



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

Contemporary  
Context of  
Counselling  
Skill  
M4X00954

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**Module Leader:  
Andrea Williams**

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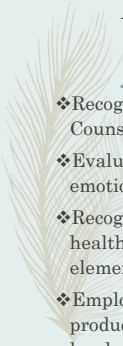
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**Module Learning Outcomes**

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- ❖ Recognise health as a contested topic and Counselling's position in the discipline
- ❖ Evaluate a range of theories of causality relating to emotional distress and its impact on well-being
- ❖ Recognise the links between individual experience of health and health issues and the wider structural elements relevant to health and well-being.
- ❖ Employ appropriate academic conventions in the production and presentation of work suitable for this level

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## General Feedback

### Assessment Component Two

- Title: Clear and concise
- Academic Structure
- Referencing
- Empirical Studies and Research Informed evidence (Graphs, statistics, case studies)
- Primary v Secondary research
- Text and coloured backgrounds
- Use of notes and eye contact
- Time management

[illegible]

### "I have a haunch I believe I was at high risk..."

**The role of uncertainty in emotional response to the receipt of a cancer genetic risk assessment result**

\*The role of uncertainty in emotional response to the receipt of a cancer genetic risk assessment result

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### A qualitative analysis of free-text comments from cardiovascular investigators: the psychological impact of undergoing cancer genetic risk assessment

\*The role of uncertainty in emotional response to the receipt of a cancer genetic risk assessment result

#### Background

Genetic testing can identify individuals at high risk of developing certain cancers and enable targeted surveillance. However, the receipt of a positive result can be emotionally challenging, particularly if the individual is uncertain about the accuracy of the result. This review aims to explore the psychological impact of receiving a positive result on individuals who are uncertain about the accuracy of the result.

#### Methods

**Design:** A qualitative study using semi-structured interviews. **Setting:** A cancer genetics clinic. **Participants:** Individuals who had received a positive result and were uncertain about the accuracy of the result. **Data collection:** Semi-structured interviews. **Data analysis:** Thematic analysis.

#### Results

Four themes were identified: **Uncertainty about the result**, **Emotional impact**, **Support and advice**, and **Future planning**. Individuals expressed significant uncertainty about the accuracy of the result, which led to emotional distress. They sought support and advice from healthcare professionals and family members. Future planning was a key concern, particularly regarding surveillance and lifestyle changes.

#### Conclusion

Individuals who receive a positive result and are uncertain about the accuracy of the result experience significant emotional distress. Healthcare professionals should provide support and advice to help them cope with the uncertainty and plan for the future.

#### Background

Cardiovascular disease is a leading cause of death and disability. Genetic testing can identify individuals at high risk of developing cardiovascular disease and enable targeted surveillance. However, the receipt of a positive result can be emotionally challenging, particularly if the individual is uncertain about the accuracy of the result. This review aims to explore the psychological impact of receiving a positive result on individuals who are uncertain about the accuracy of the result.

#### Methods

**Design:** A qualitative study using semi-structured interviews. **Setting:** A cardiovascular genetics clinic. **Participants:** Individuals who had received a positive result and were uncertain about the accuracy of the result. **Data collection:** Semi-structured interviews. **Data analysis:** Thematic analysis.

#### Results

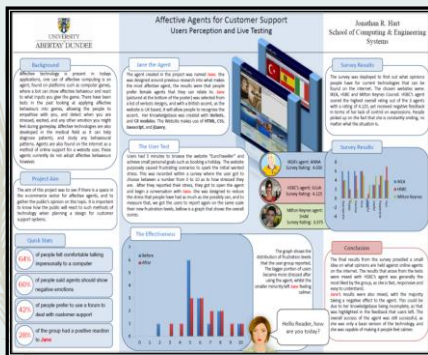
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#### Conclusion

Individuals who receive a positive result and are uncertain about the accuracy of the result experience significant emotional distress. Healthcare professionals should provide support and advice to help them cope with the uncertainty and plan for the future.

## Time Management and problem solving

- ❖ Remember that you are telling a story with a beginning, middle and end
- ❖ Focus on reporting the key things succinctly and clearly – Don't waffle!
- ❖ Time each section of your poster and know how long you are able to spend on each section – Keep to your allotted time (15 minutes)



## What you all did really well

- Identified an issue relating to psychological distress and applied a relevant intervention, thus applying theory to practice
- Excellent team work and communication
- Compared and contrasted effectiveness and efficacy of different interventions
- Researched a topic related to mental health independently
- Developed a critical awareness of theory and different approaches to mental health
- Very Good time management
- Developed valuable presentation and communication skills, presenting research in front of an audience

## Submitting Academic Posters through Turnitin

- Turnitin can not read the text in an image file, use text boxes rather than copy/paste images onto a slide.
- Alternative might be to use Publisher or Word instead of Power point.
- Instructional video on Stream here:  
<https://web.microsoftstream.com/video/571b6f73-25eb-4640-a9c9-973c438f42ff>
- and a copy on Office Mix here: Introduction to MS Publisher  
<https://mix.office.com/watch/1hu3q81xwk0dc>

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## Level 5

- Supporting Human Flourishing
- Research Methods in Counselling
- Counselling Therapy Theories

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