



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

MODULE DIRECTORY

LEVEL 5

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 5 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: ECAP5001
TITLE: Intermediate Research Methods
DATED: 26/04/2018

LEVEL: 5
CREDITS: 20

JACS CODE: C810

AIM(S)

- To enable students to carry out small-scale scientific research projects.

LEARNING OUTCOMES

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

- demonstrate a working knowledge of how to formulate and design a research project by producing quantitative and qualitative reports based on empirical evidence, adhering to ethical guidelines;
- analyse, present and evaluate quantitative and qualitative data;
- critically evaluate psychological theory and research;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

- An exploration of a range of methodologies, quantitative and qualitative, used in psychological research.
- An introduction to Interpretative phenomenological analysis (IPA), interviewing and focus group skills.
- An exploration of empirical studies involving a variety of methods of data collection, including experiments, observation, questionnaires, interviews and focus groups.
- An examination of the appropriate data analysis techniques involved in qualitative research such as content and thematic analysis.
- An examination of a variety of psychological tools, including specialist software and laboratory equipment.

LEARNING AND TEACHING STRATEGY

Weekly lectures will be used to present information on specific types of research design, statistical analysis and qualitative research methodologies and analysis. Lectures are supported with a combination of practical workshops involving SPSS, demonstrations and fieldwork.

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
Report	2,000 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2,000 words	40%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1,000 words	20%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
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.

READING LIST

Please note that at Level Five students will be expected to engage with empirical journal articles in addition to the reading list below.

Module Code	ECAP5001	
Module Title	Intermediate Research Methods	
Classification	Reading List entry	Electronic*
Essential	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (Sixth ed.). London: Psychology Press.	☐
Essential	Field, Andy P, & Field, Andy P. (2013). <i>Discovering statistics using IBM SPSS Statistics: And sex and drugs and rock 'n' roll</i> (4th ed.). Los Angeles: Sage.	☐
Essential	Haslam, S., & McGarty, C. (2014). <i>Research methods and statistics in psychology</i> (Second ed., Sage foundations of psychology series).	☐
Essential	Lyons, E., & Coyle, A. (2016). <i>Analysing qualitative data in psychology</i> (2nd ed.).	☐
Essential	Smith, J. (2015). <i>Qualitative psychology: A practical guide to research methods</i> (3rd ed.).	☐
Further	APA (2010). <i>Publication manual of the American Psychological Association</i> (6 th ed.). APA: Washington, DC.	☐
Further	Braun, V., & Clarke, V. (2013). <i>Successful qualitative research: A practical guide for beginners</i> .	☐
Further	Creswell, J. (2014). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (4th ed., international student ed.). Los Angeles, Calif.: SAGE.	☐
Further	Hammarberg, K., Kirkman, M., & De Lacey, S. (2016). Qualitative research methods: When to use them and how to judge them. <i>Human Reproduction</i> , 31(3), 498-501.	☒
Further	Pallant, J. (2010). <i>SPSS Survival Manual A Step by Step Guide to Data Analysis Using SPSS</i> (4.th ed.). Maidenhead: McGraw-Hill Education.	☐
Further	Salkind, N. (2014). <i>Statistics for people who (think they) hate statistics</i> (5th ed.). Los Angeles: SAGE.	☐
Further	Willig, C. (2008). <i>Introducing qualitative research in psychology: Adventures in theory and method</i> (2nd ed.). Maidenhead: McGraw-Hill Open University Press.	☐

MODULE CODE: ECAP5002
TITLE: Individual Differences: Theory and Practice
DATED: 26/04/2018

LEVEL: 5
CREDITS: 20

JACS CODE: C810

AIM(S)

- To provide students with a critical understanding of the ideas and approaches relating to individual differences.

LEARNING OUTCOMES

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

- critically appraise the theories underlying the concept of personality from a variety of psychological perspectives;
- evaluate historical and contemporary ideas relating to intelligence, and its measurement, detailing cultural, biological and environmental factors thought to influence intelligence;
- critically review and appraise the application of individual differences research in an applied setting;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

- Critical examination of the approaches and theories (e.g. Adler, Kelly, Trait Approaches etc.) related to personality development; models developed to measure personality and their application.
- Critical examination of the theories that attempt to define and measure intelligence, (for example Binet, Galton, Sternberg, Gardner etc.); explore the links between heritability, environmental and cultural influences on the concept of intelligence.
- A critical exploration of issues relating to individual differences research and to focus on the application and significance of examining individual differences in the workplace.
- To explore the role of individual differences and its relationship with work-related efficiency and evaluate intervention strategies relating to enhancing work productivity.

LEARNING AND TEACHING STRATEGY

Topics will be introduced in weekly lectures and consolidated through seminars which will vary in format from group exercises and discussions to small group exercises to further develop students' understanding of the principles and key topic areas within individual differences research.

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
Essay	3,000 words	70%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	10 minutes	30%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
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.

READING LIST

Please note that at Level Five students will be expected to engage with empirical journal articles in addition to the reading list below.

Module Code	ECAP5002	
Module Title	Individual Differences: Theory and Practice	
Classification	Reading List entry	Electronic*
Essential	Chamorro-Premuzic, T. (2011). <i>Personality and Individual Differences</i> (2nd Edition), London: Blackwell Publishing.	☐
Essential	Cooper, C. (2010). <i>Individual differences and personality</i> (3rd ed.). London: Hodder Education	☐
Essential	Furnham, A. (2008). <i>Personality and intelligence at work [ebook] exploring and explaining individual differences at work</i> . New York: Routledge.	☒

Essential	Haslam, N., Smillie, L., & Song, J. (2017). <i>An introduction to personality, individual differences and intelligence</i> (Second ed). London: Sage.	☐
Essential	Maltby, J., Day, L., & Macaskill, A. (2013). <i>Personality, individual differences and intelligence</i> (3rd ed.). Harlow: Pearson.	☒
Further	Chamorro-Premuzic, T Von Stumm, S., & Furnham, A. (2011). <i>The Wiley-Blackwell handbook of individual differences</i> . Oxford: Wiley-Blackwell.	☐
Further	Gardner, H. (1999). <i>Intelligence reframed: Multiple intelligences for the 21st century</i> . New York: Basic Books.	☐
Further	Lewis, R., & Zibarras, L. (2013). <i>Work and occupational psychology: Integrating theory and practice</i> . London: SAGE.	☐
Further	McMartin, J. (1995). <i>Personality psychology: Student-centered approach</i> . London: Sage.	☐
Further	Pervin, L., Cervone, D., & John, O. (2005). <i>Personality: Theory and research</i> (9th ed.). Hoboken, N.J.: Wiley.	☐
Further	Steptoe-Warren, G. (2013). <i>Occupational psychology: An applied approach</i> (Always learning). Harlow: Pearson.	☐
Further	Sternberg, R. (1990). <i>Metaphors of mind: Conceptions of the nature of intelligence</i> . Cambridge: Cambridge University Press.	☒
Further	Sternberg, R. (2004). <i>International handbook of intelligence</i> . Cambridge; New York: Cambridge University Press.	☐
Journal	European journal of personality	☒
Journal	Individual differences research	☒
Journal	Journal of individual differences	☒
Journal	Journal of Intelligence	☒
Journal	Journal of occupational and organizational psychology	☒
Journal	Journal of occupational health psychology	☒
Journal	Journal of research in personality	☒
Journal	Learning and individual differences	☒
Journal	Personality and individual differences	☒

MODULE CODE: ECAP5003
TITLE: Adolescent Mental Health and Development
DATED: 26/04/2018

LEVEL: 5
CREDITS: 20

JACS CODE: C810

AIM(S)

- To examine individual and social challenges faced by adolescents in contemporary societies and explore the potential impact of a range of psychological disorders and adverse experiences in young people's lives.

LEARNING OUTCOMES

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

- explore the cultural context of adolescence and key aspects of their psychosocial, biological and cognitive development;
- demonstrate a critical understanding of the impact of mental health issues on young people, their families and the wider community;
- critically evaluate strategies for supporting and treating young people who encounter adverse experiences or mental health issues;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

- An examination of the major theories of adolescent psychosocial, biological and cognitive development will be examined, focusing mainly on puberty, family and peer relations, identity formation, autonomy and independence, and sexuality. This part of the course will also consider the ethical and methodological problems of research with young people.
- Critically consider the impact of adverse experiences in young people's lives including abuse and maltreatment, parental separation, bullying, substance abuse, issues of self-esteem and body image.
- Examination of the strategies for supporting and treating young people with such experiences are discussed in light of current resilience building and wellbeing-based interventions.
- To critically appraise key explanations for a range of psychological conditions associated with adolescence (such as conduct disorders, gender identity disorders, mood disorders, self-harm and eating disorders).
- Critical consideration of models underpinning treatment of mental health problems to develop educational initiatives focusing on wellbeing and recovery in young people.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts and range of empirical evidence used to support the topics within this module. Small group seminars will introduce debates intended to support the application, discussion, and critical evaluation of young people's mental health and development. Case studies will also be used to develop further understanding and reflection of the issues raised.

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
Written assignment	3,000 words	60%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Poster Presentation	10 minutes	40%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	60%
Practical	40%
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.

READING LIST

Please note that at Level Five students will be expected to engage with empirical journal articles in addition to the reading list below.

Module Code	ECAP5003	
Module Title	Adolescent Mental Health and Development	
Classification	Reading List entry	Electronic*

Essential	Coleman, J.C. (2011). <i>The nature of adolescence</i> (4th ed). East Sussex: Routledge.	☐
Essential	Coleman, J.C., Hendry, L.B., & Kloep, M. (2007). <i>Adolescence and health</i> . Chichester: John Wiley.	☐
Essential	Santrock, J. (2016). <i>Adolescence</i> (Sixteenth ed.).New York: McGraw-Hill.	☐
Further	Adams, G., & Berzonsky, M. (2006). <i>Blackwell handbook of adolescence</i> . Oxford: Blackwell Publishing.	☒
Further	Boyd, D., & Bee, H. (2014). <i>Lifespan development</i> (International edition; Sixth ed.). Harlow, Essex: Pearson.	☒
Further	Dryfoos, J.G. (2000). <i>Safe Passage: Making It through Adolescence in a Risky Society: What Parents, Schools, and Communities Can Do</i> . New York: Oxford University Press.	☒
Further	Hendry, L., & Kloep, M. (2012). <i>Adolescence and adulthood: Transitions and transformations</i> . London: Palgrave Macmillan.	☐
Further	Kerig, P.K., Schulz, M.S., & Hauser, S.T. (2012). <i>Adolescence and Beyond: Family Processes and Development</i> . Oxford University Press.	☒
Further	Kroger, J. (2007). <i>Identity development: Adolescence through adulthood</i> (2nd ed.). London: SAGE.	☐
Further	Steinberg, L. (2008). <i>Adolescence</i> (8thed.). Maidenhead: McGraw-Hill Education.	☐
Journal	Child and adolescent mental health	☒
Journal	Child neuropsychology	☒
Journal	International journal of child and adolescent health	☒
Journal	Journal of adolescence	☒
Journal	Journal of adolescent research	☒
Journal	Journal of clinical child and adolescent psychology	☒
Journal	Journal of early adolescence	☒
Journal	Journal of research on adolescence	☒
Journal	Journal of youth and adolescence	☒

MODULE CODE: ECAP5004
TITLE: Social Psychology
DATED: 26/04/2018

LEVEL: 5
CREDITS: 20

JACS CODE: C810

AIM(S)

- To enable students to develop a critical understanding of social psychological theory and research, along with key conceptual, ethical and methodological issues in understanding social behaviour

LEARNING OUTCOMES

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

- employ a critical understanding of theories of self and identity and theories underpinning explanations of individual behaviour in interpersonal and inter/intra-group settings, with a consideration of cultural factors;
- employ a firm understanding of how to apply social psychological theories to a variety of classic and contemporary individual and group phenomena;
- analyse the causes and impact of individual beliefs, attitudes and behaviour;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

- Consideration of theories of self and identity, along with those of relationship formation, maintenance and dissolution.
- A psychological exploration of human communication.
- An introduction to explanations of pro- and anti-social behaviour and causal attribution.
- Study of theoretical and empirical evidence relating to social influence, including attitudes and attitude change.
- A consideration of group dynamics, including leadership and prejudice and discrimination.

