the depth and complexity of the nature of Counselling practice. In addition, a number of teaching and learning strategies, appropriate to the aims and

learning outcomes of the module will be used to enable learners to develop the full range of skills and knowledge achieved in this module.

Practical classes and workshops will form the core learning and teaching strategy of this module, which will enable students to develop the skills acquisition identified in the aims of the module. Practical supervision time will enable students to receive direct and immediate feedback on skills and lecturer demonstration will act as a pedagogic function. A range of teaching and learning strategies, appropriate to the aims and learning outcomes of the module will be used to enable learners to develop the full range of skills and knowledge achieved in this module. Lectures will introduce the learner to the concepts, principles and practices under consideration and seminars will illustrate with examples, which will be used to support the application, discussion, and critical evaluation of the topics. Tutorials will enable students to receive one-to-one support from lecturers and assignment supervision will offer focused support and discussion regarding assignments. In addition learners will work collaboratively in small groups, participate in workshops, role play and experiential and reflective activities. Lecturers will provide pedagogic demonstrations and observation with formative feedback. Students will be encouraged to share peer learning by preparing and presenting information on selected topics.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1: 50%

Practical: Video (15 minutes)

Exemplar:

Produce a promotional video of the therapeutic approach that you will offer to your clients.

Assessment Component 2: 50%

Practical: Presentation (20 minutes)

Exemplar:

You will present, to your peers, a critical reflection on your future professional development.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes

If yes please provide brief details (no more than 100 words):

Sustainable Literacy Skills

- Students are encouraged to consider and engage with conversations relevant to sustainability. The module will engage students in the dialogues and tensions between the individual understanding of psychological, socio-political and constructivist theories to stimulate future thinking regarding mental health
- Students are encouraged to think critically and creatively within the field of mental health and social care and explore new approaches to practice.
- Students are able to appreciate the importance of environmental, social and political contexts to their studies.

Module Code	ECHC6001	
Module Title	Personal Development and Professional Profile	
Classification	Reading List entry	Electronic*
Essential	Bager-Charleson, S. (2012) <i>Personal Development in Counselling and Psychotherapy</i> . London. Sage Publications Limited.	☐
Essential	Johns, H. (2007) <i>Personal Development in Counsellor Training</i> . London. Sage Publications Limited.	☐
Essential	Rose, C. (2008) <i>The Personal Development Group: The Students' Guide</i> . London. Karnac Books Limited.	☐
Essential	Rose, C. (2012) <i>Self-awareness and personal development: resources for psychotherapists and counsellors</i> . Basingstoke, Hampshire. Palgrave MacMillan	☐
Further	McLeod, J. and McLeod, J. (2014) <i>Personal Professional Development for Counsellors Psychotherapists and Mental Health Practitioners</i> . Berkshire, England. Open University Press	☐
Further	BACP Counselling and Psychotherapy Research Journal	☐
Further	Therapy Today	☐
Further	Person-Centred & Experiential Therapies	☐
Further	Journal of Humanistic Psychology	☐
Further	British Journal of Guidance and Psychotherapy	☐
Further	Evidence Based Mental Health	☐
Further	The British Gestalt Journal	☐
Further	Journal for Social Action in Counseling and Psychology	☐
Further	Databases e.g. ProQuest, Science Direct, JStore	☒

MODULE CODE: ECHC6002

TITLE: Counselling Specialisms and Populations
DATED: 17/05/2017
LEVEL: 6
CREDITS: 30
JACS CODE: B940

AIM(S)

- To consider the theoretical basis for therapeutic work with any self-defined populations.
- To provide the opportunity to develop a range of interventions.
- To apply evidence-based practice to a range of presenting issues.

LEARNING OUTCOMES

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

- Critically analyse ethical dilemmas and work with others as necessary, to formulate appropriate responses.
- Critically appraise a range of theoretical approaches to practice.
- Synthesise relevant research evidence or organisational guidance to ensure an appropriate therapeutic response for specific clients.
- Apply a range of appropriate strategies and interventions in work with specific client populations and client issues.

INDICATIVE CONTENT

- **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.
- **Neuroscience:** current research developments; application to therapy; foundation of the EFT model.
- **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.
- **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; 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 and Transgender** issues, transgender and identity, cultural considerations; supervision; evidence-based research; referral.
- **Working with young people:** historical, national, ethical and legal issues in working with children and young people; child development.

