College of Psychology

Academic Year 2023/24 - Semester 1

Please note: although we will try our best to avoid it, there may be timetable clashes when choosing modules across different levels and different courses (so you might have to choose alternative modules).

Click on the module name to see the module specification.

Module Code	Name	Level Code	BCU Module Credits	ECTS
PSY4030	Introduction to Psychology	4	20	10
PSY4033	Contemporary Issues and Applied Psychology	4	20	10
PSY4043	Self and Relationship	4	20	10
PSY4045	Psychology of Individual Differences and Personality	4	20	10
PSY5046	Qualitative Research Methods and Analysis	5	20	10
PSY5050	Forensic Psychology	5	20	10
PSY5052	Educational Psychology	5	20	10
PSY5053	Health Psychology	5	20	10
PSY5054	Occupational Health Psychology	5	20	10
PSY5056	Real World Experiences	5	20	10
PSY5066	The Psychological Understanding of Mass Killing	5	20	10
PSY5067	Counselling Skills	5	20	10
PSY5068	Counselling Theories	5	20	10
PSY5070	Work and Organisational Psychology	5	20	10
PSY6096	Lifespan Psychology	6	20	10
PSY6102	Communication and Language	6	20	10
PSY6105	Advanced Statistics	6	20	10
PSY6109	Ageing and the Brain	6	20	10
PSY6110	Attachment Theory, Mental Health & Wellbeing	6	20	10
PSY6112	Counselling Ethics	6	20	10
PSY6114	Introduction to Counselling	6	20	10
PSY7048	Victimology	7	20	10
PSY7049	Quantitative Research Methods	7	20	10
PSY7050	The Psychology of Law and Justice	7	20	10
PSY7055	Forensic and Transferable Skills	7	20	10
PSY7056	Research Methods in Forensic Psychology	7	20	10
PSY7059	Psychopathology and Individual Differences	7	20	10
PSY7061	Lifespan Development	7	20	10
PSY7062	Application of Health Psychology Models	7	20	10
PSY7063	Health Psychology over the Lifespan	7	20	10
PSY7064	Applied Research Methods in Health Psychology 1	7	20	10
PSY7069	Initial Counselling Practice: Theory, Ethics & Context	7	20	10
PSY7070	Child and Young Person Development	7	20	10
PSY7076	Neurodiversity in Applied Contexts	7	20	10
PSY7077	The Applied Psychology of Child and Adolescent Development	7	20	10
PSY7078	Skills and Methods for Applied Research in Child Psychology	7	20	10
PSY7086	Legal and Ethical Applications for Counselling	7	20	10

Module Summary Information

1	Module Title	Introduction to Psychology
2	Module Credits	20
3	Module Level	4
4	Module Code	PSY4030
5	Semester Taught	1

6	Module Overview

This module explores the origins, developments and refinements in the study of modern-day psychology, dating back to early philosophy. The module will ensure that you will see how modern-day psychology has evolved, not just in terms of the "big-names" but also by viewing the scientific, cultural and social movements and influences that were happening alongside the development of this new discipline.

To achieve this, you will be introduced to key theoretical approaches to the study of behaviour, cognition, learning and memory, in both animal and human studies, as well as the early philosophical thought-based experiments. The module explores how contemporary psychology came to be interested in a broad range of topics and provides an overview of the roots and emergence of four core GBC areas of psychology: Biological Psychology, Cognitive Psychology, Social Psychology, and Developmental Psychology. This module will critically evaluate core theory in psychology, how these have contributed to classic and modern research, and how they have evolved over time, which will inform you of the dynamic nature of the subject. The module will outline some of the key concepts that have come to characterise psychological knowledge and practice.

7	Indicative Content

- Historical and scientific underpinnings of the discipline of Psychology and how these underpinnings change across the core curriculum topic areas.
- Cognitive psychology
- Developmental psychology
- Social psychology
- Biological psychology

8	Module Learning Outcomes
	On successful completion of the module, you will be able to:
1	Know and understand core areas in Psychology (including biological, cognitive, social, and developmental).
2	Evaluate and interpret arguments in Psychology and in relation to various psychological perspectives.
3	Discuss psychological theory and empirical work to form a balanced argument.
4	Identify and use writing skills appropriate to the context and communicate information effectively.