LEARNING AND TEACHING STRATEGY

Topics will be introduced in weekly lectures with seminars immediately following to consolidate learning through class and small group exercises, debates and discussions.

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
Essay	2,000 words	50%

Assessment Component 2

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written seen exam	2 hours	50%

Assessment Summary

Activity type	Percentage
Written exam	50%
Coursework	50%
Practical	
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.

READING LIST

Please note that at Level Five students will be expected to engage with empirical journal articles in addition to the reading list below.

Module Code	ECAP5004	
Module Title	Social Psychology	
Classification	Reading List entry	Electronic*
Essential	Crisp, R. J., Tanner, R. N. (2010). <i>Essential Social Psychology (2nd ed.)</i> . London: Sage.	☐
Essential	Hogg, M. A., Vaughan, G. M. (2018). <i>Social Psychology (8th ed.)</i> . Harlow: Pearson	☒
Essential	Gruman, J. A., Schneider, F. W. (Eds.) (2017). <i>Applied social psychology: understanding and addressing social and practical problems (3rd edition)</i> . Los Angeles: Sage.	☐

Essential	Kassin, S., Fein, S., & Markus, H. R. (2011). <i>Social psychology</i> (8 th Edition). Belmont, CA: Wadsworth.	☐
Further	Baron, R. A., Branscombe, N. R. (2014). <i>Social Psychology</i> (13 th ed). Pearson new international edition. Harlow: Pearson Education 2014	☐
Further	Fugère, M. A., Leszczynski, J. P., Cousins, A. J. (2015). <i>The social psychology of attraction and romantic relationships</i> . Basingstoke: Palgrave Macmillan	☐
Further	Gergen, K. J. (2015). <i>An invitation to social construction</i> (3 rd ed). Los Angeles, CA: Sage Publications	☐
Further	Hodgetts, D. (2010). <i>Social Psychology and everyday life</i> . Basingstoke: Palgrave Macmillan 2010	☐
Further	Maio, G. R., & Haddock, G. (2010). <i>The psychology of attitudes and attitude change</i> . London: Sage.	☐
Further	Shiraev, E. B., & Levy, D. A. (2016). <i>Cross-cultural psychology: Critical thinking and contemporary applications</i> . Boston, MA: Allyn & Bacon.	☒
Journal	Basic and Applied Social Psychology	☒
Journal	British Journal of Social Psychology	☒
Journal	International Review of Social Psychology	☒
Journal	Journal of Experimental Social Psychology	☒
Journal	Journal of Social Psychology	☒
Journal	Social Psychology	☒
Journal	Social Psychology Quarterly	☒

MODULE CODE: ECAP5005
TITLE: Education in Action: Work placement
DATED: 26/04/2018

LEVEL: 5
CREDITS: 20

JACS CODE: C810

AIM(S)

- To enable students to gain an understanding of the contribution of psychology to education through placement experience.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of the role of psychology in education;
- critically evaluate contemporary theoretical approaches that impact on learning;
- demonstrate a critical awareness of the diverse nature of education and learning;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

- Examination of how psychology is applied to education.
- Examination of the impact psychological theory and research has had on formal and informal learning.
- Discussion of relevant theories and research evidence relating to people's motivation and learning.
- Examination of the diverse nature of education and learning, and its impact on achievement.
- The equivalent of a two week (10 days) placement experience in a setting to focus on crucial module themes. Settings can include schools, businesses, museums, galleries, national parks and other contexts such as working alongside interested parties within a field related to education.

LEARNING AND TEACHING STRATEGY

Lectures and seminars will introduce students to relevant concepts, principles and practices that support psychologists within an educational setting. Practical activities will be used to support their placement.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	110	55%
Placement learning	60	30%

TOTAL	200	100%
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ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	1,000 words	20%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	10 minutes	30%

Assessment Summary

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

This module is not linked to a PSRB

READING LIST

Please note that at Level Five students will be expected to engage with empirical journal articles in addition to the reading list below.

Module Code	ECAP5005	
Module Title	Education in Action: Work placement	
Classification	Reading List entry	Electronic*
Essential	Cline, T., Gulliford, A., & Birch, S. (2015). <i>Educational psychology: Topics in applied psychology</i> (Second ed., Topics in applied psychology).	☐
Essential	Hoy, A. (2016). <i>Educational psychology</i> (Thirteenth edition; Global ed.).	☐
Essential	Rogers, B. (2015). <i>Classroom behaviour: A practical guide to effective teaching</i> (4th ed.). London: Sage Publications.	☐

Essential	Slavin, R. (2014). <i>Educational psychology: Theory and practice</i> (Tenth edition, Pearson new international ed.). Harlow, England: Pearson.	☐
Further	Abbeduto, L., & Symons, F. (2014). <i>Taking sides: Clashing views in educational psychology</i> (Seventh ed., Taking sides). New York]: McGraw-Hill Education.	☐
Further	Ellis, S., & Tod, J. (2015). <i>Promoting behaviour for learning in the classroom: Effective strategies, personal style and professionalism</i> . Milton Park, Abingdon, Oxon: Routledge.	☐
Further	Haag, E. (2013). <i>Internship guide: Work placements step by step</i> .	☐
Further	Holliman, A. (2013). <i>The Routledge international companion to educational psychology</i> . London: Routledge.	☐
Further	Loreman, T., Deppeler, J., & Harvey, D. (2010). <i>Inclusive education: Supporting diversity in the classroom</i> (2nd ed.). London; New York: Routledge.	☐
Journal	British journal of educational psychology	☒
Journal	Contemporary educational psychology	☒
Journal	Educational psychology	☒
Journal	Educational psychology review	☒
Journal	Frontiers in Educational Psychology	☒
Journal	International journal of educational psychology	☒
Journal	Journal of educational psychology	☒
Journal	Journal of educational sciences and psychology	☒

MODULE CODE: ECAP5006
TITLE: Sport and Health Psychology
DATED: 26/04/2018

LEVEL: 5
CREDITS: 20

JACS CODE: C810

AIM(S)

- To provide students with a theoretical and applied understanding of the contribution of psychology to the study of sport and health

LEARNING OUTCOMES

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

- critically review the application of a range of theories derived from psychology in relation to successful and non-successful sporting performance;
- critically appraise the application of a variety of psychological skills (for example, arousal regulation, imagery, goal setting) and its impact on sporting performance;
- demonstrate a critical understanding of the importance of Health Psychology to promote health and well-being and the development of preventative strategies within health and mental health arenas;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

- A critical understanding of the nature of stress, anxiety and arousal and its impact on sporting performance.
- A critical understanding of the techniques (such as goal setting, imagery, and arousal regulation) adopted by applied sports psychologists and its impact on sporting performance.
- Examination of the psychological theories and research that has informed and developed the field of health psychology.
- To critically appraise the applicability of models and theories relating to health and occupational psychology.
- Examination of the nature of health psychology and applying health psychology in practice.

LEARNING AND TEACHING STRATEGY

Topics will be introduced in weekly lectures and consolidated through seminars which will vary in format from group exercises and discussions to small group exercises to further develop students' understanding of the principles and key topic areas within Sport and Health Psychology.

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
Written exam	2 hours	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

This module is not linked to a PSRB

READING LIST

Please note that at Level Five students will be expected to engage with empirical journal articles in addition to the reading list below.

Module Code	ECAP5006	
Module Title	Sport and Health Psychology	
Classification	Reading List entry	Electronic*
Essential	Cox, R. (2012). <i>Sport psychology: Concepts and applications</i> (7th ed.). New York: McGraw-Hill.	☐
Essential	Hanton, S., & Mellalieu, S. (2009). <i>Advances in applied sport psychology: A review</i> . London: Routledge.	☐
Essential	Karageorghis, C., & Terry, P. (2011). <i>Inside sport psychology</i> . Chicago: Human Kinetics	☒
Essential	Marks, Murray, Evans, Estacio, Murray, M., Evans, Brian, & Estacio, Emeé Vida. (2015). <i>Health psychology: Theory, research and practice</i> (4th ed.). London: Sage.	☒

Essential	Morrison, V., & Bennett, P. (2016). <i>An introduction to health psychology</i> (Fourth ed.). London: Pearson.	☐
Essential	Ogden, J. (2012). <i>Health psychology</i> (5th ed.). London: McGraw-Hill/Open University Press.	☐
Essential	Weinberg, Gould, & Gould, Daniel. (2015). <i>Foundations of sport and exercise psychology</i> (Sixth ed.). Champaign, IL: Human Kinetics.	☐
Further	Bull, S. (1991). <i>Sport psychology: A self-help guide</i> . Marlborough: Crowood.	☐
Further	Hardy, L., Gould, D., & Jones, J. (1996). <i>Understanding psychological preparation for sport: Theory and practice of elite performers</i> . Chichester: Wiley.	☐
Further	Jarvis, M. (1999). <i>Sport psychology</i> (Routledge modular psychology). London; New York: Routledge.	☒
Further	Lyons, A., Chamberlain, K., & NetLibrary, Inc. (2006). <i>Health psychology a critical introduction</i> . Cambridge, UK; New York: Cambridge University Press.	☐
Further	Morris, Summers, Morris, Tony, & Summers, Jeffery J. (1995). <i>Sport psychology: Theory, applications and issues</i> . Chichester: Wiley.	☐
Further	Singer, Hausenblas, Janelle, Singer, Robert N, Hausenblas, Heather A, Janelle, Christopher M, & International Society of Sports Psychology. (2001). <i>Handbook of sport psychology</i> (2nd ed.). New York; Chichester: Wiley.	☐
Journal	British journal of health psychology	☒
Journal	Health psychology	☒
Journal	Journal of applied sport psychology	☒
Journal	Journal of health psychology	☒
Journal	Journal of sport behavior	☒
Journal	Journal of sport & exercise psychology	☒
Journal	Journal of sports sciences	☒
Journal	Psychology and health	☒
Journal	Psychology, health & medicine	☒
Journal	Psychology of sport and exercise	☒
Journal	Sport, exercise, and performance psychology	☒

