



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

LEVEL 6 BSC Psychology and Counselling
Module Descriptors
(Reading list not included)

MODULE CODE: ECPS6009 (Compulsory)
TITLE: Reflexive Counselling Skills
DATED: 26/04/2018

LEVEL: 6
CREDITS:20

JACS CODE:C843

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 successful completion of this module, students 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.
- Employ humanistic – person-centred counselling skills; beginning to develop an awareness of the significance of *relational depth* within reflexive practices.
- Critically demonstrate reflective/reflexive practices that contributes and supports professional practices and growth such as reflective/reflexive writing and personal development.
- 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.
- Working with humanistic perspective – person-centered – core condition skills; working towards an understanding 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.

LEARNING AND TEACHING STRATEGY

Topics will be introduced and developed through a combination of lectures and interactive seminars, the latter involving a range of strategies including practical work, reflexive exercises, and small group exercises such as triad's and dyads.

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
Essay	3,000 words	50%

Students will be asked to produce a critical reflective essay on a phenomenon within a therapeutic setting e.g., the use of silence, core conditions, empathy

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Skills Assessment	A 20 minute DVD recording of skills and a 2,000 reflective commentary; linking theory to practice	50%

Students will be asked to produce a 20 minute DVD Video recording of counselling skills and a 2,000 word reflective commentary; linking theory to practice.

Assessment Summary

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

This module is not linked to a Professional, Statutory and regulatory Body (PSRB).

MODULE CODE: ECPS6001 (Compulsory)
TITLE: Psychology Empirical Project
DATED: 26/04/2018

LEVEL: 6
CREDITS: 40

JACS CODE: C831

AIM(S)

- To provide students with the opportunity to build on the scientific skills, psychological concepts and techniques developed in previous modules by engaging in a substantial independent empirical research project in a field of study within psychology.

LEARNING OUTCOMES

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

- plan, conduct and write-up an ethically sound empirical study using appropriate theory and methods;
- generate appropriate hypotheses and/or research questions;
- use evidence-based reasoning to explore relevant practical, theoretical and ethical issues associated with a specific research question;
- carry out an independent empirical study involving primary data collection using appropriate tools;
- manage and analyse research data using appropriate quantitative and/or qualitative methods;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

The student will primarily be required to work on his/her own initiative in the production of the dissertation. Alongside regular dissertation supervision (see below), a Dissertation Handbook will guide the student. Dissertation lectures and workshops will guide the students in the following:

- Ethical and professional frameworks and approval processes for research studies.
- Developing a research-informed hypothesis/research question.
- Practical, ethical and methodological considerations in designing an appropriate dissertation project.

- Good practice in data collection and data management.
- Use of appropriate analysis techniques to evaluate data.
- Reporting empirical studies.
- Producing critical discussions of empirical studies.

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. The student will receive an allocated 15 hours of supervision time which will include group seminars, training in the use of resources and experimental materials, and individual supervision.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	15	4%
Independent learning	385	96%
Placement learning	0	0%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1,000 words	10%

Students will be required to complete a written proposal for their Empirical Project. This will include their chosen research methodology, ethical consideration and analysis. Students will also need to highlight the key theorists and empirical studies relating to their proposed study.

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	8,000 words	65%

Students will be required to write up their empirical research study and submit this thesis following standard psychology reporting conventions. The volume range

including +/- 10% at either the lower or upper limit is to enable students to appropriately reflect the requirements of different types of study designs which will be reflected in the assessment criteria.

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	20 minutes	25%

Students will be required to present their Empirical Project and will be assessed on their presentation skills, engagement and understanding of their Psychology Empirical Project.

Assessment Summary

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

This module is a core requirement for Graduate Basis for Chartership (GBC) accreditation with the British Psychological Society (BPS) as set out in documentation to the BPS February 2018. This module must be passed in order for the student to be eligible for GBC.

Optional Modules – Choose Three

MODULE CODE: ECPS6002

TITLE: Clinical Psychology: Treatment and Approaches

DATED: 26/04/2018

LEVEL: 6

CREDITS:20

JACS CODE:C842

AIM(S)

- To develop a critical understanding of the field of clinical psychology and its approach to understanding the development, diagnosis and treatment of mental health problems.