9	Module Assessment		
Learning Outcome Number *(from table 8)*	Coursework	Exam	In-Person
1	Quizzes 25% (equivalent 750 words)		
1, 2, 3 & 4		Exam 75% (1 h 30 min)	

10	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	33	11 x 2h lecture 11 x 1h seminar
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	57	Online activities set on Moodle, core chapter reading, required reading of set journal articles, Ted talks and newspaper articles/articles from The Conversation
Private Study (PS) includes preparation for exams	110	Wider reading, assessment prep for both formative and summative submissions of Module Assessment.
Total Study Hours:	200	

11	Key Texts and Online Learning Resources

- Banyard, P., Dillon, G., Norman, C., & Winder, B. (2019). *Essential Psychology* (3 Ed). Sage.

Online Learning Resources
- Journal articles (below are examples of journals that maybe used)
- TedTalks https://www.ted.com/
- Newspaper articles and other publications (e.g., The Conversation)
- N.B. Exact articles and talks will be specified during the in the module
- Annual Review of Psychology
- Applied Cognitive Psychology
- British Journal of Clinical Psychology
- British Journal of Cognitive Psychology
- British Journal of Developmental Psychology
- British Journal of Educational Psychology
- British Journal of Psychology
- British Journal of Social Psychology
- Current Directions in Psychological Science

- Journal of Applied Psychology
- Journal of Experimental Psychology: General.
- Journal of Occupational Health Psychology
- Psychological Bulletin
- Psychological Review
- Psychological Science

Module Specification

Module Summary Information

1	Module Title	*Contemporary Issues and Applied Psychology*
2	Module Credits	*20*
3	Module Level	*4*
4	Module Code	*PSY4033*
5	Semester Taught	*1*

6	Module Overview

The module aims to identify contemporary issues in society where psychological insights and perspectives can deepen and broaden our understanding of the human condition and social affairs. It will aim to enable you to view the relationship between Psychology and other social sciences in order to achieve a more holistic and eclectic understanding of Psychology and its relation to the contemporary age. Thus, this module has a strong **interdisciplinary** focus. The intention is to demonstrate the ways in which approaches in Psychology can contribute directly to our understanding of national and international contemporary events, and how Psychology can potentially deepen our understanding and insights of social processes. A further important focus of this module revolves around **applied considerations** in an effort to discuss Psychology not only as a theoretical discipline, but also in terms of its relevance as a means by which society can potentially address contemporary issues.

The module aligns with the Psychology Programme Philosophy and Aims and the Learning and Teaching strategy in a number of ways. The module allows you to achieve an in-depth understanding of how Psychology is integrated in the real world and it is highly informed by research-led teaching, which allows students to benefit from knowledge stemming from the **latest research** findings. In this module, you will self-develop and will be trained in a number of skills that will benefit their **employability**. In particular, the module will help students to prepare for their future careers by helping them to practise skills such as (a) communication and literacy, (b) team work, (c) self-management, (d) problem-solving, (e) application of numeracy and information.

7	Indicative Content

- Prejudice
- Consumer choices
- Money and happiness
- Mental health and society
- Disorders and rioting
- Terrorism
- Climate crisis
- Misinformation

8	Module Learning Outcomes On successful completion of the module, you will be able to:	
	1	Apply knowledge of psychological and social science perspectives which offer an understanding of contemporary events
	2	Compare and contrast psychological and social science perspectives in accounting for contemporary patterns of human conduct and social affairs
	3	Propose or appraise interventions aimed at addressing contemporary issues
	4	Communicate professionally in a coherent and logical manner

9	Module Assessment			
Learning Outcome Number *(from table 8)*	Coursework	Exam	In-Person	
1 – 4	Quizzes (40%) 1000 words equivalent Written assessment (60%) 1500 words			

10	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	*33*	*2-hour lecture x11, 1-hour seminar x11*
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	*57*	*Formative assessment activities* *Completion of online quizzes* *Peer learning via discussion forums* *Engagement with multimedia resources and activities*
Private Study (PS) includes preparation for exams	*110*	*Weekly active reading, note making and development, materials review, literature search and engagement, assessment preparation*
Total Study Hours:	*200*	

11	Key Texts and Online Learning Resources

For this module there is not a single recommended text as so many wide ranging topics will be discussed. Thus, specific journal articles, books, book chapters and electronic resources on each topic will be identified in class and during seminars and they will be made available to students.

