



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

MODULE DIRECTORY

LEVEL 7

SCHOOL OF PSYCHOLOGY AND COUNSELLING

FACULTY OF EDUCATION, CULTURE AND COMMUNITIES

2026-2027

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INTRODUCTION

This Module Directory includes all the modules for Level 7 within the School of Psychology and Counselling in the academic year 2026-2027.

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 School/Faculty. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Faculty Office.

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

MODULES

MSc Applied Psychology
ECAS7009 - Applied Research in Psychology
ECAS7010 - Neurodiversity and Mental Health: Community and Cultural Perspectives
ECAS7011 - The Psychology of Behaviour Change
ECAS7012 - Mentoring, Supporting and Leadership Skills
ECAS7013 - Applied Psychology Project

MA Psychotherapeutic Practice: Humanistic
ECPR7005 - Psychotherapy and Counselling Dissertation

Module Code	ECAS7009
Title	Applied Research in Psychology
Date	04/06/2025
Level	7
Credits	30
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To equip students with a comprehensive understanding of the diverse research methods utilised in applied psychology and the ethical considerations of applied research.
- To develop the ability to apply principles of research design and analysis to practical, real world scenarios, ensuring students are prepared to conduct robust and ethically sound research in various applied settings.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of the diversity of research methods for applied psychology;
- critically appraise the ethical considerations of applied research and evaluation;
- demonstrate the ability to apply the principles of applied research design and analysis to real world scenarios.

INDICATIVE CONTENT

- Principles of applied research design: qualitative, quantitative and mixed methods, pluralism, questionnaires and survey-based research, the randomised controlled trial, quasi-experimental studies in the real world, interview-based research, focus groups, diary methods.
- Fundamental considerations for applied research e.g., the research cycle, challenging assumptions, minimising bias, participant effects, researcher integrity, understanding and meeting customer and stakeholder needs.
- Research, evaluation and audit: selecting the right approach for the right context.
- Research tools for applied research in psychology: online survey software, qualitative and quantitative data analysis tool, systematic literature searching. The internet as a methodological tool: advantages and disadvantages.
- Approaches to data analysis (qualitative and quantitative data): knowing your data.

- Applied research ethics, research governance and good practice in applied research.
- Principles of involving people in research and co-production.

Introduction to the Part II Project Process

- Overview of project requirements and timeline.
- Project planning and project management skills.
- Selecting a project topic and formulating objectives.

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		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
In-class test	1 hour	20%

e.g. students will be given a short answer exam in class which explores understanding of key ethical considerations in applied research

Assessment Component 2

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

Mode of assessment	Volume	Weighting
In-class test	2 hours	30%

e.g. students will be given a short answer scenario-based exam in class requiring consideration and justification of research methodologies and design choices

Assessment Component 3

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

Mode of assessment	Volume	Weighting
Presentation	20 minute presentation + 10 minutes questions	50%

e.g. students will be required to draw on the module content to present a proposal for a feasible real world research study that appropriately applies the principles of applied research design, ethics and analysis.

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECAS7009	
Module Title	Applied Research in Psychology	
Classification	Reading List entry	Electronic*
Essential	Smith, J. (2015). <i>Qualitative psychology: A practical guide to research methods</i> (2nd ed.). London: SAGE.	☒
Essential	APA (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). APA: Washington, DC	☒
Essential	Pallant, J. (2010) <i>SPSS survival manual : a step by step guide to data analysis using SPSS</i> 4th ed. Maidenhead: McGraw-Hill	☒
Essential	Yardley, L., Morrison, L., Bradbury, K., & Muller, I. (2015). The person-based approach to intervention development: application to digital health-related behavior change interventions. <i>Journal of medical Internet research</i> , 17(1), e30. https://doi.org/10.2196/jmir.4055	☒
Essential	Shahsavari, H., Matourypour, P., Ghiyasvandian, S., & Nejad, M. R. G. (2020). Medical Research Council framework for development and evaluation of complex interventions: a comprehensive guidance. <i>Journal of education and health promotion</i> , 9(1), 88.	☒
Further	Harrison, V., Brace, N., Kemp, R., & Snelgar, R. (2021). <i>SPSS for Psychologists</i> (6th ed.). Hants: Palgrave Macmillan.	☒
Further	Smith, J & Larkin, M (2009). <i>Interpretative Phenomenological Analysis: theory, method & research</i> . London: SAGE.	☐
Further	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> . London: Taylor & Francis.	☒
Further	Ogden, J. (2019). <i>Thinking critically about research: a step by step approach</i> . Routledge: London	☐