LEARNING OUTCOMES

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

- demonstrate a critical awareness of current debates in the field of Clinical Psychology including professional and ethical frameworks;
- employ evidence-based reasoning in order to critically discuss the relative importance of biological, psychological and social causes for a range of mental health problems;
- critically evaluate research findings in order to integrate evidence from multiple perspectives in relation to the diagnosis, treatment and classification of mental health problems;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

- Conceptual and historical paradigms for understanding mental health.
- The identification and critical discussion of the role of the modern clinical psychologist in the UK and associated professional and ethical frameworks and debates.
- Current debates around the diagnosis of mental health problems, critically considering traditional classification systems (DSM) versus alternative approaches (ICD, continuum models, psychological formulation).
- The clinical cycle and psychological formulation.
- Specific psychological perspectives for the development of mental health problems (e.g. cognitive models, psychodynamic models, humanistic models).
- Aetiology of specific mental health problems from multiple perspectives including anxiety disorders, eating disorders, depression, personality disorders.

- Critical analysis of the research evidence supporting different explanatory and treatment models. Consideration of the relative effectiveness of treatment models (psychological and pharmacological) in treating different mental health problems.
- Evaluating psychological therapy and services: evidence for effectiveness of emerging treatments e.g., acceptance and commitment therapy, mindfulness.

LEARNING AND TEACHING STRATEGY

The module will be delivered through a combination of interactive lectures and seminars. Seminars will focus on further developing students' understanding of the theories and empirical evidence underpinning lecture content through a variety of tasks including practical demonstrations, small class exercises, critical reflection and group discussions.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning (lectures & seminars)	30	15%
Independent learning	170	85%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group Presentation	10 minutes per person	50%

Students will be required to demonstrate teamworking skills through working together to produce a professional group presentation and will be individually assessed on their ability to integrate multiple perspectives in clinical psychology to explain issues around diagnosis and classification.

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment: Case Study Formulation	2,500 words	50%

Students will be assessed on their critical understanding of the biological, social and psychological causes and appropriate treatments for a specific mental health problem through working through an individual case study and producing a written case study report.

Assessment Summary

Activity type	Percentage
Written exam	

Coursework	50%
Practical	50%
TOTAL	100%

MODULE CODE: ECPS6003
TITLE: The Psychology of Prejudice and Discrimination
DATED: 26/04/2018

LEVEL: 6
CREDITS:20

JACS CODE:C881

AIM(S)

- To develop the 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.

LEARNING OUTCOMES

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

- critically appraise competing theories in prejudice and discrimination research;
- integrate findings from multiple perspectives in order to demonstrate critical understanding of current issues in prejudice and discrimination;
- use evidence-based reasoning to critically consider the realism and ethics of prejudice and discrimination;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

Module content will introduce students to:

- 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
- The relative "acceptability" of specific prejudices e.g., obesity, sexuality, and mental health
- Potential interventions in prejudice and discrimination, including colour-blindness, multiculturalism, contact/imagined contact, and legislation.

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

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.

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
Written Essay	2,500 words	50%

Assessment Component 2

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Exam	2 hours	50%

Assessment Summary

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

MODULE CODE: ECPS6004

TITLE: Mental Health in Children and Young People
DATED: 26/04/2018

LEVEL: 6
CREDITS:20

JACS CODE:C843

AIM(S)

To enable students to gain a critical understanding of mental health and well-being in children and young people within an applied context.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of mental health issues seen in childhood and appropriate support strategies and their impact on children's well-being;
- critically evaluate evidence-based and practice-based appropriate treatments and interventions to improve mental health and well-being in children;
- demonstrate critical awareness appropriate skilled interventions when working with children and young people;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

- Students will be introduced to the role of the professional in improving mental health and well-being in children and associated professional and ethical frameworks e.g. psychologists, mental health practitioners, therapists, counsellors and medical treatments.
- Emotional well-being of children and young people: definitions, classifications, and prevalence of behavioural constructs.
- Internalizing disorders such as Depression and Anxiety; Disruptive Behaviour Disorders such as Oppositional Defiant Disorder and Conduct Disorder and Neurodevelopmental Disorders such as ADHD and Autism.
- Risk and resilience factors.
- The promotion and understanding of children and adolescents mental health, including the Child and Adolescent Mental Health System (CAMHS), the tiered approach and referral process.
- Bereavement and loss, domestic violence, school related issues, social media/internet exploitation, young carers and risk and vulnerability.