For contemporary journal articles relating to this module, please refer to the following peer-reviewed journals: *Current Directions in Psychological Science, Current Research in Social Psychology, Journal of Experimental Psychology, Applied Journal of Experimental Social Psychology, Journal of Personality and Social Psychology, Journal of Social Issues, Psychology Bulletin, Psychology Review.*

Further suggested reading
- Horgan, J. (2014). *Psychology of terrorism* (2nd ed.). Routledge.
- Steg, L., van den Berg, A. E., & de Groot, J. I. M. (2013). *Environmental psychology: An introduction* (2nd ed.). BPS Blackwell.
- Kahneman, D. (2011). *Thinking, fast and slow*. Penguin.
- Reicher, S. (2001). The psychology of crowd dynamic. In M. A. Hogg & R.S. Tindale, (Eds.), *Blackwell handbook of social psychology: Group processes* (pp. 182–208). Blackwell.
- Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving decisions about health, wealth, and happiness.* Yale University Press.

Module Specification

Module Summary Information

1	**Module Title**	Self and Relationship
2	**Module Credits**	20
3	**Module Level**	4
4	**Module Code**	PSY4043
5	**Semester Taught**	Semester 1

6	**Module Overview**

This module begins the process of self-development and self-awareness that is foundational to all counselling and psychotherapy practice, a process that remains key throughout the career of a professional counsellor or psychotherapist. As such it is highly experiential and aims to link theory to practice on an on-going basis. The module will identify some of the key theoretical and philosophical developments which underpin the psychology of self-development, self-awareness and the dynamics of human relationships. This will include an exploration of the informing theory and practice of mindfulness, presence, positivity, resilience and compassion based practices. Theoretically grounded concepts which aim to define and explain a therapeutic relationship will be explored, and where relevant applied to practical contexts.

A key competency that will be developed during the course of this module is a greater personal reflexivity and the ability to combine ideas and experience to draw substantiated conclusions. These are skills that will support your learning throughout the course, and form a solid basis for the greater refinement of both knowledge and skill.

The focus on experience and application in practice means that full attendance is required in order to achieve the learning offered within this module.

This module aims to: 1) introduce ideas of awareness and self-awareness 2) create an opportunity to experience the impact of mindfulness as practice strategy 3) explore and engage with notions of reflexivity and self-reflection 3) begin an exploration of the human relationships via self-observation, experimentation and reflection

7	**Indicative Content**

- Mindfulness theory and practice
- Elements of positive psychology and the value of positivity, gratitude and an attitude of compassion
- The concept of and individual 'self' and how it develops
- Reflection on self and experience
- The dynamics of relationships
- The stages and nature of the therapeutic relationship

8	Module Learning Outcomes
	On successful completion of the module, you will be able to:
1	Discuss the role and importance of self-awareness and self–development in counselling practice
2	Actively engage in processes of self-examination and increase self-awareness through practical participation in critical, reflective activities.
3	Summarise and explain interpersonal dynamics that contribute to the establishment and maintenance of human relationships
4	Use reflexivity to link personal experience to theoretical ideas and concepts

9	Module Assessment		
Learning Outcome Number *(from table 8)*	**Coursework**	**Exam**	**In-Person**
1, 2, 3 and 4	Portfolio or patchwork text (100%)		

10	Breakdown Learning and Teaching Activities	
Learning Activities	**Hours**	**Details of Duration, Frequency and other comments**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	44	2hr Lecture x 11 2hr seminar x 11
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	46	1hr x 12 Personal learning journal 2hr x 12 Mindfulness practice .5 hr x 12 VLE-led activity 4hr x Graduate+ activities
Private Study (PS) includes preparation for exams	110	Suggested and wider reading Essay prep and writing
Total Study Hours:	200	

11	Key Texts and Online Learning Resources

McLeod, J. & McLeod, J. (2014) *Personal and Professional Development for Counsellors, Psychotherapists and Mental Health Practitioners*. Open University Press

Mearns, D. & Cooper, M. (2017) *Working at Relational Depth in Counselling and Psychotherapy*. Sage

Rose, C. (2012) *Self Awareness and Personal Development; Resources for Psychotherapists and Counsellors.* Red Globe Press