LEARNING AND TEACHING STRATEGY

The module will be taught concurrently to ensure that learning is across a range of knowledge and practice areas to enable to student to develop a multi layered approach to practice, reflecting the depth and complexity of the nature of Counselling practice. In addition number of teaching and learning strategies, appropriate to the aims and learning outcomes of the module will be used to enable learners to develop the full range of skills and knowledge achieved in this module.

Practical classes and workshops will form the core learning and teaching strategy of this module, which will enable students to develop the skills acquisition identified in the aims of the module. Practical supervision time will enable students to receive direct and immediate feedback on skills and lecturer demonstration will act as a pedagogic function. A range of teaching and learning strategies, appropriate to the aims and learning outcomes of the module will be used to enable learners to develop the full range of skills and knowledge achieved in this module. Lectures will introduce the learner to the concepts, principles and practices under consideration and seminars will illustrate with examples, which will be used to support the application, discussion, and critical evaluation of the topics. Tutorials will enable students to receive one-to-one support from lecturers and assignment supervision will offer focused support and discussion regarding assignments. In addition learners will work collaboratively in small groups, participate in workshops, role play and experiential and reflective activities. Lecturers will provide pedagogic demonstrations and observation with formative feedback. Students will be encouraged to share peer learning by preparing and presenting information on selected topics.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1: 75%

Coursework assessment: Essay (6000 words)

Exemplar:

Critically evaluate a presenting issue and a client population with reference to current theory, research and practice.

Assessment Component 2: 25%

Oral Presentation: (20 minutes)

Exemplar:

Lead a peer group seminar critically analysing an ethical dilemma.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Sustainable Literacy Skills - Students are encouraged to consider and engage with conversations relevant to sustainability. The module will engage students in the dialogues and tensions between the individual understanding of psychological, socio-political and constructivist theories to stimulate future thinking regarding mental health. - Students are encouraged to think critically and creatively within the field of mental health and social care and explore new approaches to practice and make informed decisions, and create alternatives to present choices. - Students are able to appreciate the importance of environmental, social and political contexts to their studies.	

Module Code	ECHC6002	
Module Title	Counselling Specialisms and Populations	
Classification	Reading List entry	Electronic*
Essential	Bryant-Jefferies, R. (2004) <i>Counselling for progressive disability: person-centred dialogues (Living therapy series)</i> . London: Radcliffe Publishing.	☐
Essential	Evans, M., and Williams, C. H. (2013) <i>Gender: the key concepts (Routledge key guide)</i> . London: Routledge/Taylor & Francis Group.	☐
Essential	Lago, C. (2006) <i>Race, Culture and Counselling</i> . Oxford: Oxford University Press.	☐
Essential	Neal, C., and Davies, D., (2000) <i>Pink therapy: issues in therapy with lesbian, gay bisexual and transgender clients</i> . Buckingham: Open University Press.	☐
Essential	Richards, C., and Barker, M. J., (2015) <i>The Palgrave handbook of the psychology of sexuality and gender</i> . Palgrave.	☐
Essential	Whitehead, S., Talahite, A., and Moodley, R., <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	Gilbert, P. (2007) <i>Psychotherapy and Counselling for Depression</i> . 3 rd ed. London: Sage.	☐
Further	Gilbert, S., 2014. <i>Therapy for eating disorders (therapy in practice series)</i> . 3 rd ed. London: Sage.	☐
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	Rassool, G. Hussein (2008) <i>Understanding addiction behaviours: theoretical and clinical practice in Health and Social Care</i> . Basingstoke, Hampshire: Palgrave MacMillan.	☐
Further	Reeves, A. (2013) <i>Challenges in Counselling: Self-harm</i> . London: Hodder Education	☐
Further	Worden, William J., (2009) <i>Grief Counselling and Grief Therapy</i> . 4 th ed. New York: Springer Publishing Company.	☐
Further	Cultural Diversity and Ethnic Minority Psychology	☐
Further	Journal of Lesbian Studies	☐
Further	Person-centred & Experiential Therapies Journal of Humanistic Psychology American journal of family therapy British Journal of Guidance and Psychotherapy Counselling and psychotherapy research (BACP) Evidence based mental health	☐

Further	Databases e.g. ProQuest, Science Direct, JStore	☒
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MODULE CODE: ECHC6003
TITLE: Counselling Major Project
DATED: 17/05/2017

LEVEL: 6
CREDITS: 30

JACS CODE: B940

AIM(S)

- To provide learners with the opportunity to extend their knowledge of a chosen subject within the parameters of the programme.
- To provide students with the opportunity to engage in a substantial self-managed project in a field of study related to their field of study.
- To engage in a systematic literature review.