Module Code	ECAS7010
Title	Neurodiversity and Mental Health: Community and Cultural Perspectives
Date	04/06/2025
Level	7
Credits	30
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To develop critical understanding of how to recognise and support diverse and differing needs around neurodiversity and mental health in real world settings and foster critical understanding of contemporary community and cultural perspectives.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of inclusion, neurodiversity and mental health, analysing their impact and prevalence in various real world settings;
- critically evaluate contemporary community and cultural perspectives on neurodiversity and mental health, identifying key factors and solutions that influence these views and their real world implications;
- apply theoretical knowledge to develop practical strategies for understanding and supporting neurodiversity and mental health needs within real world contexts, showcasing their ability to integrate academic insights with real world applications.

INDICATIVE CONTENT

- Overview of neurodiversity and mental health concepts.
- Cultural perspectives and evolution of understanding.
- Exploration of community and cultural views on neurodiversity and mental health.
- Influence of cultural factors on mental health practices.
- Key theories and models in neurodiversity and mental health and the application of these frameworks in applied psychology.
- Challenges and strategies for supporting neurodiverse individuals.
- Mental health, wellbeing and stress in the workplace including impact of mental health on productivity and workplace dynamics.
- Policies and interventions for mental health support.

- Ethical issues in researching neurodiversity and mental health.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio: Community Engagement Group Project	10 elements	80%

e.g. students will work together in small groups to design and implement a community engagement project aimed at raising awareness or providing support for neurodiversity or mental health. This could involve organising workshops, creating educational materials, or collaborating with local organisations. The portfolio should demonstrate extensive evidence of the community engagement activities including e.g. approvals, materials created, reflections on the process, evaluation and appropriate summary of project outcomes.

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	1,500 words	20%

e.g. students will produce a briefing report that reviews empirical evidence for a specific cultural perspective on neurodiversity and mental health, identifying key factors and solutions that influence these views and their real world implications.

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECAS7010	
Module Title	Neurodiversity and Mental Health: Community and Cultural Perspectives	
Classification	Reading List entry	Electronic*
Essential	Zangeneh, Masood., & Al-Krenawi, Alean. (Eds.). (2019). <i>Culture, Diversity and Mental Health</i> -	☒

	<i>Enhancing Clinical Practice</i> (1st ed. 2019.). Springer International Publishing. https://doi.org/10.1007/978-3-030-26437-6	
Essential	Nelson, G., Kloos, B., & Ornelas, J. (2014). <i>Community psychology and community mental health</i> (G. Nelson, B. Kloos, & J. Ornelas, Eds.). Oxford University Press.	☒
Essential	Fernando, S. (2014). <i>Mental health worldwide : culture, globalization and development</i> . Palgrave Macmillan.	☒
Further	Ellis, P., Kirby, A., & Osborne, A. (2023). <i>Neurodiversity and education</i> (First edition.). Corwin.	☒
Further	Fernando, S. (2014). <i>Mental health worldwide : culture, globalization and development</i> . Palgrave Macmillan.	☒
Further	Kapp, S. K. (2019). <i>Autistic Community and the Neurodiversity Movement: Stories from the Frontline</i> (1st ed.). Springer Nature. https://doi.org/10.1007/978-981-13-8437-0	☒
Further	Taylor, S. J. (2020). <i>Healthy Minds in the Twentieth Century : In and Beyond the Asylum</i> (S. J. Taylor & Alice. Brumby, Eds.; 1st ed. 2020.). Springer International Publishing. https://doi.org/10.1007/978-3-030-27275-3	☒
Further	Tribe, R., & Tunariu, A. (2020). <i>Culture, Mental Health, and Immigrants</i> . Routledge.	☒
Further	Cromby, J., Harper, D., & Reavey, P. (2013). <i>Psychology, mental health and distress</i> . Palgrave Macmillan.	☐
Further	Nickerson, A., Byrow, Y., Pajak, R., McMahon, T., Bryant, R. A., Christensen, H., & Liddell, B. J. (2020). "Tell Your Story": a randomized controlled trial of an online intervention to reduce mental health stigma and increase help-seeking in refugee men with posttraumatic stress. <i>Psychological Medicine</i> , 50(5), 781–792. https://doi.org/10.1017/S0033291719000606	☒
Further	Kite, M. E., Whitley, B. E., & Wagner, L. S. (2023). <i>Psychology of prejudice and discrimination</i> . Routledge.	☐
Further	British Psychological Society (2018). <i>Guidelines for psychologists working with refugees and asylum seekers in the UK: Extended version</i> . BPS. DOI: https://doi.org/10.53841/bpsrep.2018.inf300b	☒
Further	https://www.who.int/news-room/fact-sheets/detail/mental-health-at-work	☒
Further	https://www.hse.gov.uk/stress/	☒
Further	https://www.nice.org.uk/guidance/ng212	☒