Rosenbaum, E. (2017) *The heart of Mindfulness-Based Stress Reduction: A MBSR Guide for Clinicians and Clients.* PESI Publishing & Media

Williams, M. & Penman, D. (2011) *Mindfulness: A practical guide to finding peace in a frantic world.* Piatkus

Module Specification

Module Summary Information

1	Module Title	Psychology of Individual Differences and Personality
2	Module Credits	*20*
3	Module Level	*4*
4	Module Code	PSY4045
5	Semester Taught	*Semester 1*

6	Module Overview

This module focuses on current and historical understanding of personality and individual differences. We review the main theories of personality and use contemporary empirical evidence to explore the complex relationship between personality and behaviour. In-depth examples of the complexity of individual differences will be provided, and some lectures will focus of personality disorders and problems assessing and classifying such disorders. The academic component of this module provides you with an experiential learning process that will further develop your understanding of the complex theoretical and conceptual issues involved in the measurement and assessment of personality and individual differences. In particular, the workshop component will provide you with the opportunity to experience projective and objective personality tests and to further explore the problems associated with diagnosing personality disorders.

This module explores many of the key skills and competencies required for a successful transition to university and beyond. As well as individual differences and personality, the module will also cover basic skills in academic writing, referencing, team working and presentation, providing you with the opportunity to improve skills and knowledge. All of the skills studied in this module are transferable to other modules on the Psychology programme and many other disciplines, providing you with the opportunity to acquire and improve skills that will benefit both their future studies and your employability.

7	Indicative Content

The study of individual differences is also specified as a core area of study by the British Psychological Society Psychologist have outlined key topics of study such as:
- Motivation
- Emotion
- Personality
- Intelligence
- Contemporary research
- Psychometric testing
- Cognitive style
- Mood
- Positive psychology
- Physical and mental health
- Diversity

8	Module Learning Outcomes
	On successful completion of the module, you will be able to:
1	Review and synthesise literature from primary sources, leading to an understanding of the ways in which personality and individual differences influence various aspects of human behaviour.
2	Recognise and understand the application of a range of psychometric tests and of the theoretical underpinnings of such tests including an awareness of ethical considerations.

	3	Communicate effectively through team working, presentation, referencing and academic writing.
	4	Practise awareness of ways to further enhance personal qualities in relation to both academic and employability related skills

9	Module Assessment			
Learning Outcome Number *(from table 8)*	**Coursework**	**Exam**		**In-Person**
1- 4	Written assignment 60% 1500 words			Participation in a 10-minute group activity (30%)
4	Grad + bronze award 10%			

10	Breakdown Learning and Teaching Activities		
Learning Activities	**Hours**		**Details of Duration, Frequency and other comments**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	*44*		*2hr lecture x11, 2hr workshop x11)*
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	*36*		Weekly on-line activity, Graduate+, Group work meetings.
Private Study (PS) includes preparation for exams	*120*		Wider reading, assessment prep for both formative and summative submissions of Module Assessment.
Total Study Hours:	*200*		

11	Key Texts and Online Learning Resources

- Maltby, J., Day, L., & Macaskill, A. (2017). Personality, Individual Differences and Intelligence (4th ed.). Harlow, Essex: Pearson Education Ltd.

Following contemporary academic journals

- Intelligence Online.
- Intelligence.
- Journal of Individual Differences.
- Journal of Personality and Social Psychology.
- Journal of Personality.
- Personality and Individual Differences.
- Personality Assessment.
- Assessment
- Learning and Individual Differences

Module Specification

Module Summary Information

1	**Module Title**	Qualitative Research Methods and Analysis
2	**Module Credits**	20
3	**Module Level**	5
4	**Module Code**	PSY5046
5	**Semester Taught**	Semester 1

6	**Module Overview**

This module provides you with an overview of the purpose, design, and conduct of qualitative research in psychology. This module builds upon and complements research methods modules delivered in level 4 by providing students with grounding in the use of qualitative research methods and analysis techniques commonly used in psychology. All sessions are structured to facilitate both conceptual learning and the development of applied research skills. More specifically, this module aims to help you develop skills in research and inquiry and develop academic attributes such as being able to think critically about different methodologies and knowledge claims. Additionally, it will help you develop communication skills by requiring them to communicate their knowledge of various research designs and analytical claims in sessions and as part of their assessment. You will acquire knowledge of the application of research methodologies within various applied areas of psychology. This module will equip you with the necessary knowledge and skills required to prepare you for future work, training, or careers in an applied area of psychology or research. For example, you will develop practical skills that will enable you to design and undertake independent research. The module has been designed to meet the academic knowledge base requirements and competencies for Programme Standards set out by the British Psychological Society (BPS).