LEARNING OUTCOMES

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

- Critically evaluate the role and function of counselling and psychotherapy in society.
- Critically appraise published research in counselling and psychotherapy and integrate relevant research findings into practice.
- Critically discuss and analyse complex concepts and work independently and with some originality.

INDICATIVE CONTENT

- Identifying worthwhile and feasible foci for individual projects.
- Developing, sharing and refining an appropriate research question. Within this piece of work students should be aware that the essence of the module is to encourage autonomy in the planning, organisation and delivery of their work.
- Linking theoretical aspects of research/project work foci: literature and research questions.
- Academic writing for research projects.

LEARNING AND TEACHING STRATEGY

Workshops will encourage group learning and introduce the students to the concepts, principles and practices and will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Individual tutorials will support the individual learning of the students.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
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Scheduled learning	25	8%
Independent learning	275	92%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1: 25%

Oral Presentation (20 minutes)

Exemplar:

Present a project proposal for your major project to your peers

Assessment Component 2: 75%

Coursework: Assignment (6000 words)

Exemplar:

Submit a critical literature review on a theme or topic relevant to your field of study

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Sustainable Literacy Skills - Students are encouraged to consider and engage with conversations relevant to sustainability. The module will engage students in the dialogues and tensions between the individual understanding of psychological, socio-political and constructivist theories to stimulate future thinking regarding mental health. - Students are encouraged to think critically and creatively within the field of mental health and social care and explore new approaches to practice. - Students are able to appreciate the importance of environmental, social and political contexts to their studies.	

Module Code	ECHC6003	
Module Title	Counselling Major Project	
Classification	Reading List entry	Electronic*
Essential	Denscombe, M., 2012. <i>Research proposals: a practical guide. (Open up study skills)</i> . McGrawHill/O.U. Press.	☐
Essential	Hart, C., 2002. <i>Doing a literature review</i> . London: Sage.	☐

Essential	McLeod, J., 2012. <i>Qualitative research in counselling and psychotherapy</i> . 2 nd ed. London: Sage.	☐
Essential	Punch, K., 2006. <i>Developing effective research proposals</i> . London: Sage.	☐
Further	A range of relevant articles will be available through PROQUEST and other relevant databases via the library site	☒

MODULE CODE: ECHC6004
TITLE: Practicum 3
DATED: 17/05/2017

LEVEL: 6
CREDITS: 40

JACS CODE: B940

AIM(S)

- To complete supervised practice in a counselling agency and reflect critically on that experience.
- To continue to maintain appropriate relationships with other professionals and stakeholders and meet assessment of readiness to practice guidelines.
- To demonstrate that students can work safely, ethically and competently taking account of appropriate guidance given by tutors, supervisors and mentors.
- To demonstrate professional reflective practice.

LEARNING OUTCOMES

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

- Reflectively apply learning from the course, in order to complete required hours of counselling, within an appropriate placement agency.
- Work at an appropriate level within professional body guidelines, and maintain appropriate relationships with all stakeholders.
- Critically appraise own ability to work in a suitable supervised counselling placement, and develop own model of practice which is safe and ethical.
- Meet assessment of readiness to practise criteria, including making appropriate modifications to own practice when advised appropriately to do so by tutors, supervisors and mentors.

INDICATIVE CONTENT

- A critical understanding of the values and limitations of theoretical integration, such as the value to the students in their current context, and its fit with their clients, their agency, their own values and ways of working.
- The students are encouraged to critically reflect on their work with clients and supervisors and draw from that experience areas of personal learning, theoretical issues, and practice issues to further explore client work.
- A range of practice issues such as management of practice issues, and more reference to multidisciplinary team working.
- The experience of working in an organisation, of relating to other professionals and applying agency policy.
- Encouragement of reflection on work with clients and drawing from that experience areas of personal learning, theoretical issues, and practice issues.
- Identification of skills and qualities for practice that how to meet professional body criteria.
- Understand appropriate use of supervision and its purpose, and value.
- Identification of the specific needs and values of the placement agency.
- Ability to complete risk assessment and where appropriate safeguarding procedures.