Module Code	ECAS7011
Title	The Psychology of Behaviour Change
Date	04/06/2025
Level	7
Credits	30
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To provide a comprehensive understanding of the science of behaviour change at an individual, organisational and societal level and how to design and evaluate effective behaviour change interventions.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of key theories and models of behaviour change;
- design effective behaviour change interventions, applying scientific principles to create strategies that address specific behavioural needs within various contexts;
- critically evaluate the effectiveness of behaviour change interventions, ensuring interventions are evidence-based, culturally appropriate, and impactful.

INDICATIVE CONTENT

- Overview of behaviour change science; key concepts and definitions.
- Exploration of major theories and models (e.g., Transtheoretical Model, Theory of Planned Behaviour), including application of these models to real world scenarios.
- Strategies for promoting behaviour change at the individual level.
- Understanding behaviour change within organisations (e.g. wellbeing, productivity, human factors).
- Impact of behaviour change on communities and societal issues (e.g., public health, environmental sustainability).
- Principles of designing effective interventions, including consideration of theory of change, sustainability and impact.
- Practical and ethical considerations for design and implementation.
- Methods for evaluating short and longer-term intervention effectiveness and impact, data collection and analysis techniques.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation (hosted poster presentation)	15 min presentation of an electronic academic poster (size A1 equivalent).	30%

e.g. students will present an evaluation of a behaviour change intervention based on a published real world example. The hosted poster presentation should include an analysis of the intervention's effectiveness, data collection methods, results, and recommendations for improvement.

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

e.g. students will develop a comprehensive behaviour change intervention plan targeting a specific issue at the individual, organisational, or societal level. The written plan should include a detailed description of the problem, theoretical framework, intervention strategies, implementation steps, and expected outcomes.

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECAS7011	
Module Title	The Psychology of Behaviour Change	
Classification	Reading List entry	Electronic*
Essential	Michie, S., Atkins, L., & West, R. (2014). <i>The behaviour change wheel: A guide to designing interventions</i> . London: Silverback Publishing.	☐
Essential	Michie, S., van Stralen, M. M., & West, R. (2011). The behaviour change wheel: a new method for characterising and designing behaviour change	☒