Journal	Sport psychologist	☒
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MODULE CODE: ECPS5002

TITLE: Research Methods II

DATED: 26/04/2018 [Field]

LEVEL: 5

CREDITS: 20

JACS CODE: C831

AIM(S)

- To provide an in-depth exploration of qualitative and quantitative research design and the application of analysis techniques to further understanding of the ethical, practical, and theoretical issues in research and how these are applied in creating strong research studies.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of a variety of research designs including both experimental and non-experimental designs;
- identify and apply a range of quantitative and qualitative data collection techniques and methods across a variety of research settings;
- demonstrate strong awareness of good practice in data management and the ethical issues associated with qualitative and quantitative research design;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

Specific content coverage mapping onto BPS Core Curriculum will include:

- Generation of appropriate hypotheses and research questions
- Sampling techniques for quantitative and qualitative research
- Collection of empirical data using experimental and non-experimental designs e.g., experimental lab-based studies, questionnaire studies, online studies
- Appropriate statistical analyses of quantitative data using SPSS including complex multivariate analyses.
- Qualitative data collection and analysis methods such as interviews, focus groups, content analysis, thematic analysis, interpretative phenomenological analysis
- Psychometric properties e.g. reliability and validity and using psychological scales

- Preparation, management and analysis of quantitative data using SPSS software including data cleaning and screening.
- Preparation, recording, management and analysis of qualitative data

LEARNING AND TEACHING STRATEGY

Lectures will be used to present information on specific types of research designs, data collection techniques, and data analysis processes (qualitative and quantitative). Lectures will be supported with a combination of practical workshops involving SPSS, interview practice, demonstrations and fieldwork.

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
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Mode of assessment	Volume	Weighting
Research Report 1	2,000 words	40%

Students will be required to produce a 2,000 word qualitative study report including analysis through a recognised approach e.g., IPA.

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
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Research Report 2	2,000 words	40%
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Students will be required to produce a 2,000 word quantitative study report involving collection and analysis of data in a complex design e.g., ANOVA.

Assessment Component 3

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Reflective Log	1000 words	20%

Students will be required to write a reflective log demonstrating their awareness of the research topics and studies and their related ethical and design issues that they have experienced through research participation.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
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.

READING LIST

Module Code	ECPS5002	
Module Title	Research Methods II	
Classification	Reading List entry	Electronic*
Essential	American Psychological Association. (2010).	☒

	<i>Publication manual of the American Psychological Association</i> (6th ed.). APA: Washington, DC.	
Essential	Brace, N., Kemp, R., & Snelgar, R. (2016). <i>SPSS for psychologists</i> (6 th ed.). Hants: Palgrave Macmillan.	☐
Essential	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6 th ed.). London: Hodder & Stoughton.	☒
Essential	Smith, J. (2015). <i>Qualitative psychology: A practical guide to research methods</i> (3rd ed.). London: Sage.	☐
Further	Smyth, T.R. (2004). <i>The principles of writing in psychology</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Pallant, J. (2010). <i>The SPSS survival manual</i> . Berkshire: Open University Press	☒
Further	Harris, P. (2008). <i>Designing and reporting experiments in psychology</i> (3 rd ed.). Milton Keynes: Open University Press.	☒
Further	Beins, B.C., & Beins, A. M. (2012). <i>Effective writing in psychology: Papers, posters and presentations</i> (2 nd ed.). Oxford: Blackwell.	☐

MODULE CODE: ECPS5003
TITLE: The Brain, Biology and Cognition
DATED: 26/04/2018 [Field]

LEVEL: 5
CREDITS: 20

JACS CODE: C861

AIM(S)

- To enable students to critically evaluate core theories and methodologies for studying human cognition, biology and neuroscience and to enhance students' understanding of the link between cognition, the brain, and behaviour.

LEARNING OUTCOMES

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

- describe and evaluate key theories of various aspects of human cognition;
- critically discuss the role of the brain and the biological bases of behaviour;
- develop a critical understanding of the methods used to explore the link between the brain and cognition;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

This module will bring together two of the core BPS curriculum topics to deliver a coherent integration of coverage that allows students to develop an understanding of the biopsychological systems and their role in cognitive processes. By combining these topics students will develop an understanding of how the physical structures and functions of the brain influence cognitive processes such as memory, learning, thinking, language, and the methods used to explore these processes.

Specific content coverage mapping onto BPS Core Curriculum for cognitive psychology will include:

- Thinking
- Memory
- Learning
- Language
- Problem-solving
- Cognitive Neuropsychology

Specific content coverage mapping onto BPS Core Curriculum for biological psychology will include:

- Structures and functions of the nervous system
- The influence of drugs
- Neuropsychology and somatosensory perception
- Techniques for studying the brain e.g. neuroimaging
- Biological damage and cognitive deficits

LEARNING AND TEACHING STRATEGY

The module will be delivered through a combination of interactive lectures and seminars, with a focus on further developing students' understanding of the biological and cognitive mechanisms of behaviour through a variety of tasks including practical demonstrations, small class exercises, multimedia packages and group discussions.

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

A 2,500 word written essay that will allow students to display their depth of understanding in a written assignment asking them to critically discuss key module topic areas in relation to cognitive or biological psychology.

Assessment Component 2

☒	Written exam	☐	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Exam	2 hours	50%

A two-hour exam will assess students' knowledge of biological and/or cognitive psychology.

Assessment Summary

Activity type	Percentage
Written exam	50%
Coursework	50%
Practical	
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.

READING LIST

Module Code	ECPS5003	
Module Title	The Brain, Biology and Cognition	
Classification	Reading List entry	Electronic*
Essential	Eysenck, M. W., & Keane, M. T. (2015). <i>Cognitive psychology: A student's handbook</i> (7th ed.). Hove: Psychology Press.	☐
Essential	Pinel, J. P. J. (2014). <i>Biopsychology</i> (8th ed.) Boston, MA: Pearson.	☒
Further	Braisby, N., & Gellatly, A. (2012). <i>Cognitive psychology</i> (2 nd ed.). Oxford: Oxford University Press.	☐
Further	Dubin, M. W. (2001). <i>How the brain works</i> . Oxford: Blackwell.	☒
Further	Eysenck, M. (2001). <i>Principles of cognitive psychology</i> (2nd ed.). Hove: Psychology Press.	☐
Further	Gross, R. D. (2010). <i>Psychology: The science of mind and behaviour</i> (6th ed.) London: Hodder Education.	☒
Further	Harley, T. (2013). <i>The psychology of language: From data to theory</i> (4th ed.). Hove: Psychology Press.	☐
Further	Mather, G. (2006). <i>Foundations of</i>	☐

	<i>perception</i> . Hove: Psychology Press.	
Further	Smith, E. E., & Kosslyn, S. M. (2007). <i>Cognitive psychology: Mind and brain</i> . Upper Saddle River, NJ: Pearson/Prentice Hall.	☐
Further	<i>Journal of Experimental Psychology (General and Specific)</i>	☒
Further	<i>Cognitive Psychology</i>	☒
Further	<i>Biological Psychology</i>	☒
Further	<i>Neuroscience and Biobehavioral Reviews</i>	☒
Further	<i>Neuropsychology</i>	☒
Further	<i>Brain and Cognition</i>	☒

MODULE CODE:ECPS5004

TITLE: Individual Differences Across the Lifespan

DATED:26/04/2018

LEVEL: 5

CREDITS:20

JACS CODE:C820

AIM(S)

- To develop a critical understanding of psychological explanations of individual differences in typical and atypical development across the lifespan and associated methodological and ethical issues.

LEARNING OUTCOMES

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

- critically evaluate the contribution of theoretical explanations of individual differences in cognitive, social and emotional development over time;
- demonstrate critical understanding of the difference between typical and atypical development and the associated psychological theories and debates surrounding these issues;
- critically discuss how psychological research on individual differences has developed historically and associated methodological and ethical considerations;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

This module will bring together the two core GBC curriculum areas of Developmental Psychology and Individual Differences, focused around a coherent development of critical understanding of relevant theories and methodological issues across the lifespan including:

- Theories of typical and atypical cognitive, emotional and intellectual development and decline across the lifespan.
- Cognitive development in childhood, including coverage of stage theories of cognitive development (e.g. Piaget, Vygotsky).

- Developmental delay and autism spectrum disorders in childhood.
- Individual differences in aging, including theories of typical and atypical cognitive decline in older age e.g., dementia.
- Ethical and methodological issues associated with researching individual differences, including traditional and non-traditional assessment paradigms e.g. psychometric assessment of individual differences.

LEARNING AND TEACHING STRATEGY

Topics will be introduced through interactive lectures with seminars immediately following to consolidate learning through class and small group exercises, debates and discussions.

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 written essay will allow students to demonstrate their ability to critically evaluate psychological theories of human behaviour related to either individual differences or developmental psychology.

Assessment Component 2

Written exam	☒	Practical
	Coursework	
Mode of assessment	Volume	Weighting
Case Study Report	2,500 words	50%

A case study write-up will enable students to demonstrate their ability to apply their understanding of psychological theory and evidence to a specific scenario in developmental psychology or individual differences.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
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.