LEARNING AND TEACHING STRATEGY

The module will be delivered through lectures, directed reading and seminars. Seminars will be based around critical discussion of case studies and papers on relevant topics.

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
Essay	2,500 words	50%

This essay will enable students to demonstrate their critical understanding of the theories and/or intervention strategies in Counselling when working with children and young people.

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	20 minutes	50%

This individual presentation will require student to produce a critical presentation on a chosen 'presenting issue' and its implications for working with young people and children.

Assessment Summary

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

This module is not linked to a Professional, Statutory and regulatory Body (PSRB).

MODULE CODE: ECPS6005
TITLE: Cognition in Action
DATED: 26/04/2018

LEVEL: 6
CREDITS:20

JACS CODE:C850

AIM(S)

To develop a critical understanding of key theoretical assumptions and empirical research in applied cognition and their application to real-world issues.

LEARNING OUTCOMES

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

- demonstrate the ability to integrate and apply multiple theories of cognitive psychology to real-life settings;
- use evidence-based reasoning to critically evaluate competing theories in applied cognition research;
- examine practical, theoretical, and ethical issues associated with the range of domains and methodologies in which applied cognition can be understood;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

The content of this module will build upon topics introduced in the *Cognition and Emotion* module at Level Four and to topics introduced in the *Brain, Biology and Cognition* module at Level Five.

- Historical background and post-war developments in applied cognitive psychology.
- Evaluation of laboratory and field experiments.
- Memory in the real world: Educational settings; Eyewitness memory (confidence, suggestibility, & post-event questioning); limitations of working memory; flashbulb memories, autobiographical memories; violence and weapon focus; conscious and unconscious forgetting.
- Improving forensic science evidence: Recognising suspects: Describing and identifying faces; structure of police line-ups; interviewing techniques.
- Decision making in the real-world; juror decisions, security screening, medical diagnoses.
- Cognition and Clinical applications; cognition following concussion; psychological causes of forgetting; effects of drug taking on cognition.
- Cognition and ageing.
- Visual attention, vigilance, and situational awareness.
- Human error and cognitive failures in occupational settings.

Specific content coverage mapping onto BPS core curriculum will include exploration of human behaviour and cognitive processing involved in attention, perception, learning, memory, thinking, problem solving, decision making, language, consciousness and cognitive neuropsychology within a range of real-world scenarios.

LEARNING AND TEACHING STRATEGY

The module will be delivered through a combination of interactive lectures and seminars, which will introduce students to the evidence base and key areas surrounding lecture topics. At level six, students will be encouraged to use their scientific reasoning and critical evaluation skills to develop a more in-depth understanding of the topic areas.

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
Essay	2,500 words	50%

A 2,500 word written essay enabling students to demonstrate an in-depth critical evaluation of applied cognition.

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Case Review Briefing Report	2,500 words	50%

A 2,500 word written assessment that involves students producing a case review briefing report. The aim is to assess whether students can apply their knowledge of theory from cognitive psychology in order to explain behaviour in real-world settings, with subsequent suggestions for methods of intervention or changes to policy/practice. The case review briefing report should be aimed at informing government/local health board/third sector organisation reviewers.

Assessment Summary

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

MODULE CODE: ECPS6006

TITLE: Health Psychology

DATED: 26/04/2018

LEVEL: 6

CREDITS:20

JACS CODE:C841

AIM(S)

- To foster critical understanding of the psychological, social and biological processes in physical health and the role of psychological theory and interventions in improving health and wellbeing.