The module will be supported by face-to-face learning (lectures and workshops), Moodle (VLE) activities and forums, as well as pre and post session practical tasks, readings/activities. Lectures will introduce theoretical aspects of qualitative research, with seminars directly supporting learning with practical experience of applying the principles presented in the lectures and workshops offering tutor and peer support for practical aspects for the assessment.

7	**Indicative Content**

- The purpose and nature of qualitative research methods
- The design and implementation of a range of qualitative approaches used in psychology
- The strengths and limitations of major techniques of qualitative data collection and generation - interviewing, focus groups, participant observation, visual methods
- Essential techniques of qualitative data handling and analysis
- The defining characteristics, strengths and limitations of major qualitative methodologies used in psychology, e.g. IPA, Discourse Analysis and the framework of Thematic Analysis
- Criteria for assessing the quality of qualitative research

8	**Module Learning Outcomes**
	On successful completion of the module, you will be able to:
1	Knowledge of qualitative methodologies, including underlying rationales.
2	Design, construct, and carry out a small-scale qualitative research project.
3	Apply a qualitative analysis to produce an appropriate interpretation of the data.
4	Synthesise and appraise research findings in relation to existing literature and recognise subsequent implications.

9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1 - 4	Research report (90%) 3200 words Graduate + Silver Reflective Summary (10%) 250 words		

10	Breakdown Learning and Teaching Activities		
Learning Activities	Hours		Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	48		1hr lecture x12 1hr seminar x12 1hr workshop x12
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	32		Online activities Peer learning All directed on VLE
Private Study (PS) includes preparation for exams	120		Reading Completing ethics Designing and conducting interviews Analysis Write up
Total Study Hours:	200		

11	Key Texts and Online Learning Resources

- Braun, V., & Clarke, V. (2013). Successful Qualitative Research: A Practical Guide for Beginners. Sage
- Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. Qualitative Research in Psychology, 3(2), 77-101
- Howitt, D. (2016). Introduction to Qualitative Methods in Psychology (2nd Ed.). Prentice Hall
- Sullivan, C., Gibson, S. & Riley, S.E. (2012). Doing Your Qualitative Psychology Project. SAGE
- Willig, C. (2013). Introducing Qualitative Research in Psychology. UK: McGraw-Hill Education
- Qualitative Research in Psychology
- Qualitative Research Journal
- Qualitative Health Research
- Qualitative Inquiry
- Qualitative Sociology Review

Module Specification

Module Summary Information

1	Module Title	Forensic Psychology
2	Module Credits	20
3	Module Level	5
4	Module Code	PSY5050
5	Semester Taught	Semester 1

6	Module Overview

This optional Level 5 module is designed to introduce you to forensic psychology. Forensic psychology is one of the key psychological domains recognised by the British Psychological Society and covers a broad range of topics highly relevant to the real world context. A key aim of the module is to teach you about a range of criminal justice settings within which psychology can be applied to assist the work of practitioners.

Forensic psychology is a popular pathway for graduates who wish to pursue a career in psychology. Therefore, the module will provide you with the opportunity to explore the broad array of concepts, issues and debates with which forensic psychologists are concerned. The module will also explore how theoretical concepts can be used to understand criminal behaviour and provides insight into the importance of psychology in understanding wider issues within the criminal justice system. Consequently, the module is consistent with the wider aims of the BSc Psychology programme, which seeks to teach students about a variety of psychological perspectives, including biological, social, developmental and cognitive where an appreciation of the inter-relationships between and integration of these perspectives will be examined.

The module will also develop transferable skills that will prepare you for success in other modules on the programme and later employment post-graduation. These skills include critical thinking and the ability to communicate clearly in both written and verbal format, which are key aims of the BSc Psychology programme as a whole.