	interventions. <i>Implementation Science : IS</i> , 6(1), 42–42. https://doi.org/10.1186/1748-5908-6-42	
Essential	Michie, S., & Johnston, M. (2012). Theories and techniques of behaviour change: Developing a cumulative science of behaviour change. <i>Health Psychology Review</i> , 6(1), 1–6. https://doi.org/10.1080/17437199.2012.654964	☒
Essential	Kite, M. E., Whitley, B. E., & Wagner, L. S. (2023). <i>Psychology of prejudice and discrimination</i> . Routledge	☐
Essential	Wilson, F., Mabhala, M., & Massey, A. (2015). <i>Health improvement & well-being: strategies for action</i> . Berkshire: Open University Press.	☒
Further	O'Doherty, K.C. & Hodgitts, D (2019). <i>The SAGE Handbook of Applied Social Psychology</i> . London: SAGE.	☐
Further	Michie, S., West, R., Campbell, R., Brown, J., & Gainforth, H. (2014). <i>ABC of behaviour change theories</i> . London: Silverback Publishing.	☐
Further	Forshaw, M. (2011). <i>Critical thinking for psychology</i> . London: BPS Blackwell	☐
Further	Verplanken, B., & Orbell, S. (2022). Attitudes, habits, and behavior change. <i>Annual Review of Psychology</i> , 73(1), 327-352.	☒

Module Code	ECAS7012
Title	Mentoring, Supporting and Leadership Skills
Date	04/06/2025
Level	7
Credits	30
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To equip students with advanced knowledge and practical skills in mentoring, supporting, and leadership within real world settings. The module emphasises the application of psychological principles to foster personal and professional growth, enhance team dynamics, and promote individual and organisational well-being.

LEARNING OUTCOMES

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

- critically apply theories and models of mentoring, support, and leadership to their own professional development;
- demonstrate the development of skills in mentoring, supporting, influencing and leading individuals;
- critically reflect on their interpersonal and professional skills and their impact on others.

INDICATIVE CONTENT

- Definitions and key concepts: mentoring, coaching, leadership, active listening.
- Major theories of coaching, mentoring and leadership e.g., transformational leadership, situational leadership.
- Effective communication techniques, active listening skills, empathy.
- Influencing Skills, Persuasive Communication and Motivational Interviewing.
- Leadership styles and skills for line management, supporting individuals, enhancing team dynamics and performance.
- Promoting organisational well-being.
- Recognition of safe-guarding, role boundaries and signposting.
- Tools for self-assessment and professional development.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical skills assessment 1	10 mins	20%

e.g. role-playing exercise in active listening skills

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical skills assessment 2	20 mins	40%

e.g. role-playing exercises in conflict resolution and leadership scenarios

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

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

e.g. Professional Development Plan and reflective piece on personal leadership, supporting and/or mentoring experience

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECAS7012	
Module Title	Mentoring, Supporting and Leadership Skills	
Classification	Reading List entry	Electronic*
Essential	BPS (2018). <i>Code of Ethics & Conduct</i> . Leicester, BPS.	☒
Essential	Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2021). <i>The Oxford handbook</i>	☒

	<i>of positive psychology</i> (Third edition.). Oxford University Press.	
Essential	Knapp, S.J., VandeCreek, L., & Fingerhut, R. (2017). <i>Practical Ethics for Psychologists: A Positive Approach</i>	☐
Essential	Green, S., & Palmer, S. (Eds.). (2018). <i>Positive psychology coaching in practice</i> (First edition.). Routledge, an imprint of Taylor and Francis.	☒
Essential	Johnson, R. D. (2021). <i>Handbook of research on multidisciplinary perspectives on managerial and leadership psychology</i> . IGI Global. https://doi.org/10.4018/978-1-7998-3811-1	☒
Essential	Rumsey, M. G. (Ed.). (2013). <i>The Oxford handbook of leadership</i> . Oxford University Press.	☒
Further	Palmer, S & Whybrow, A. (2019). <i>Handbook of coaching psychology: a guide for practitioners</i> (Second edition.). Routledge, Taylor & Francis Group.	☒
Further	Banks, G. C., Knapp, D. J., Lin, L., Sanders, C. S., & Grand, J. A. (2022). Ethical decision making in the 21st century: A useful framework for industrial-organizational psychologists. <i>Industrial and Organizational Psychology</i> , 15(2), 220–235. https://doi.org/10.1017/iop.2021.143	☒
Further	Bomford, C. & Hambly, L (2019). <i>Creative career coaching: theory into practice</i> . Routledge.	☐
Further	Koocher, G. P., & Keith-Spiegel, P. (2016). <i>Ethics in psychology and the mental health professions: Standards and cases</i> . Oxford: Oxford University Press.	☐
Further	British Psychological Society. Special Group in Coaching Psychology., & Australian Psychological Society. Interest Group in Coaching Psychology. (2006). <i>International coaching psychology review</i> . The British Psychological Society.	☒