LEARNING OUTCOMES

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

- demonstrate critical understanding of how the biopsychosocial model informs our understanding of specific health behaviours, physical health problems and wellbeing;
- use evidence-based reasoning to critically evaluate how multiple psychological perspectives can be applied to understand and influence specific health behaviours;
- analyse research findings in order to identify appropriate intervention strategies and associated design and ethical issues in relation to intervention development and evaluation;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

- Introduction to the role and training routes for Health Psychology in the UK and professional and ethical frameworks.
- Individual, cultural and lifespan perspectives on health.
- Health in the 21st Century: health inequalities, global health concerns, and the Welsh context.
- Psychosocial risk factors and determinants for health and illness: health-risk versus health-enhancing behaviours.
- Predicting health behaviours: social cognition models including Health Belief Model, Theory of Planned Behaviour, Protection Motivation Theory, Stage theories.
- Stress, health and illness: stress and the immune system, stress and the gastrointestinal system, models of stress and coping, moderators of the stress response, coping interventions.
- Symptom perception, interpretation and response: including self regulatory model of illness perceptions.
- Principles of intervention development and evaluation including ethical consideration of real-world research in health psychology.

LEARNING AND TEACHING STRATEGY

The module will be delivered through interactive lectures and seminars. Seminars will focus on further developing students' understanding of the theories and empirical evidence underpinning lecture content through a variety of tasks including practical demonstrations, small class exercises, critical reflection and group discussions.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning (lectures & seminars)	30	15%
Independent learning	170	85%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Professional Hosted Poster (Academic poster plus presentation)	10 minute poster presentation	50%

Students will be required to demonstrate their critical understanding of theory-based interventions in health psychology through producing a professional conference-style academic poster identify an appropriate intervention technique for a specific health behaviour and appropriate design and evaluation issues. Students will be required to explain and discuss their academic poster to a small group of peers during an assessed seminar.

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment: Essay	2,500 words	50%

Students will be required to demonstrate an in-depth critical understanding of the evidence base underpinning health psychology theories.

Assessment Summary

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

This module is not linked to a Professional, Statutory and regulatory Body (PSRB).

**MODULE CODE: ECPS6007
TITLE: CBT and the New Cognitive Therapies
DATED: 26/04/2018**

**LEVEL: 6
CREDITS:20**

JACS CODE:C844

AIM(S)

- To provide students with a critical understanding of the classic and contemporary psychological therapies that have evolved from Cognitive Behavioral Therapy and their impact within mental health and well-being

LEARNING OUTCOMES

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

- critically evaluate the impact of cognitive behavioral therapy within the currency of psychological therapies;
- analyse evidence-based on cognitive-behavioural methods that support the model of cognitive-behavioural learning and treatment;
- demonstrate a systematic understanding of how cognitive-behavioural therapies can effectively treat disorders;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

- Historical and theoretical underpinning of the cognitive behavior therapies; including third wave psychotherapies: Schema Therapy,(ST, Mindfulness-Based Cognitive Therapy (MBCP), Compassion-Focused Psychotherapy, Dialectical Behaviour Therapy (DBT), Metacognitive Therapy (MCT), Acceptance and Commitment Therapy (ACT).
- Exploring the fundamentals within CBT; the therapeutic relationship, case formulation and assessment.
- Evidence for the efficacy of CBT based approaches within the psychological disorders such as depression, anxiety, OCD, working with trauma, etc.
- CBT across the life-span and working with diversity.
- Contextual and current issues within CBT such as: evidence-base and philosophical debates within CBT therapies.

LEARNING AND TEACHING STRATEGY

The module will be delivered through lectures, directed reading and seminars. Seminars will be based around critical discussion of case studies and academic papers on relevant topics to foster a critical appreciation of cutting edge research and practice in this area.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15
Independent learning	170	85
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Critical Review	2,500 words	50%

Students will be asked to produce a written assignment that critically reviews a recent research publication.

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Case Study Report	2,500 words	50%

Students will be asked to prepare a case study report using a case scenario considering a specific presenting issue.

Assessment Summary

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