- Development of further therapeutic relationship skills compatible with own model of working, e.g. presence, working at relational depth, etc.
- Continued application of the Ethical Framework within a counselling context;
- Maintenance of appropriate relationships with all stakeholders and further identification of the specific needs and values of the placement agency.
- Develop a critical attitude to the truth claims made in counselling and psychotherapy and develop skills to question and critique models and approaches to therapy.

LEARNING AND TEACHING STRATEGY

This module is mainly based on work undertaken in the work based learning element of the course. Seminars, discussions and small group supervision will encourage reflection on the counselling placement in particular. The 100 hours of counselling practice required by the professional body, the BACP, is included here. Students are also expected to attend fortnightly supervision with a clinical supervisor in connection with all counselling placements. They are required to present all clients in their supervision. Lectures will introduce the students to the concepts, principles and practices of therapy. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

This module is not completed until 100 hours of supervised counselling practice have been completed and evidenced. It is also withheld if a student is in serious breach of the fitness to practice policy and/or the Ethical Framework of the BACP.

Teaching on the course aims to develop the ability in students to critique models and approaches to therapy.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	100	25%
Independent learning	200	50%
Placement learning	100	25%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1: 50%

Practical: DVD recording (1 hour)

Exemplar:

Produce an audio recording of work with a client. Demonstrating your ability to form and maintain an ethical and appropriate counselling relationship and session. The form of counselling must be broadly compatible with the approach to counselling adopted by the course. At a minimum level you need to demonstrate you can actively listen to a client, maintain safe boundaries and communicate effectively and in a way that helps the client move forward. Differing approaches to counselling are acceptable if they are appropriate to the client presenting issues, needs and agency policy. You also need to demonstrate that you have adopted their approach based on any essential feedback and advice given by tutors and supervisors, when this advice is appropriately given and considered essential to safe, ethical and competent practice. You must not edit the recording.

Assessment Component 2: 25%

Coursework: Assignment (3000 words)

Exemplar:

This is accompanied by a case study in which you will explore issues about work with a particular client and include the application of theory; professional, ethical and context issues; diversity and equal opportunity issues; and use of supervision. You will explore your own process with the client and relationship issues and some of the main interventions used. The recording and case study must be of the same client.

Assessment Component 3: 25%

Portfolio (4 elements)

Exemplar:

The purpose of the portfolio is to monitor practice and provide evidence that the 100 hours of counselling, and other work based learning hours, have been completed and that there has been learning from this on key practice issues. The student needs to provide evidence that they are capable of working ethically; safely; and competently with clients and also with other stakeholders. A reflective account of placement practice and work based learning. An evaluation of the skills and professional practice used in placements. Students also include all materials expected by BACP such as logs of counselling and supervision hours; supervision and placement agreements and reports; evidence of work based learning; evaluation of one practice based workshop; agency publicity materials; evidence of personal therapy. Also included is log of hours of work based learning over two-three years. Separate brief reflective pieces are required such as a CPD activity and its impact on client work and an exploration of an issue taken to supervision and the impact that had on client work.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
Sustainable Literacy Skills - Students are encouraged to consider and engage with conversations relevant to sustainability. The module will engage students in the dialogues and tensions between the individual understanding of psychological, socio-political and constructivist theories to stimulate future thinking regarding mental health - Students are encouraged to think critically and creatively within the field of mental health and social care and explore new approaches to practice - Students are able to appreciate the importance of environmental, social and political contexts to their studies.	

Module Code	EHC6004	
Module Title	Practicum 3	
Classification	Reading List entry	Electronic*