READING LIST

Module Code	ECPS5004	
Module Title	Individual Differences Across the Lifespan	
Classification	Reading List entry	Electronic*
Essential	Chamorro-Premuzic, T. (2015). <i>Personality and individual differences (3rd ed.)</i> . Chichester: BPS Wiley.	☐
Essential	Maltby, J, Day, L., & Macaskill, A. (2013). <i>Personality, individual differences and intelligence (3rd ed.)</i> . Harlow, England: Pearson.	☒
Further	Arnett, J. J. (2010). <i>Adolescence and emerging adulthood (4th ed.)</i> . NJ: Pearson.	☐
Further	Hughes, D. (2000). <i>Facilitating developmental attachment: The road to emotional recovery and behavioral change in foster and adopted children</i> . MD : Rowman & Littlefield Publishers.	☒
Further	Hughes, D. (2017). <i>Building the bonds of attachment. Awakening love in deeply traumatized children (3rd ed.)</i> . MD : <u>Rowman</u> & Littlefield Publishers.	☒
Further	Haslam, N., Smillie, L., & Song, J. (2017). <i>An introduction to personality, individual</i>	☐

	<i>differences and intelligence</i> (2nd ed.). London: Sage.	
Further	Morra, S. (2008). <i>Cognitive development: Neo-Piagetian perspectives</i> . NY: Lawrence Erlbaum Associates.	☐
Further	Mahoney, B. (2011). <i>Personality and individual differences</i> . Exeter: Learning Matters.	☐
Further	Nabuzoka, D., & Empson, J. M. (Eds.). (2010). <i>Culture and psychological development</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Schaie, K., & Willis, S. L. (Eds.). (2016). <i>Handbook of the psychology of ageing</i> (8 th ed.). London: Academic Press.	☐
Further	Smith, R. (2010). <i>A universal child?</i> Basingstoke: Palgrave Macmillan.	☐
Further	Stuart-Hamilton, I. (2012). <i>The psychology of ageing: An introduction</i> . London: Jessica Kingsley Publishers.	☐
Further	<i>Adolescence</i>	☒
Further	<i>Aging and Mental Health</i>	☒
Further	<i>British Journal of Developmental Psychology</i>	☒
Further	<i>British Journal of Educational Psychology</i>	☒

Further	<i>British Journal of Social Psychology</i>	☒
Further	<i>Child Development</i>	☒
Further	<i>Child Development Perspectives</i>	☒
Further	<i>European Journal of Aging</i>	☒
Further	<i>Journal of Intellectual Disabilities</i>	☒
Further	<i>Psychology and Aging</i>	☒

MODULE CODE: ECPS5005
TITLE: Social Psychology: Global Perspectives
DATED: 26/04/2018[Field]

LEVEL: 5
CREDITS: 20

JACS CODE: C880

AIM(S)

- To develop a critical understanding of the field of social psychology from a cross-cultural perspective at a global level.

LEARNING OUTCOMES

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

- describe and evaluate the main theoretical perspectives and areas of research in social psychology;
- demonstrate critical understanding of social psychological explanations for a range of behaviours across cultures and nations;
- critically evaluate the strengths and limitations of traditional and contemporary research paradigms in social psychology from a cross-cultural perspective;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

This module will cover a number of research areas within social psychology relating to the BPS core curriculum. It will do so from the perspective of expanding from a traditional Western research focus on social psychology to also introduce a cross-cultural component, examining whether cross-cultural differences require alternative interpretations of research and theory

Specific content coverage mapping onto BPS Core Curriculum will include:

- Intergroup relations, particularly involving acculturation, assimilation, integration, and realistic conflict.
- Social cognition including examination of social norms and stereotypes.
- Self and identity, including exploration of individualism and collectivism, interdependency, and heterogeneity in society.
- Attribution, including locus of control, social interaction and social influence.

- Attitudes and attitude change, particularly focused around values.

LEARNING AND TEACHING STRATEGY

The module will be delivered through interactive lectures and seminars, with taught content combined with discussion and 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	30	15%
Independent learning	170	85%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Essay	2,500 words	50%

The essay assessment will ask students to consider a social psychology topic area from a cross-cultural perspective.

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Report	2,000 words	50%

The research report will require students to carry out primary research to collect and analyse data on a topic area chosen from the social psychology literature.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
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.

READING LIST

Module Code	ECPS5005			
Module Title	Social Psychology: Global Perspectives			
Classification	Reading List entry		Electronic*	
Essential	Baumeister, R. F., & Bushman, B. J. (2017).		☒	

	<i>Social psychology and human nature.</i> Boston, MA: Cengage.			
Essential	Shiraev, E. B., & Levy, D. A. (2016). <i>Cross-cultural psychology: Critical thinking and contemporary applications</i> (6 th international ed.). Abingdon: Routledge.		☐	
Further	Kassin, S., Fein, S., & Markus, H. R. (2011). <i>Social psychology</i> (8th ed.). Belmont, CA: Wadsworth.		☐	
Further	Heine, S. J. (2008). <i>Cultural psychology</i> . London: W. W. Norton.		☐	
Further	Berry, J. W., Poortinga, Y. H., Breugelmans, S. M., Chasiotis, A., & Sam, D. L. (2011). <i>Cross-cultural psychology: Research and</i>		☐	

	<i>applications</i> . NY: Cambridge University Press.			
Further	Maio, G. R., & Olson, J. M. (Eds.). (2000). <i>Why we evaluate: Functions of attitudes</i> . Mahwah, NJ: Lawrence Erlbaum.		☐	
Further	Fiske, S. T., & Taylor, S. E. (2013). <i>Social cognition: From brains to culture</i> . London: Sage.		☐	
Further	Hastie, R., & Dawes, R. M. (2010). <i>Rational choice in an uncertain world: The psychology of judgment and decision making</i> . London: Sage.		☐	
Further	Gilovich, T., Griffin, D., & Kahneman, D. (Eds.). (2002). <i>Heuristics and biases: The psychology of intuitive judgment</i> . Cambridge: Cambridge		☐	

	University Press.			
Further		<i>Journal of Personality and Social Psychology</i>		☒
Further		<i>Social Psychological and Personality Science</i>		☒
Further		<i>Social Cognition</i>		☒
Further		<i>British Journal of Social Psychology</i>		☒
Further		<i>Journal of Cross-cultural Psychology</i>		☒
Further		<i>Cross-cultural Psychology Bulletin</i>		☒

MODULE CODE: ECPS5006

TITLE: Research in Action

DATED: 26/04/2018 [Field]

LEVEL: 5

CREDITS: 20

JACS CODE: C831

AIM(S)

- To develop students' research skills by providing opportunity to gain hands on experience in preparing and applying research materials and working with a range of literature and data.

LEARNING OUTCOMES

On successful completion of the module students will be able to:

- demonstrate competencies in specific practical research skills appropriate for a specific area of psychological research (experimental or applied);
- critically reflect on the ethical and professional issues associated with research processes;
- present their work appropriately, within ethical and research frameworks, and with an understanding of requirements of critical thinking;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

The specific subject area being explored will vary across tasks and groups but all students will have the opportunity to develop practical research skills in the following areas. It will be expected that students will be able to demonstrate specific abilities in at least two of the following research competencies:

- Systematic literature searching: all students will be taught the principles of systematic literature searching and reporting, and will be expected to engage in their own systematic literature search in an area related to one of the topics

of relevance to this module. This will include training in the use of appropriate referencing software (e.g., Endnote) to facilitate the organisation and retrieval of empirical sources.

- Students will have the opportunity to develop skills in identifying appropriate questionnaires and scales, piloting, factor analysis and evaluation of psychometric properties.
- Online data collection tools such as survey gizmo/survey monkey
- Experimental task creation: e.g. SuperLab, Inquisit to create materials suitable for use in applied research.
- Applied research and ethical considerations
- Interviewing and focus group skills for applied research: this will offer students a hands-on approach to preparing research materials for qualitative data collection, planning effective qualitative data collection in different settings (including an awareness of gaining access and necessary approvals), and practical interviewing skills.

LEARNING AND TEACHING STRATEGY

The module will be delivered through interactive practical lab-based sessions delivered in small groups. Additional seminars will focus on further developing students' understanding of the principles of research which will then be applied in the lab-based sessions.

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
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Mode of assessment	Volume	Weighting
Portfolio and Reflective Piece	Three elements plus 1,000 words	50%

Assessment Component 2

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Individual Presentation	15 minutes	50%

Students will be expected to present a professional presentation to their peers demonstrating the research and wider professional skills they have developed through the module.

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).

READING LIST

Module Code	ECPS5006			
Module Title	Research in Action			
Classification	Reading List entry		Electronic*	
Essential	Kaplan, R. M., & Saccuzzo, D. P. (2012). <i>Psychological testing: Principles, applications, and issues</i> . Belmont, CA: Wadsworth.		☐	
Essential	Keith, K. D., & Beins, B. C. (2017). <i>The Worth expert guide to scientific literacy: Thinking like a psychological scientist</i> . NY: Worth Publishers.		☐	
Further	American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i> . Washington, DC: APA.		☐	
Further	Beins, B.C., & Beins, A. M.		☐	

	(2012). <i>Effective writing in psychology: Papers, posters and presentations</i> (2 nd ed.). Oxford: Blackwell.			
Further	Smyth, T.R. (2004). <i>The principles of writing in psychology</i> . Basingstoke: Palgrave Macmillan.		☐	
Further	Brace, N., Kemp, R., & Snelgar, R. (2016). <i>SPSS for psychologists</i> (6 th ed.). Hants: Palgrave Macmillan.		☐	
Further	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6 th ed.). London: Hodder & Stoughton.		☒	
Further	Cumming, G. (2012). <i>Understanding the new statistics: Effect sizes, confidence</i>		☐	

	<i>intervals, and meta-analysis.</i> Hove: Routledge.			
Further		<i>Psychological Science</i>		☒
Further		<i>Perspectives in Psychological Science</i>		☒
Further		<i>Current Directions in Psychological Science</i>		☒
Further		<i>Social Psychological and Personality Science</i>		☒
Further		<i>British Journal of Psychology</i>		☒
Further		<i>British Journal of Social Psychology</i>		☒

MODULE CODE: ECPS5007
TITLE:Psychology for Work
DATED:26/04/2018[Field]

LEVEL: 5
CREDITS:20

JACS CODE:C814

AIM(S)

- To develop a critical understanding of how psychological theories can be applied to understanding and predicting human behaviours in the workplace, and to enable students to gain relevant placement experience.

LEARNING OUTCOMES

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

- describe and evaluate the range of recruitment and selection methods used in the workplace;
- demonstrate a critical understanding of the empirical evidence and methodologies used to explore role of individuals differences in predicting performance at work;
- recognise professional and ethical frameworks in the field of occupational psychology and reflect and evaluate upon their existing strengths and future development needs in relation to their own professional development;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

The module will include the equivalent of up to ten days placement experience over the course of the module in a workplace setting. The choice of settings can be varied but must involve the opportunity to gain workplace experience in relevant topics e.g. the selection, recruitment and development opportunities presented within an organisation, employee health and wellbeing strategies. In addition to this placement experience, module content will introduce key topics in the area of occupational psychology, with a strong focus on individual differences and psychometric assessment including:

- The role of Occupational Psychologists and related professions: training routes and professional and ethical frameworks
- Psychometric assessment processes in selection and recruitment

- Predicting future performance in the workplace: intelligence and personality
- Challenges of work in the 21st century (e.g. technology, home-work interface)
- Leadership in the workplace: trait, situational and behavioural perspectives
- Theories of job satisfaction and motivation at work
- Occupational stress: the individual and organisational causes and consequences of stress and ill-health at work
- Evidence for the effectiveness of workplace interventions tackling health and wellbeing at work.