Module Code	ECAS7013
Title	Applied Psychology Project
Date	04/06/2025
Level	7
Credits	60
Pre-Requisites	None
DBS Check	May be required ☒ Not required ☐

AIM(S)

- To provide students with the opportunity to conduct an independent project in applied psychology. Students will develop a project proposal, implement their project, evaluate data, and present their findings. The module aims to enhance students' practical skills, critical thinking, and ability to apply psychological theory to real world issues.

LEARNING OUTCOMES

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

- demonstrate the ability to design and implement a project in applied psychology, applying appropriate methodologies and addressing ethical and practical considerations to achieve their objectives;
- critically evaluate data collected during their project, interpreting results within the context of existing literature and applying psychological theory to real world issues;
- effectively communicate their project findings through a well-structured report and presentation, showcasing their ability to articulate the process, outcomes, and implications for applied psychology.

INDICATIVE CONTENT

This module requires independent study. Students will be required to approach members of the supervisory team and discuss the suitability of potential projects during Part I. Students will submit a draft proposal and be allocated an appropriate supervisor. Students will receive 10 hours of supervision (individual or group) over the duration of their project in line with UWTSD's Supervision Policy for Taught Master's Dissertations (GA30). In addition to these supervision hours, students will be scaffolded through the dissertation process through a series of monthly workshops designed to support student progress and achievement of project milestones. Workshops will cover topics such as:

- Project proposal development.
- Choosing appropriate methods for the project, designing the project and planning implementation.
- Addressing ethical issues in project design and obtaining ethical approval.
- Practical aspects of project implementation, time- and project- management.

- Data collection and analysis, interpreting results in the context of existing literature.
- Structuring the project report.
- Preparing for the project presentation.
- Effective communication of project findings.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning 10 hours supervision 10 hours workshops	20	3%
Independent learning	580	97%
Placement learning		
TOTAL	600	100%

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	To include 3 elements (project proposal, ethics submission and progress report).	25%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Final Project Report	6,000 words	40%

Students will submit a comprehensive project report that includes a literature review, methodology, results, discussion, and conclusion. The report should demonstrate critical analysis, application of psychological theory, and practical implementation.

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Visual Assessment	Equivalent to 30 minutes plus five minutes for questions	35%

Students will present their project findings at a final showcase event. The assessment should effectively communicate the project process, findings, and implications.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	65%
Practical	35%
TOTAL	100%

INDICATIVE READING LIST

Module Code	ECAS7013	
Module Title	Applied Psychology Project	
Classification	Reading List entry	Electronic*
Essential	APA (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). APA: Washington, DC	☒
Essential	BPS (2018). <i>Code of human research ethics</i> . Leicester: BPS.	☒
Essential	BPS (2018). <i>Code of Ethics & Conduct</i> . Leicester, BPS	☒
Further	Ogden, J. (2019). <i>Thinking critically about research: a step by step approach</i> . Routledge: London	☐
Further	Smith, J. (2015). <i>Qualitative psychology: A practical guide to research methods</i> (2nd ed.). London: SAGE.	☒
Further	Smith, J & Larkin, M (2009). <i>Interpretative Phenomenological Analysis: theory, method & research</i> . London: SAGE.	☒
Further	Pallant, J. (2010) <i>SPSS survival manual : a step by step guide to data analysis using SPSS</i> 4th ed. Maidenhead: McGraw-Hill	☒
Further	Brace, N., Kemp, R., & Snelgar, R. (2016). <i>SPSS for Psychologists</i> (6th ed.). Hants: Palgrave Macmillan.	☒
Further	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> . London: Taylor & Francis.	☒
Further	Cumming, G. (2012). <i>Understanding the new statistics: effect sizes, confidence intervals, and meta-analysis</i> . London: Routledge.	☐

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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