Essential	Bond, T. and Mitchels, B. (2008) <i>Legal Resources for Counsellors and Psychotherapists Book 2: Confidentiality and Record keeping in Counselling and Psychotherapy</i> . Lutterworth: BACP.	☐
Essential	Corey, G., Corey, M., and Callanan, P., (2014) <i>Issues and Ethics in the Helping Professions</i> Pacific Grove CA: Brooks/Cole.	☐
Essential	Feltham, C. & Horton, I (2012) <i>The Sage Handbook of Counselling and Psychotherapy</i> . London: Sage.	☐
Essential	Lowe, F (2014) <i>Thinking Space: promoting thinking about Race, Culture and Diversity in Psychotherapy and Beyond</i> . London: Karnac.	☐
Essential	Owens, P. et al (2012) <i>Creative Ethical Practice in Counselling and Psychotherapy</i> . London; Sage.	☐
Essential	Tribe, R. and Morrissey, J. (2015) <i>Handbook of Professional and Ethical Practice for Psychologists, Counsellors and Psychotherapists</i> . London: Routledge.	☐
Further	Bor, R. (2011) <i>Setting Up an Independent Practice; a handbook for Counsellors and Therapists</i> . Hove: Palgrave MacMillan.	☐
Further	Bor, R. (2011) <i>Setting Up an Independent Practice; a handbook for Counsellors and Therapists</i> . Hove: Palgrave MacMillan.	☐
Further	Das Nair, R & Butler, C. (2012) <i>Intersectionality, Sexuality and Psychological Therapies. Working with Gay, Lesbian, and Bisexual Diversity</i> . Oxford: Wiley- Blackwell.	☐
Further	Grant, A et al (2013) <i>Our Encounters with Suicide</i> . Ross on Wye: PCCS Books.	☐
Further	Harms, L. (2015) <i>Understanding Trauma and Resilience</i> . London: Palgrave MacMillan.	☐
Further	Hemmings, A. & Field, R. (2007) <i>Counselling and Psychotherapy in Contemporary Private Practice</i> . London, Routledge	☐
Further	Keith-Spiegel, P. (2014) <i>Red Flags in Psychotherapy: stories of ethics complaints and resolutions</i> . London: Routledge.	☐
Further	Liu, W. (2011) <i>Social Class and Classism in the Helping Professions</i> . London, Sage.	☐
Further	BACP Counselling and Psychotherapy Research Journal	☐
Further	Therapy Today	☐
Further	Person-Centred & Experiential Therapies	☐
Further	Journal of Humanistic Psychology	☐
Further	British Journal of Guidance and Psychotherapy	☐
Further	Evidence Based Mental Health	☐
Further	The British Gestalt Journal	☐
Further	Journal for Social Action in Counseling and Psychology	☐
Further	Databases e.g. ProQuest, Science Direct, JStore	☒

Graduate Certificate in Counselling Skills

Module Code	ECCS6001
Title	Counselling Skills
Date	10/01/2019
Level	6
Credits	30
Pre-Requisites	N/A

AIM(S)

- To learn about and apply skills of a helping relationship, whilst maintaining appropriate boundaries and to develop and use reflexive skills, whilst being aware of the importance and practicalities of self care.
- To recognise and work within the limits of their knowledge, skills and experience.

LEARNING OUTCOMES

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

1. A critical evaluation of their ability to operate within the limits of own knowledge, skills and experience.
2. A critical evaluation of the ethical imperative of informed consent.
3. A critical reflection on own beliefs and on the emotional impact of discrimination.
4. A critical reflection on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance your own personal development planning.
5. A critical evaluation of the necessity to keep information about clients confidential within the limits of the duty of care.
6. Advanced listening skills in a helping environment.
7. The appropriate quality/skill of congruence and empathy.

INDICATIVE CONTENT

The content of this module could contain the following themes:

- The development of helping skills within professional practice.
- Rogarian 'qualities of being' as applicable to self and others.
- Basic communication skills, description and application of Generic Helping Skills, e.g. active listening, paraphrasing reflecting, sensitive challenging, summarizing, open questions.
- Defining empathy, applying empathy, limits of empathy.
- The relational perspective across professional practice.
- The boundaries of a helping relationship.
- Qualities of helping: empathy, congruence, unconditional positive regard.
- Definitions within the field qualities, methods, tasks, goals, skills, or skill.
- Personal, creative and interactive dialogues.
- Applying ethics of helping.
- Working with emotions.
- Self awareness as part of skill development – as a learning tool for sustainability.

- Personal and professional development.
- Application of appropriate skills to a helper/supporter/carer role.
- The frame of helping.
- Boundaries and role expectation.
- Ethical standards.
- Contracts and informed consent.
- Limits of own skill.
- Reflect on own beliefs and values.
- Consider how they might impact the role as helper/supporter/carer.
- Recognise the importance of self-care and self-support and how these may impact on the strengths and limitation of helping/support/care practice.
- Mindfulness and self-care.
- Environmental self-care
- Burnout, compassion fatigue.
- Case study examples.
- Personal and professional development.
- Implications for sustainability.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	13%
Independent learning	260	86%
Placement learning	N/A	N/A
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assessment	3,000 words	40%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Performance	30minutes	60%