LEARNING AND TEACHING STRATEGY

Lectures and seminars will provide students with relevant theoretical and empirical understanding of the area of work psychology, with appropriate support and preparation for their work placement built into the scheduled learning time for this module.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	110	55%
Placement learning	60	30%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Portfolio and Reflective Piece	Three elements plus 1,000 words	50%

Students will be asked to present a portfolio of evidence to showcase their placement experience and an accompanying written reflective piece. These may include: examples of work carried out as part of the placement, diary entries/blog, minutes of meetings attended, examples of recruitment, selection and staff development policies.

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Essay	2,500 words	50%

Students will be asked to demonstrate their critical understanding of the role of individual differences in the workplace through a written essay.

Assessment Summary

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

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

READING LIST

Module Code	ECPS5007	
Module Title	Psychology for Work	
Classification	Reading List entry	Electronic*
Essential	Chamorro-Premuzic, T., & Furnham A. (2009). <i>The psychology of personnel selection</i> . Cambridge: Cambridge University Press.	☒
Essential	The British Psychological Society (2009). <i>Code of Ethics and Conduct</i> .	☒

	Leicester: The British Psychological Society.	
Essential	Arnold, J. (2010). <i>Work psychology: Understanding human behaviour in the workplace</i> (5th ed.). Harlow: Financial Times Prentice Hall. (2005 E-book also available)	☒
Further	Chamorro-Premuzic, T. (2011). <i>Personality and individual differences</i> (2nd ed.). Chichester: BPS Blackwell.	☐
Further	Furnham, A. (2008). <i>Personality and intelligence at work: Exploring and explaining individual differences at work</i> . London: Routledge. (E-book also available.)	☒
Further	Matthews G., Davies, D. B., Westerman, S. J., & Stammers, R. B. (2000). <i>Human performance: Cognition, stress and individual differences</i> . Hove: Psychology Press.	☐
Further	<i>Journal of Occupational Psychology</i>	☒
Further	<i>Journal of Occupational and Organizational Psychology</i>	☒
Further	<i>Journal of Occupational Health Psychology</i>	☒
Further	<i>Occupational Health and Safety</i>	☒

MODULE CODE: M5X02247
TITLE: Treatment models and approaches
DATED: 03/04/2019

LEVEL: 5
CREDITS: 20

JACS CODE: C842

AIM(S)

- To develop an in-depth understanding of how different models of mental health have informed the treatment of mental health problems in today's society.
- To enable students to identify the potential benefits and limitations of a range of treatment approaches for mental health.

LEARNING OUTCOMES

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

- Critically discuss the factors influencing the effectiveness of psychological treatments for mental health problems including the qualities of the therapeutic or helping relationship.
- Evaluate empirical evidence for the effectiveness of treatments for a variety of mental health problems.
- Develop understanding of how to design and evaluate theory-based interventions in psychology designed to improve mental health and wellbeing.
- Organise their knowledge and learning through the use of a range of information resources and present their work at the appropriate level.

INDICATIVE CONTENT

Module content will build upon the knowledge developed at level four to encourage students to consider at a greater depth the issues and implications associated with psychological and pharmacological treatments for a range of mental health problems. Early module content will critically consider what is meant by "successful treatment" for mental health, and how we evaluate the effectiveness of both psychological and pharmacological treatments for mental health. Topics here will include:

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

Students will be taught about the biological mechanisms underpinning the experience of mental health problems and how this understanding has informed our understanding of the biological mechanisms of drug treatment and other biological treatment approaches. Students will learn about the role and function of neurotransmitters, brain

structures and functions, and will develop an understanding of how pharmacological treatments influence these processes.

Psychological treatments will also be critically explored, focusing upon the evidence base for the most commonly seen psychological approaches (e.g., CBT, client-centred therapy) alongside newer therapeutic approaches such as Acceptance and Commitment Therapy and mindfulness-based therapeutic approaches, and the qualities of an effective therapeutic relationship. Consideration will be given to the potential benefits and limitations of new forms of delivery of therapeutic approaches such as online therapy. Module content will also introduce students to the growing recognition of the role that local community groups, peer support, online education, activities with carers, employment support, volunteering, vocational skills training, adult education, natural settings and third sector organisations can play in helping treat and support people with mental health difficulties.

Throughout the module empirical evidence will be discussed in order to help students learn about the factors that need to be considered in evaluating the effectiveness of treatments (e.g., short-term versus long-term effectiveness; side-effects; acceptability and drop out-rates; relapse rates).

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the psychological models and evidence base underpinning various treatment models and approaches. Small group seminars will be used to encourage students to engage in discussion and critical evaluation of different treatment approaches, using a combination of individual case studies and empirical studies.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning Lectures – 20 Online – 10	30	15%
Independent learning	170	85%
TOTAL	200	100%

ASSESSMENT

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

This assignment will expect students to demonstrate their ability to evaluate the similarities and differences across different treatment approaches for mental health.

Exemplar: compare and contrast two treatment approaches for treating major depression.

Assessment Component 2 – Coursework: Case study formulation (2,500 words) - 50%

In this assignment students will be expected to demonstrate their in-depth understanding of the causal factors contributing to mental health problems and the function of a psychological formulation using a provided case study.

Exemplar: using the case study provided, create a psychological formulation of the problems and potential treatment options for this individual.

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):	
It has been recognised that sustainable development cannot be achieved without the inclusion of mental health as a key global priority (Izutsu et al., 2015) and this module teaches students how different models of mental health have informed our understanding of mental health problems in today's society. It also meets the QAA ESD outcome of engaging with scientific evidence and scholarly research and understanding the environmental, social and economic causes of unsustainable behaviour.	

Reading list (Exempli Gratia)

Essential Reading

Davey, G. (2015). *Psychopathology: Research, Assessment, and Treatment in Clinical Psychology*. Oxford: Blackwell.

Recommended Reading

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

Bowen, P., (2007). *Blackstone's guide to the Mental Health Act 2007*. Oxford: Oxford University Press.

Brown, R., Martin, D. and Barber, P., (2009). *Mental Capacity Act 2005: A guide for practice*. Exeter: Learning Matters

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

Graham, M. and Cowley, J., 2015 *A Practical Guide to the Mental Capacity Act of 2005*. London: Jessica Kingsley Publication

Paris, J., 2013. *The Intelligent Clinician's Guide to the DSM-5*. Oxford: Oxford University Press.

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

Example Relevant Journals

Experimental and Clinical Psychopharmacology

Journal of Abnormal Psychology

Journal of Consulting & Clinical Psychology

Cochrane Database of Systematic Reviews

MODULE CODE: M5X02248
TITLE: Culture and community
DATED: 30/06/2016

LEVEL: 5
CREDITS: 20

JACS CODE: C846

AIM(S)

- To develop students' critical understanding of the how different societies and cultures view mental health and the implications of this for diagnosis and treatment
- To develop an in-depth knowledge of the effectiveness of community-based approaches to tackling mental health problems
- To develop students' ability to reflect on their own cultural sensitivities, attitudes and beliefs and how these may influence their practice

LEARNING OUTCOMES

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

- Discuss the extent to which variations or similarities exist between cultures and societal groups in terms of prevalence, incidence and treatment of mental health
- Evaluate the role of community-based approaches to tackling mental health and identify appropriate approaches for a specific population
- Reflect upon how their own attitudes, beliefs and perceptions may influence their own professional practice and approaches to specific groups in society
- Organise their knowledge and learning through the use of information resources and present their work at the appropriate level.

INDICATIVE CONTENT

Early module content will introduce students to the differences between individualistic and collectivist societies and how these differences may influence cultural understanding and treatment of individuals with mental health problems, including cultural understandings of old age and adolescence. Students will be encouraged to consider their own cultural and societal influences before exploring epidemiologic approaches to exploring cultural differences in the understanding, care and treatment of those experiencing mental health difficulties.

The module will explore evidence from cross cultural studies of the course and outcome of mental health problems and will consider the implications of this for specific cultural groups in the UK context e.g., migrant groups, ethnic minorities, traveller communities.

The module will then examine the role of society and communities in supporting those experiencing mental health difficulties and those caring for these individuals with a focus on community-based mental health and the role of community based organisations. The importance of a range of social networks will be evaluated, including social structures and relationships such as family, employment and marriage. A particular focus will explore how communities can help better support not only the ageing Welsh population and the mental health difficulties experienced, but also the ways in which community structures can help support family and informal carers in order to build coping resources and resilience, including the growing number of young carers.

The module then starts to consider the implications of culture and community for people working in the field of mental health, identifying the challenges and barriers to working effectively with specific cultural or societal groups, and exploring novel approaches to engaging with hard to reach communities.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts and range of empirical evidence used to support the topics within this module. Small group seminars will introduce debates intended to support the application, discussion, and critical evaluation of cultural issues raised. Case studies will also be used to further develop understanding and reflection of the issues raised.

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: Poster and associated presentation (50%)

This assessment, combining two elements, is designed to encourage students to develop their professional presentation skills and critical understanding of the cross-cultural issues in the field of mental health.

Element 1: Academic poster (25%); Element 2: in-class oral presentation (10 minutes) (25%)

Exemplar: Create an academic poster comparing how two different cultural groups view a particular mental health issue (25% of overall module mark). You will be expected to support the key messages identified within this poster through a 5 minute oral synopsis (25% of overall module mark).

Assessment Component 2 – Coursework: Written Reflective Essay (2000 words) (50%)

This assignment will enable students to demonstrate their ability to reflect upon how their own attitudes, beliefs and perceptions may influence their own professional practice and approaches to specific groups in society

Exemplar: using the knowledge you have gained from this module, discuss the factors that you would need to be aware of when working in a community-based setting of your choice and identify and reflect upon the key developmental and personal challenges for you in this setting.

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): This module directly contributes to the sustainability agenda, exploring the structures that underpin inclusive communities with a focus on understanding issues such as social justice and the causes of prejudice and discrimination and how to engage communities and societal groups in their future wellbeing. It meets the QAA ESD graduate learning outcomes of enabling students to: • Identify the wide range of human cultures in existence and evaluating the impacts and interconnections between different generations, demographic groups and cultures, recognising the tensions between them. • Clarify their own views on ways that mental health and wellbeing issues can be tackled in different local and global communities and circumstances. • Describe complex issues in clear terms and communicate about them effectively.	

READING LIST (EXEMPLI GRATIA)

Essential

Fernando, S. (2014). *Mental Health World Wide: culture globalization and development*. Basingstoke: Palgrave Macmillan.

Recommended

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.

Fernando, S. (2010). *Mental Health Race and Culture*. Basingstoke: Palgrave Macmillan.

Lister, R. (2010). *Understanding theories and concepts in social policy*
(Understanding

Welfare Series: Social Issues, Policy and Practice Series) Bristol: Polity Press.

