



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

LEVEL 6 COMPULSORY AND PROVISIONAL OPTIONAL MODULES 2025-2026



Level 6 Optional Modules

In your final year of study each student can choose optional modules to be studied alongside their compulsory modules. Please note, compulsory requirements differ across programmes. Also, not all modules will be available each year depending on staff availability and module uptake numbers.

BSc (Hons) Psychology:

Students will be required to choose **THREE** optional modules to be studied alongside the Psychology Empirical Project (Dissertation) and the Ethics, Values, and the Professional Self module (this module will likely run in Semester One).

BSc (Hons) Psychology and Counselling:

Students will be required to choose **THREE** optional modules to be studied alongside the Psychology Empirical Project (Dissertation) and the Reflexive Counselling Skills module (this module will likely run in Semester One)

Please note, whilst we aim to deliver all modules available, as these are Level Six modules and are taught by subject specialists, they are subject to change depending upon the availability of the specialist academic staff and student numbers (modules with less than five students signed up to them may not run).

Also, the Semester indicated next to each module are currently provisional, and subject to change until the timetable is finalised in September.

Ethics Values and the Professional Self

Dr Ceri Phelps

Semester ONE Module

AIM(S)

To develop a critical understanding of a range of contemporary professional and ethical issues in working as a psychologist and to foster critical reflection of the students own professional conduct, strategies for wellbeing, and personal values.

INDICATIVE CONTENT

- Positive ethics, professional codes of conduct, and moral values: from the regulation of psychology to a positive approach to ethics
- Foundations of ethical behaviour: integrating personal and professional ethics
- Ethical decision-making: decision making skills and the five step model
- Boundaries, multiple relationships, competence and confidentiality
- Social media and online communication
- Approaches to risk assessment
- Managing emotional well-being and effective decision-making
- Coaching, mentoring and supervision: managing difficult relationships

Module Assessments:

1. Risk Assessment Protocol – 1,500 words (30%)
2. Portfolio: 500 words online blog, 1,500 words reflective piece, and Professional Profile (70%)

Note: This module is compulsory for BSc Psychology students

Psychology of Prejudice and Discrimination

Dr Katie Sullivan

Semester ONE Module

AIM(S)

Develop ability to critically evaluate current social psychological theories regarding prejudice and discrimination arising at interpersonal, inter and intragroup, institutional and societal levels and to enhance students' awareness of the potential impact of discriminatory behaviours on the individual and wider society.

INDICATIVE CONTENT

- Past and present theories of prejudice and discrimination.
- Differences between stereotyping, prejudice, and discrimination
- Intergroup processes in prejudice and discrimination
- In-depth analysis of targets of discrimination, and the forms and effects of such behaviour.
- How prejudice and discrimination has been examined in different perspectives over time from blatant, overt prejudice to contemporary covert prejudice.
- Personality and individual differences in prejudice
- The development of prejudice from childhood
- Political and ethical issues
- Differing cultural attitudes to groups
- Potential interventions in prejudice and discrimination, including colour-blindness, multiculturalism, contact/imagined contact, and legislation.

Module Assessments:

1. Written Essay - 2,500 words (50%)
2. Written Exam – 2 hours (50%)

Forensic Psychology and Criminal Mind

Karen Eaton-Thomas

Semester ONE Module

AIM(S)

To enable students to critically appraise the complex biological, environmental and psychological factors which impact upon criminality, judicial and rehabilitative processes, and the investigation of crime.

INDICATIVE CONTENT

- An examination of both historical and contemporary explanations of the causes of criminality, including biological, psychological and environmental influences.
- Consideration of the role of psychology in informing the investigation of crime. For example, offender profiling, diagnostic evaluation and criminal investigation analysis.
- Exploration of the psychological processes which underpin behaviour and decision-making in judicial contexts, for example juries, expert testimonies and eyewitnesses.
- Consideration of both theory and evidence guiding and informing judicial sanctions, psychological interventions and rehabilitative techniques.
- An examination of the moral and ethical issues often involved in offending behaviour; for example, diminished responsibility and competency to stand trial.
- Exploration of contemporary issues within Forensic Psychology, such as modern-day slavery and acts of terrorism and war.

Module Assessments:

1. Written Essay – 2,000 words (50%)
2. Forensic Formulation – 2,500 words (50%)

BSc Psychology and Counselling Only

Reflexive Counselling Skills

Dr Bev Cole

Semester ONE Module

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

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.
- Working with humanistic perspective, person-centred core condition skills; working towards understanding of relational depth.
- Phenomenon and Phenomenological noticing within the therapeutic setting.
- 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

Module Assessments:

1. Practical Skills Recording – 20 minutes (50%)
2. Reflective Piece – 2,500 words (50%)

Psychopathology and Mental Health

Dr Lymarie Rodriguez-Morales

Semester TWO Module

AIM(S)

To enable students to recognise the complexity of biological, social and psychological factors which contribute to mental health, well-being, illness and distress.

INDICATIVE CONTENT

- An examination of the historical development of the diagnostic process and the current classification systems, along with the role of psychological case formulation.
- Consideration of a range of psychological disorders, including mood disorders, schizophrenia spectrum disorders, personality disorders, anxiety disorders and disorders of feeding.
- Exploration of fundamental concepts and theories underpinning the aetiologies of psychological disorders.
- Discussion of the research and evidence offered in support of the psychological explanations of psychopathology.
- Exploration of the empirical evidence base relating to the treatment efficacy of both pharmacological and therapeutic interventions for a variety of psychological disorders.

Module Assessments:

1. Psychological Case Formulation – 2,500 words (50%)
2. Presentation – 15 minutes (50%)

Cognition in Action

Dr Kate Williams

Semester TWO Module

AIM(S)

Develop critical understanding of key theoretical assumptions and empirical research in applied cognition and application to real-world.

INDICATIVE CONTENT

- Historical developments in applied cognition
- Evaluation of lab vs. field research and basic vs. applied research
- Application of cognitive theory in real world settings:
- Memory in education and learning
- EW memory (confidence, suggestibility, PEQ, weapon focus)
- Flashbulb memories and autobiographical memories
- Conscious and unconscious forgetting.
- Understanding cognitive mechanisms in forensic science settings:
- Recognising suspects
- Describing and identifying faces
- Structure of police line-ups and interviewing techniques.
- Application of decision-making theories in real-world settings:
- Juror decisions, security screening, medical diagnoses, driving.
- Cognition in Clinical applications (anxiety and depression)
- Effects of drugs on cognition
- Human error and cognitive failures in occupational settings
- Impact of AI and automation on human cognitive processing

Module Assessments:

1. Written Essay – 2,500 words (50%)
2. Case Study Report – 2,500 words (50%)