The module will be assessed through two elements, a written leaflet assignment, and a time-constrained written assessment. Throughout the module, you will have the opportunity to complete various learning activities and tasks and to receive group and sometimes individual feedback. The formative learning activities and formative feedback throughout the module aim to prepare students for the summative assessment.

7	Indicative Content

Topics include (note that these may be subject to change):
- Victims of crime
- Theories of crime
- Intimate partner violence
- Stalking
- Sexual offending
- Knife crime
- Mental disorders and crime
- Punishment
- Risk assessment and the treatment of offenders
- Gender and crime
- Race, culture, and crime

- Young people and crime
- Hate crime

8	**Module Learning Outcomes** **On successful completion of the module, you will be able to:**
	1	Describe the research that can contribute to our understanding of different areas within forensic psychology.
	2	Critically discuss research related to different areas within forensic psychology.
	3	Apply psychology to different areas within forensic psychology.

9	**Module Assessment**		
Learning Outcome			
	Coursework	**Exam**	**In-Person**
1-3	**Time-constrained assessment** (75%) 2,000 words		
1 - 3	**Written assignment** (25%) 750 words		

10	**Breakdown Learning and Teaching Activities**	
Learning Activities	**Hours**	**Details of Duration, Frequency and other comments**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	33	2hr lecture x11, 1hr seminar x11
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	47	Weekly reading and online activity (via VLE)
Private Study (PS) includes preparation for exams	120	Weekly additional reading and preparation for assessment.
Total Study Hours:	200	

11	**Key Texts and Online Learning Resources**
	- Crighton, & Towl, G. J. (2021). *Forensic psychology* (Crighton & G. J. Towl, Eds.; 3rd edition.). Wiley. - Davies, G., & Beech, A. (2017). *Forensic psychology: Crime, justice, law, interventions* (3rd Ed.). Wiley - Howitt, D. (2018). *Introduction to Forensic and Criminal Psychology* (6th Ed.). Pearson.

Module Specification

Module Summary Information

1	**Module Title**	Educational Psychology
2	**Module Credits**	20
3	**Module Level**	5
4	**Module Code**	PSY5052
5	**Semester Taught**	Semester 1

6	Module Overview

This module aims to equip you with the relevant skills and knowledge, which are required for the role of the educational psychologist. The module will provide you with an understanding of the general principles and concepts underlying the British educational system and the relevance of psychology to that system. This module examines the role of the educational psychologist and explores the relationship between theory and practice within different educational contexts. The module will familiarise you with different methods of investigation (psychometric testing, observational techniques, interviewing) and intervention methods (behaviour modification, task analysis, CBT). The module will also help you appreciate the integration and inter-relationships of different perspectives in psychology which contribute to this specialised applied area in psychology which transcend into applied and specialised areas of work within the Educational sector.

This module will provide opportunities to reflect on the applications of Learning theories in Education, as well as extend and develop competence in professional report writing, communication, self-efficacy and organisational skills that are required in both the employment sector and continued academic pathways should you wish to pursue Masters or Doctorate in Educational Psychology. Furthermore, the module provides opportunities to foster a greater understanding of the importance of multiculturalism in schools that are part of an increasingly global society.

7	*Indicative Content*

n this module, you will be presented with different theoretical perspectives in Educational Psychology, learning theories and their applications in educational practice. You will be given the opportunity to explore different methods of investigation in Educational Psychology and individual differences in learning and instruction. You will familiarise yourself with different special educational needs and emotional and behavioural difficulties that occur in the classroom. Additionally, you will be presented with different intervention methods and techniques that can be applied to a variety of learning and behavioural difficulties and disorders. The role of the educational psychologist in the British Educational system will be thoroughly discussed.

8	Module Learning Outcomes On successful completion of the module, you will be able to:	
	1	Apply detailed knowledge and appraisal of the theory, concepts, and principles underlying the area of Educational Psychology.
	2	Identify and apply different methods of investigation within Educational Psychology and interpret data/evidence from a variety of sources.
	3	Identify key problem areas and apply independently different types and methods of intervention in educational settings.
	4	Communicate effectively the results of an evaluation and reflect on the range of roles of the educational psychologist in the British educational system.