Loaf, M. (2011). *Mutual Support and Mental Health: a route to recovery. (Community, Culture and Change*. London: Jessica Kingsley Publication

Patel, V., Minas, H., Cohen, A., & Prince, M., eds. (2013). *Global Mental Health: Principles and Practice*. Oxford: Oxford University

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

Smith, R. K., (2012). *Textbook on International Human Rights*. 5th ed., Oxford: Oxford University Press.

Journals

Community Mental health Journal

Cultural Diversity and Ethnic Minority Psychology

Journal for social action in counseling and psychology

Journal of multicultural counseling and development

Transcultural Psychiatry

Websites

Centre for Social Justice

<http://www.centreforsocialjustice.org.uk/published-policy/mental-health>

Mental Health – European Union Policy

http://ec.europa.eu/health/mental_health/policy/statements/index_en.htm

Joseph Rowntree Foundation JFR

<https://www.jrf.org.uk/>

Movement for Global Mental health

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

Mind – Building Resilient Communities

https://www.mind.org.uk/media/343928/Report_-_Building_resilient_communities.pdf

Transforming our world: Sustainable development

<https://sustainabledevelopment.un.org/index.html>

World Health Organisation Mental Health

http://www.who.int/mental_health/en/

MODULE CODE: M5X02249
TITLE: Legal, Ethical, and Professional Issues in Mental Health
DATED: 03/04/2019

LEVEL: 5
CREDITS: 20

JACS CODE: C848

AIM(S)

- To develop a critical understanding of the many legal and ethical frameworks and challenges presented when working in the field of mental health.
- To encourage students to consider and identify their own professional development needs for working 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:

- Understand and apply the legal framework of the Mental Capacity Act 2005 and the Mental Health Act of 2007 to critically explore mental health service provision.
- Identify and discuss the legal, ethical and moral boundaries of professional practice in the field of mental health.
- Evaluate the ways in which students' own skills relating to working in the field of mental health need to be developed and refined.
- Organise their knowledge and learning through the use of information resources and present their work at the appropriate level.

INDICATIVE CONTENT

The content of this module will consider the current discourses and disputes associated with the field of mental health, the current legislation, current diagnostic tools and regional and international strategies. Early module content will encourage students to consider the duty of care that those working in the field of mental health need to provide to those that they work with or care for. The core competencies and training routes required by various roles for those working within the field of mental health and in professional practice will be discussed.

Online Lectures and workshops will then consider the importance of maintaining appropriate relationship boundaries and the moral and ethical challenges that this can sometime create with vulnerable individuals. Expectations of client confidentiality and the times when confidentiality may need to be broken for exceptional circumstances will be identified and discussed.

The module will then move to consider the challenges that individuals experiencing mental health problems such as depression, anxiety, schizophrenia and bipolar disorder face in the workplace and the ways in which these individuals can be

supported to maintain meaningful employment. The culture of fear and stigma around mental health problems in the workplace will be critically explored using case studies and empirical evidence. Ways in which the workplace and recruitment and selection strategies should be designed in order to support people with a range of mental health problems to continue to make a contribution to the workplace. Government policies and legal requirements (e.g. the Equality Act and the Health & Safety at Work Act) for managing stress and mental health in the workplace will be critically evaluated and examples of good and bad practice will be explored, including how to support managers in understanding and managing mental health issues amongst their employees. The impact of novel workplace interventions such as green-space provision and mindfulness will also be evaluated.

LEARNING AND TEACHING STRATEGY

This module will be delivered online, with lectures introducing the students to the concepts, principles and practices. Using case studies and empirical articles, online seminars will introduce practical examples which will be used to support the application, discussion, reflection of the issues.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

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

This assessment will enable students to demonstrate their understanding of the empirical literature surrounding interventions designed to tackle mental health issues in the workplace.

Exemplar: Using empirical evidence, evaluate the strategies that organisations should use to support people with mental health issues at work.

Assessment Component 2 – Coursework: Risk assessment 2,500 words (50%)

Students will be asked to complete a written risk assessment identifying the legal, ethical and professional issues that need to be considered in working within the given case study.

Exemplar: Using the provided headings, produce a written risk assessment identifying the factors that need to be considered in working within the case-study provided.

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):	
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 the ability to effectively engage with real-life problems relevant to mental health and wellbeing and the capacity for independent, evidence based integrated thinking as the foundation or developing their own personal ethical code.	

READING LIST (EXEMPLI GRATIA)

Essential Reading

Bowen, P. (2007) *Blackstone's guide to the Mental Health Act 2007*. Oxford: Oxford University Press

Brown, R., Martin, D. & Barber, P (2009) *Mental Capacity Act 2005: A guide for practice*. Exeter: Learning Matters.

Recommended

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

DuBois, J.M. (2008). *Ethics in Mental Health Research: Principles, Guidance, and Cases*. Oxford: Oxford University Press

Dwyer, P., (2010). *Understanding Social Citizenship: Themes and Perspectives for Policy and Practice (Understanding Welfare Series: Social Issues, Policy and Practice)*. Bristol: Polity Press.

Graham, M. & Cowley, J., (2015) *A Practical Guide to the Mental Capacity Act of 2005*. London: Jessica Kingsley Publication

Race, M. & Furnham, A. (2014). *Mental Illness at Work: A manager's guide to identifying, managing and preventing psychological problems in the workplace*. London: Palgrave Macmillan UK.

Journals

British Journal of Guidance and Psychotherapy Counselling and psychotherapy research (BACP) Evidence based mental health

Journal of Humanistic Psychology

Journal of mental health counseling

Journal of psychotherapy practice and research Therapy Today (BACP)

Websites

Code of Practice for Social Workers

http://cdn.basw.co.uk/upload/basw_112315-7.pdf

Health Care and Professions Council (HCPC) Ethics

<http://www.hpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/>

Ethical Issues in Health and Social Care Professions

http://www.academia.edu/2333670/Ethical_Issues_in_Health_and_Social_Care_Profession

Social Care Institute for Excellence

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

MODULE CODE: M5X02250
TITLE: Addictions, substance abuse and psychological dependencies
DATED: 30/06/2016
LEVEL: 5
CREDITS: 20
JACS CODE: C842

AIM(S)

- To introduce theories of the aetiology of addiction, prevalence of addictive disorders and contemporary diagnoses of addictions.
- To provide an understanding of addictions in the absence of substance misuse and consider issues relevant to specific populations.

LEARNING OUTCOMES

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

- Analyse models of addiction and addictive behaviours.
- Consider contemporary diagnoses of addictions and evaluate evidence-based models of interventions for addictive behaviours.
- Evaluate and examine addictions and addictive behaviours in relation to specific population groups E.g., youth, older adult, females.
- Organise their knowledge and learning through the use of information resources and present their work at the appropriate level.

INDICATIVE CONTENT

Early module content will introduce students to the concept of addiction and addictive behaviours, and the factors that contribute to the development of addictions. Consideration will be given to the biological, psychological and social influences that may contribute to the development of addictive behaviours, and theories of addiction will be discussed in relation to maintenance of addictive behaviours. Students will be encouraged to consider recent theories that attempt to explain classic addictions as well as contemporary addictive behaviours.

Lectures and workshops will then begin to introduce psychological evidence and conceptual models of addictions to explain drug and substance abuse, with attention paid to 'trends' in the use of particular substances. Addictions will be considered in relation to specific population groups, including youth and females, and particular attention will be paid to the co-morbidity of addictions with other mental health conditions. Students will also consider the role of stress in addictive behaviours and the extension of addictions beyond substance use to include behavioural processes such as gambling, and the addition of contemporary addictive disorders to the DSM-5.

The concluding element of this module will focus a range of evidence based treatment approaches to addictions, from drug/pharmacotherapy approaches to psychosocial interventions. Students will consider the rationale for alcohol, drug and gambling treatments and discuss the effectiveness of a range of treatments for these addictions.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Using case studies and empirical articles, seminars will introduce practical examples which will be used to support the application, discussion, reflection of the issues. 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: 2,500 word written essay 50%

Students will be asked to critically examine causal explanations of the development of addictions, substance abuse and/or psychological dependencies.

Exemplar: Using empirical evidence critically evaluate the biopsychosocial model of the development of drug addiction.

Assessment Component 2 - Practical: awareness raising video (five minutes per individual) 50%

Students will be asked to create a five minute video that raises awareness of a topic issue relating to the impact of addictions substance abuse and/or psychological dependencies on an individual and their wider social world.

Exemplar: Create a five minute video aimed at raising awareness of the consequences of excessive gambling behaviour on an individual's personal, social and occupational functioning.

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 the QAA ESD outcome of engaging with scientific evidence and scholarly research in order to understand the environmental, social and economic causes and consequences of substance abuse and psychological dependencies. The module encourages students to critically analyse the issues, including real-life examples, and to understand that collective actions to tackle these issues are paramount.	

READING LIST (EXEMPLI GRATIA)

Essential Reading

Moss, A. C., & Dyer, K. R. (2010). *Psychology of addictive behaviour*. London: Palgrave Macmillan.

Recommended

Anisman, H. (2016). *Health psychology*. London: Sage.

Davey, G. (2015). *Psychopathology: Research, Assessment, and Treatment in Clinical Psychology*. Oxford: Blackwell.

Peterson, T. (2012). *Working with substance misusers: A guide to theory and practice*. (eds.). London: Routledge.

Rassool, G. H., (2011). *Understanding addiction behaviours: Theoretical and clinical practice in Health and Social care*. London: Palgrave Macmillan.

West, R., & Brown, J. (2013). *Theory of addiction*. London: Wiley Blackwell.

Journals

Addiction
Addiction Research and Theory
Addiction Science and Clinical Practice
Addictive Behaviours
European Addiction Research
International Gambling Studies
International Journal of Mental Health
Journal of Gambling Issues
Journal of Gambling Studies
Psychology of Addictive Behaviors

Module Code	ECMH5001
Title	Current Debates in Mental Health
Date	03/04/2019
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop an awareness of how the current social and political landscape of Wales plays a key role in informing strategies for improving mental health and wellbeing.
- To encourage students to critically reflect on current controversies within the field of mental health and how these may impact upon their professional and personal roles.

LEARNING OUTCOMES

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

- Contextualise the current classification and treatment of mental health within the broader social and political landscape both locally and globally.
- Discuss the empirical evidence that informs contemporary debates within the field of mental health.
- Reflect upon the implications of the contemporary landscape on their own professional roles.
- Organise their knowledge and learning through the use of a range of information resources and present their work at the required level using appropriate media.

INDICATIVE CONTENT

- The context of this module will focus around the identification and critical discussion of new developments and controversies in the field of mental health and well-being, at individual, cultural and global levels.
- The module will focus on the wider challenges likely to affect mental health prevalence and mental health services this century including the increasing costs of care, population growth, food and water scarcity, climate change, migration, war and globalization.
- This module content will use specific examples from a range of mental health and well-being issues to highlight areas of current controversy and discussion, and as such the specific module content will need to be responsive to debates within the field of mental health.
- As an exemplar, a current focus would include detailed discussion of the following:

- The implications of the Wellbeing of Future Generations act for mental health in Wales.
- The emerging evidence for the success of the IAPT programme in Wales and whether this should be introduced in Wales.
- 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.
- Developments in psychological therapy: evidence for effectiveness of emerging treatments e.g., acceptance and commitment therapy, mindfulness.