Assessment Summary

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

READING LIST

Module Code	ECCS6001	
Module Title	Counselling Skills	
Classification	Reading List entry	Electronic*
Essential	McLeod, J. and McLeod, J., 2011. <i>Counselling Skills: A Practical Guide for Counsellors and Helping Professionals</i> . Maidenhead, Berkshire: McGrawHill/Open University Press	☒
Essential	Mearns, D. and Thorne, B., with McLeod, J. 2013. <i>Person-Centred Counselling in action</i> . 4 th ed. London: Sage	☐
Essential	Midwinter, R and Dickson, J. 2015. <i>Embedding Counselling and Communication Skills</i> . Routledge	☒
Essential	Nelson Jones, R. (2016) <i>Basic Counselling Skills: A Helpers Manual</i> . London: Sage.	
Further	Egan, G. (2013) <i>The Skilled Helper, A Problem Management and Opportunity Approach</i> . 10 th ed. California: Brooks/Cole	☐
Further	Feltham, C and Horton, I., eds (2012) <i>The Sage Handbook of Counselling and Psychotherapy</i> . 3 rd ed. London: Sage	☒
Further	Green, J. (2010) <i>Creating the Therapeutic Relationship in Counselling and Psychotherapy (Counselling and Psychotherapy Practice Series)</i> . Exeter: Learning Matters.	☐
Further	Jones Smith, E. 2015. <i>Theories of Counseling and Psychotherapy: an integrative approach</i> . 2 nd ed. Thousand Oaks, California: Sage	☐
Further	Rogers, C. 1995. <i>Client Centred Therapy</i> . New York: Houghton Mifflin	☐
Further	McLeod, J. (2011) <i>Introduction to Counselling</i> , 4 th ed. Maidenhead: Open University Press.	☒
Further	Sutton, J and Stewart, W. (2013) <i>Learning to counsel: Develop the skills, insight and knowledge to counsel others</i> . Oxford: \how to Books Limited	☒

Module Code	ECCS6002
Title	Reflective Practice in Counselling
Date	10/01/2019
Level	6
Credits	30
Pre-Requisites	

AIM(S)

- To develop an understanding of reflective/reflexive practices within counselling skills that explore the relationship of *self* (self-awareness) and its impact on therapeutic relationships and being in relationship to others.

LEARNING OUTCOMES

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

- Demonstrate self-reflective and reflexive practices within the context of counselling skills, drawing upon ethical and principal values within the counselling tradition.
- Critically demonstrate reflective/reflexive practices that contributes and supports professional practices and growth such as reflective/reflexive writing and personal development.
- Critically self-reflect as a reflective practitioner, drawing on an empirical methodology that contributes to understanding of the therapeutic relationship in counselling and psychotherapy.
- Take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

- An understanding of theoretical concepts, models and frameworks that underpin reflective practices and reflective writing.
- Ethical values and principles that underpin reflective practices. i.e. ethics of care.
- Self-awareness, resilience and professional practice
- Group and individual practice in developing self-awareness,
- Giving and receiving feedback to deepen self-awareness and provide mutual support in practice
- Receiving and responding to peer and facilitator feedback
- The power of the narrative; how our stories influence therapeutic relationships, working with metaphor.
- The impact of diversity within the therapeutic relationship.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	13%
Independent learning	260	87%
Placement learning	N/A	N/A
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	20 minutes	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assessment	4000 words	50%

Assessment Summary

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

READING LIST

Module Code	ECCS6002	
Module Title	Reflective Practice in Counselling	
Classification	Reading List entry	Electronic*
Essential	Bager-Charleson, S. 2015. <i>Reflective Practice in Counselling and Psychotherapy</i> . London. Sage Publications Limited	☒
Essential	Hedges, F. 2010. <i>Reflexivity in Therapeutic Practice</i> . Basingstoke, Hampshire. Palgrave MacMillan	☐
Essential	Wright, J. and Bolton, G. 2012. <i>Reflective Writing in Counselling and Psychotherapy</i> . London. Sage Publications Limited.	☐
Further	Stedmon, Dallos, Stedmon, Jacqui, & Dallos, Rudi. (2009). <i>Reflective practice in</i>	☒

	<i>psychotherapy and counselling</i> . Maidenhead: McGraw-Hill/Open University Press.	
Further	Rose, C. 2008. <i>The Personal Development Group: The Students' Guide</i> . London. Karnac Books Limited	☐
Further	Thompson, S and Thompson, N. (2018) <i>The Critically Reflective Practitioner</i> . 2 nd Ed. London: Palgrave	☐