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
Essay	2,500 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	10 minutes	50%

Assessment Summary

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

READING LIST

For this module the essential reading will be based around specific journal articles tied into each lecture/topic of debate. The module handbook and Moodle will detail specific journal readings for each lecture and these will be updated annually.

Module Code	ECMH5001
Module Title	Current Debates in Mental Health

Classification	Reading List entry	Electronic*
Essential	Cromby, J., Harper, D., & Reavey, P. (Eds.). (2013). Psychology, Mental Health and Distress. Basingstoke: Palgrave Macmillan.	☐
Essential	Davey, G. (2008). Psychopathology: Research, Assessment, and Treatment in Clinical Psychology. Oxford: Blackwell.	☐
Further	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.	☐
Further	Geekie, J., & Read, J. (2009). Making sense of madness: Contesting the meaning of schizophrenia. London: Routledge Taylor & Francis. (E-book also available.)	☐
Further	Paris, J. (2013). The intelligent clinician's guide to the DSM-5. Oxford: Oxford University Press.	☐
Further	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	☒

MODULE CODE: M5X02252
TITLE: Applied research skills
DATED: 30/06/2016

LEVEL: 5
CREDITS: 20

JACS CODE: C832/C833

AIM(S)

This module aims to build upon the skills and knowledge developed in Level Four by providing students with:

- A critical understanding of the ethical, practical, and theoretical issues in research in the field of mental health
- Practical experience of the steps required in planning, carrying out and analysing applied research and evaluation studies

LEARNING OUTCOMES

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

- Identify and evaluate appropriate research designs for exploring issues relating to mental health;
- Demonstrate a strong awareness of practical issues and ethical approval processes associated with research design and evaluation in the field of mental health;
- Analyse and report study data appropriately;
- Organise their knowledge and learning through the use of information resources and present their work at the appropriate level.

INDICATIVE CONTENT

Module coverage will build on the level four coverage of research design and ethics, focusing around teaching students the importance of forming appropriate research ideas for both qualitative and quantitative designs of relevance to the field of mental health and the associated approval process and ethical approval processes.

The module will focus around the practical steps of planning, carrying out, analysing and reporting qualitative and quantitative research designs including interviews, case studies and focus groups, and quantitative designs ranging from basic cross-sectional evaluations to longitudinal intervention designs. Module content will include critical evaluation of a range of research studies in order to further understanding of the importance of good quality research and evaluation in this field, leading to consideration of the role of NICE in recommending research-informed good practice in the field of mental health in the UK.

Students will also be introduced to the process of conducting research within the UK health and social care system including creating research proposals and navigating NHS approval systems, and will learn about the importance of creating patient-friendly research materials and of client/patient involvement in planning research studies.

LEARNING AND TEACHING STRATEGY

The learning and teaching strategy for this module will involve workshop-style interactive lectures where students will apply the lecture content to consideration of real-life research studies. Practical sessions will ensure that students can gain confidence in preparing study materials and in working with different types of research data.

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 – Research proposal (2,500 words): 50%

This assessment will require students to identify an appropriate research design and associated ethical issues in relation to a specific research question.

Exemplar: Design a mixed methods research proposal comparing the effectiveness of CBT and ACT for social anxiety disorder.

Assessment Component 2 – Study report (2, 500 words): 50%

Students will be expected to engage in an appropriate analysis of a provided interview transcript or dataset and to report this as an overall study report.

Exemplar: Using the transcript provided, analyse the interview data using thematic analysis and report this as a study report exploring the impact of a diagnosis of Schizophrenia.

Assessment Summary

Activity type	Percentage
Written Exam	-
Coursework (reports)	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):	
This module contributes to ESD through encouraging students to use and apply established methodologies for analysing the impact of given mental health issue or intervention and to develop their own skills within this area.	

READING LIST (EXEMPLI GRATIA)

Essential Reading

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

Background Reading

Howitt, D., & Cramer D. (2007). *An introduction to statistics in psychology: A complete guide for students* (4th ed.). London: Prentice Hall. **(E-book also available.)**

- Howitt, D. & Cramer, D. (2010). *Introduction to research methods in psychology* (3rd ed.) London: Pearson Prentice Hall.
- Pallant, J. (2013). *SPSS survival manual* (5th ed.) Maidenhead: McGraw-Hill. (2010 E-book available.)
- Smith, J. A., Flowers, P., & Larkin, M. (2008). *Interpretative phenomenological analysis: Theory, method and research*. London: Sage.
- Willig, C. (2013). *Introducing qualitative research in psychology: adventures in theory and method*. Maidenhead: McGraw-Hill Open University Press.

MODULE CODE: ECHC5001
TITLE: Contemporary Mental Health
DATED: 17/05/2017

LEVEL: 5
CREDITS: 20

JACS CODE: B940

AIM(S)

- To equip the student with a clear understanding of current approaches within contemporary mental health
- To raise awareness of the impact of psychopharmacological interventions within the therapeutic relationship.
- To develop a sound understanding of the signs and symptoms associated with mental distress.

LEARNING OUTCOMES

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

- Implement an appropriate strategy for assessing potential clients using appropriate consultation with inter-professional and multi-agency where necessary, which may include risk assessment.
- Critically evaluate psychopharmacological interventions commonly used in the treatment of mental health and be sensitive to the impact that prescribed medication may have on the therapeutic relationship and process of counselling/psychotherapy.

- Critically discuss signs and symptoms associated with mental distress and regularly update knowledge about mental health and well-being, including severe forms of psychological distress and respond appropriately.

INDICATIVE CONTENT

- Explore the various perspectives of abnormality and models in understanding mental health/mental distress
- Identifying current inter-professional and multiagency approaches to mental health such as: NHS, Primary Care, MIND, Mental Health Foundation, HAFAL and other local and global agencies that support individuals with mental distress.
- Addressing current government initiatives within mental health and well-being; *Together for Mental Health*, Mental Health Measures (2010), Future Generations Act (Wales 2015), NICE Guidelines, IAPT/CYPIAPT, and Improving Access to Psychological Therapies in Wales.
- Awareness and understanding of current legislation and updates: Mental Health Act, and Mental Capacity Act.
- Developing an understanding of assessment and diagnostic strategies associated within the mental health context. DSM (Diagnostic Statistical Manual) ICD (International Classification of Disease), CORE, Risk Assessment strategies and others.
- Exploring Humanistic Counselling case formulation and risk assessment

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. Learners will also work collaboratively in small groups, participate in workshops, role play, practical tasks, experiential, and reflective activities. Group work will add depth to subject areas and examples will be used to illustrate and support the application, discussion, and evaluation of the topics. Practical examples and case studies will be used to support module learning

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%

Oral Presentation (20 minutes)

Exemplar:

Critically analyse a case scenario relevant to the current discourse on mental health.

Assessment Component 2: 50%

Coursework assignment: Essay (2500 words)

Exemplar:

Critically discuss ways in which government policies/strategies and recommendations such as those in the National Institute for Health and Clinical Excellence (N.I.C.E.) guidelines may impact on mental health service provision and client well-being (this may also refer to the WG mental health initiative).

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	ECHC5001	
Module Title	Contemporary Mental Health	
Classification	Reading List entry	Electronic*
Essential	Claringbull, N., (2011). Mental health in Counselling and Psychotherapy (Counselling and Psychotherapy practice	☒

	series). Exeter, UK: Learning Matters	
Essential	Lees, J., ed. (2016) <i>The Future of Psychological Therapies</i> . London: Routledge	☐
Essential	Paris, J., (2013). <i>The Intelligent Clinician's Guide to the DSM-5</i> . Oxford: Oxford University Press	☐
Essential	Fernando, S., (2010). <i>Mental Health Race and Culture</i> . Basingstoke: Palgrave Macmillian	☐
Essential	Fundamental Facts about Mental Health - Mental Health Foundation - Free Download https://www.mentalhealth.org.uk/sites/default/files/fundamental-facts-about-mental-health-2016.pdf	☒
Essential	Together for Mental Health Delivery Plan 2016 -2019 (Mental Health Strategy Wales) http://gov.wales/topics/health/nhswales/plans/mental-health/?lang=en	☒
Further	Brown, R., Martin. D. and Barber, P., (2009) <i>Mental Capacity Act 2005: A guide for practice</i> . Exeter: Learning Matters.	☐
Further	Newbiggings, K., (2015) <i>Independent Health Advocacy: The right to be heard</i> . London: Jessica Kingsley Publications	☐
Further	World Health Organization - Mental Health http://www.who.int/mental_health/en/	☒
Further	Mind http://www.mind.org.uk/	☒
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	Journal of Mental Health Counseling	☐
Further	Healthcare Counselling & Psychotherapy Journal	☐
Further	Databases e.g. ProQuest, Science Direct, JStore	☐

MODULE CODE: ECHC5002
TITLE: The Therapeutic Process
DATED: 17/05/2017

LEVEL: 5
CREDITS: 20

JACS CODE: B940

AIM(S)

- To develop therapeutic practice.
- To engage in Humanistic therapeutic theory.
- To engage with evidence-based practice.

LEARNING OUTCOMES

- Upon the successful completion of this module, the student should be able to demonstrate the ability to:
- Critically assess the social and cultural context of practice.
- Develop case formulation strategies, and critically articulate ways in which Counselling/psychotherapy can address them.
- Critically engage with a model of assessment compatible with the core theoretical model in order to determine therapeutic needs while maintaining an awareness of other assessment strategies.

INDICATIVE CONTENT

- Therapeutic Relationship
- Relational depth
- Experiential process

- Developing interventions
- Case formulation
- Assessment
- Empathic attunement
- Task markers
- Person-centred theory
- Gestalt theory
- Emotion Focused Therapy – including its foundation in neuroscience
- Existential Therapy
- Research
- Cognitive Behavioural Therapy

LEARNING AND TEACHING STRATEGY

The module will be taught concurrently with the practice module 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, 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: Seminar Presentation (20 minutes)

Exemplar:

Present a case formulation strategy in a seminar setting

Assessment Component 2: 50%

Presentation: Portfolio (4 pieces)

Exemplar:

This will include three pieces of work: Client contract/boundary positioning; Assessment and evaluation strategy; Supervision contract.

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):	
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	ECHC5002	
Module Title	The Therapeutic Process	
Classification	Reading List entry	Electronic*
Essential	Charura, D., and Paul, S., eds. (2014) <i>The therapeutic relationship handbook: theory and practice</i> . Berkshire, England: Open University	☐

	Press/McGraw-Hill Education.	
Essential	Cooper, M. (2003) <i>Existential therapies</i> . London: Sage.	☐
Essential	Elliott, R., Watson, J.C., Goldman R.N. and Greenbreg L.S. (2004) <i>Learning Emotion-focused therapy: the process-experiential approach to change</i> . Washington DC: American Psychological Association.	☐
Essential	Joyce, P. and Sills, C. (2014) <i>Skills in Gestalt Counselling</i> . London: Sage	☐
Essential	Mearns, D. and Thorne, D. (2013) <i>Person-Centred Counselling in Action</i> . London: Sage.	☐
Essential	Moodley, R., Epp, L. and Yusuf, H. eds. (2012) <i>Counseling across the cultural divide: The Clemmont E. Vontress Reader</i> . Ross-on-Wye: PCCS Books.	☐
Essential	Richards, C., and Barker, Meg J., 2015. <i>The Palgrave handbook of the psychology of sexuality and gender</i> . Palgrave.	☐
Further	Bozarth, J., and Wilkins, P., eds., (2001) <i>Unconditional positive regard. Rogers' therapeutic conditions: evolution, therapy and practice</i> . Ross-on-Wye, Herefordshire: PCCS Books.	☐
Further	Coplan, A., and Goldie, P., eds. (2014) <i>Empathy: philosophical and psychological perspectives</i> . Oxford: Oxford University Press.	☐
Further	Douglas, B. and James, P. (2014) <i>Common presenting issues in Counselling and</i>	☐

	<i>Psychotherapy</i> . London: Sage.	
Further	Gregg, M. and Seigworth, G. J. (2010) <i>The Affect theory reader</i> . London: University of Duke Press.	☐
Further	Greenberg, L. (2011) <i>Emotion-Focused therapy</i> . Washington D.C.: American Psychological Association.	☐
Further	Haugh, S. and Merry, T. 2001. <i>Empathy (Rogers therapeutic conditions evolution theory and practice)</i> Ross-on-Wye, Herefordshire: PCCS Books. Howe, D. (2012) <i>Empathy: what it is and why it matters</i> . Basingstoke, Hampshire: Palgrave Macmillan.	☐
Further	Nelson-Jones, R. (2011) <i>Six key approaches to Counselling and therapy</i> . 3 rd ed. London: Sage.	☐
Further	Mearns, D. and Cooper, M. (2005) <i>Working at relational depth in Counselling and Psychotherapy</i> . London: Sage.	☐
Further	Moon, L., <i>Counselling ideologies: queer challenges to heteronormativity</i> . Farnham, Surrey, England: Ashgate Publishing Company.	☐
Further	Reeves, A. (2013) <i>An Introduction to Counselling and Psychotherapy: From Theory to Practice</i> . London: Sage	☐
Further	Watson, C. J., Goldman, R., N., & Greenberg, L.S. (2007) <i>Case studies in Emotion-Focused: treatment of depression: a comparison of good and poor outcome</i> .	☐

	Washington, DC: American Psychological Association.	
Further	Wetherell, M. (2012) <i>Affect and emotion: a new social science understanding</i> . London: Sage.	☐
Further	Wyatt, G., ed. (2001) <i>Congruence (Rogers' therapeutic condition, evolution theory and practice, volume 1)</i> . Ross-On-Wye, Herefordshire: PCCS Books.	☐
Further	Reeves, A. (2013) <i>An Introduction to Counselling and Psychotherapy: From Theory to Practice</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	☒

MODULE CODE: ECHC5003
TITLE: Personal Development 2
DATED: 17/05/2017

LEVEL: 5
CREDITS: 20

JACS CODE: B940

AIM(S)

- To engage with the process of continuing personal and professional development.
- To further understanding of 'self' in relation to 'other'.
- To identify and work with personal strengths and limitations.

LEARNING OUTCOMES

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

- Evidence a consistent critical commitment to continuing professional and personal development, including self-awareness and fitness to practice and need for support/therapy.
- Critically assess own professional strengths and limitations that may affect therapeutic practice, and develop appropriate self-support and self-care strategies.
- Critically reflect on the implicit power imbalance in the counselling/psychotherapy relationship and the impact of diversity and difference on the therapeutic relationship.

INDICATIVE CONTENT

- Reflective Writing
- Visual imagery, music and metaphor.
- Conflict in Personal Development groups.
- The 'good enough' therapist.
- Theory and the therapist as a person.
- Responding to challenging situations e.g. distress, anger.
- Establishing and identifying personal resilience.
- The impact of the counsellor in the therapeutic relationship.

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 One: 50%

Practical Performance (5 minutes)

Exemplar:

Demonstrate developing self-awareness with particular reference to a personal development activity

Assessment Component Two: 50%

Practical: Oral presentation (20 minutes)

Exemplar:

Present a critical reflection of the themes of personal support and self-care in your development as a counsellor to peer group

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
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.	
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Module Code	ECHC5003	
Module Title	Personal Development 2	
Classification	Reading List entry	Electronic*
Essential	Bager-Charleson, F. 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.	☐
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	Journal of Psychotherapy and Counselling Psychology Reflections	☐
Further	Databases e.g. ProQuest, Science Direct, JStore	☒

MODULE CODE: ECHC5004
TITLE: Professional Relationships
DATED: 17/05/2017

LEVEL: 5
CREDITS: 20

JACS CODE: B940

AIM(S)

- To provide learners with an understanding of various professional relationships within organisations where therapy can take place.
- To provide students with an understanding of clinical supervision.
- To become familiar with a range of organisational structures and understand policies, procedures and agency boundaries.

LEARNING OUTCOMES

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

- Make critical use of supervision to develop understanding about clinical work and to enhance and protect wellbeing.
- Critically assess contact with external agencies and professionals, as appropriate to the interest of the client.
- Critically evaluate policies and procedures of placement such as, equal opportunities, disability and widening participation
- Critically evaluate the range of psychological services and interventions available to clients.

INDICATIVE CONTENT

- Exploration of pressures and challenges of working with different organisations.
- Consider the wider role of the counsellor in the exploration and development of new initiatives within organisations.
- Identify the confidentiality, disclosure needs and ethical implications when Counselling within different organisations.
- To understand the role and expectations of supervision within various Counselling agencies.
- Critical assessment of the term 'professional' as it relates to contemporary Counselling.
- Critical assessment of Counselling regulation
- Critical assessment of mental health provision locally and internationally

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, 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	40%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1: 50%

Coursework assignment: Essay (2500 words)

Exemplar:

Critically discuss the implications of confidentiality agreements when working within a professional clinical team, where there is an expectation and a need to share information.

Assessment Component 2: 50%

Practical: Presentation (20 minutes)

Exemplar:

Critically evaluate **one** Counselling organisation, identifying the philosophy, culture and economic boundaries of the organisation.

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 the growing incidence of 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	ECHC5004	
Module Title	Professional Relationships	
Classification	Reading List entry	Electronic*
Essential	Bond, T. 2015. <i>Standards and Ethics for Counselling in Action</i> . 4 th ed. London: Sage	☐
Essential	Moore, J and Roberts, R. 2010. <i>Counselling and Psychotherapy in Organisational Settings</i> . Exeter: Learning Matters	☐
Essential	Hawkins, P. and Shohet, R. 2012. <i>Supervision in the Helping Professions</i> . 4 th ed. Maidenhead: McGraw-Hill/Open Univeristy	☐
Further	McLeod, J. 2013. <i>An Introduction to Counselling and Psychotherapy</i> . 3 rd ed. Maidenhead: McGraw-Hill/Open University	☒
Further	Reid, H. and Westergaard, J. 2013.	☐

	<i>Effective Supervision for Counsellors: An introduction.</i> London: Sage	
Further	Mitchels, B. and Bond, T. 2010. <i>Essential Law for Counsellors and Psychotherapists.</i> London: Sage	☐
Further	Jenkins, P. 2017. <i>Professional Practice in Counselling and Psychotherapy: Ethics and the Law.</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	Journal of Psychotherapy and Counselling Psychology Reflections	☐
Further	Journal for Social Action in Counseling and Psychology	☐
Further	International Journal of Psychotherapy and Politics	☐
Further	Journal of Critical Psychology, Counselling and Psychotherapy	☐
Further	Databases e.g. ProQuest, Science Direct, JStore	☒

MODULE CODE: ECHC5005
TITLE: Practicum 2
DATED: 17/05/2017

LEVEL: 5
CREDITS: 40

JACS CODE: B940

AIM(S)

- To explore issues around maintaining appropriate relationships with other professionals and stakeholders.

- To develop the ability to monitor self within the counselling process.
- To become more aware of the thinking processes behind the choice of particular counselling interventions.
- To articulate a clear model of counselling supervision based on an accurate understanding of theory and apply methods to gain support.
- To explore and appraise various ethical and practice issues within an agency.

LEARNING OUTCOMES

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

- Critically reflect on counselling work by evaluating own client work.
- Apply appropriate counselling theory, and evidence a growing awareness of diversity issues and ethical considerations.
- Manage relationships appropriately with clients, other professionals and stakeholders;
- Make appropriate use of supervision, and other support offered in placement and appraise own needs for ongoing support.
- Evidence continued ability to meet assessment of readiness to practice criteria and address any issues identified by supervisor.

INDICATIVE CONTENT

- Develop skills of working within an organization, relating to professionals and applying agency policy.
- Self-care and use of supervision.
- Reflect on work with clients and professional development
- Small group supervision
- Embedded counselling
- Models of supervision
- Reflective practice.
- Ethical Dilemmas, ethical decision making and risk assessment
- Social and political context of counselling.
- Readiness to practice.

LEARNING AND TEACHING STRATEGY

The module will be taught concurrently with the practice module 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	100	25%
Independent learning	200	50%
Placement learning	100	25%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1: 50%

Coursework assignment: Case Study (4000 words)

Exemplar:

Write a case study exploring work with a client in an appropriate agency, explore ethical issues; application of theory; process recall and use of supervision.

Assessment Component 2: 50%

Portfolio (3 elements)

Exemplar:

The purpose of the portfolio is to monitor practice and provide evidence of a minimum hundred hours of supervised counseling practice and other work based learning hours. The student needs to provide evidence that they are capable of working ethically; safely; and competently with clients and also with other stakeholders. The portfolio will include: logs of counseling; supervision hours and work based learning; initial supervision and placement contract and agreement; BACP Student membership; professional practice and ethical consideration of counseling practice.

Include a reflective account of a client they have presented to supervision and demonstrate self-awareness and identify issues that may need addressing when working as a counsellor.

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 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.	
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Module Code	ECHC5005	
Module Title	Practicum 2	
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	Hughes, G. (2014) <i>Competence and Self-care in Counselling and Psychotherapy</i> . London: Routledge.	☐
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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	☒