9	Module Assessment		
Learning Outcome Number *(from table 8)*	Coursework	Exam	In-Person
1- 4	Written assignment (100%) 2500 words		

10	Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	*36*	*Lectures: 2hx12, Seminars 1hrx12*	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	*44*	*On-line quizzes, Case studies, Educational assessment reports*	
Private Study (PS) includes preparation for exams	*120*	*Preparation for formative and summative assessment, study of literature and wider reading.*	
Total Study Hours:	*200*		

11	Key Texts and Online Learning Resources

- Cline, T. Gulliford, A., & Birch, S. (2015). Educational Psychology. 2nd Ed. London: Routledge.
- Dowling, M. (2014). Young Children's Personal, Social and Emotional Development. (4th ed.). London: SAGE Publications.
- MacBlain, S. (2014). How Children Learn. London: SAGE Publications.
- Miller, A., &Cline, T. (2008). Educational Psychology: Topics in Applied Psychology. London: Hodder Education.
- Woolfolk, A. E., Hughes, M., & Walkup, V. (2014). Psychology in Education. Essex: Pearson.

Module Specification

Module Summary Information

1	Module Title	Health Psychology
2	Module Credits	20
3	Module Level	5
4	Module Code	PSY5053

5	Module Overview

Relationship with Programme Philosophy and Aims

This module aims to introduce students to the area of health psychology and demonstrate how psychological principles may be applied to understand and alleviate problems of illness, ill health and health-related behaviours which are significant contemporary real world problems; this is evidence of **pursing excellence.**

Key models and theories that aim to predict risk behaviour and promote health and self-care will be discussed, compared and contrasted. Interventions to promote behaviour change will also be covered. Behaviour change techniques and adherence will be debated with practical examples given. After considering the role of psychology in the field of health the module will focus on factors such as stress and its effects on health and illness. Coping styles and strategies as well as social support will be discussed as moderators of the relation between stress and illness.

This module is suitable for students wising to gain knowledge and skills about this aspect of psychology, and who might wish to go on to specialise in this area. The inclusion of newspaper articles within the modules assessments will demonstrate contemporary real world applications of health psychology. Students will be encouraged to appraise the **interdisciplinary** nature of health and wellbeing, incorporating differing perspectives and cognate disciplines that contribute to the specialised chartered area of Health Psychology, notably clinical and health psychology and nursing practices. This will contribute to **practice led knowledge** where knowledge and skills gained from this module and the assessments can be applied to real world contexts in all areas of health professions. The cultural influences of health and well-being are considered throughout the module encouraging students to explore health from an **internationalist perspective**, particularly focusing on worldwide health inequalities.

Teaching methods and assessment in this module **facilitates employability skills** (e.g. communication, teamwork, and problem-solving). Further signposting will be given for those students who are keen to pursue interests in working to a trajectory that may project them towards the roles of clinical or health related graduate destinations.

This module will be taught using a flexible blended delivery, utilising a combination of face-to-face sessions and online delivery. Each week there will be the equivalent of a two-hour lecture (typically on campus, or occasionally online), one-hour seminar on campus and one-hour on-line VLE (Moodle) directed learning activity (or combined two-hour blended equivalent).

6	Indicative Content

This module aims to introduce students to the area of health psychology and demonstrate how psychological principles may be applied to understand and alleviate problems of illness, ill-health and health-related behaviours which are significant contemporary real world problems; this is evidence of **pursing excellence.** Key models and theories that aim to predict risk behaviour and to promote health and self-care will be discussed, compared and contrasted. Interventions to promote behaviour change will also be covered.

This module is suitable for students wising to gain knowledge and skills about this aspect of psychology, and who might wish to go on to specialise in this area. Students will be encouraged to appraise the **interdisciplinary** nature of health and wellbeing. This will contribute to **practice led knowledge** where knowledge and skills gained from this module can be applied to real world contexts in all areas of health professions.

7	Module Learning Outcomes On successful completion of the module, students will be able to:
1	Demonstrate an understanding of theories and models of health behaviours.
2	Demonstrate an understanding of health psychology practice in behaviour change.
3	Appraise health and illness policies and interventions designed to promote health and prevent disease.
4	Explain the relationship between psychosocial factors and health and illness.

8	Module Assessment		
Learning Outcome			
	Coursework	**Exam**	**In-Person**
1	X	X	
2	X	X	
3		X	
4		X	

9	Breakdown Learning and Teaching Activities	
Learning Activities	**Hours**	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	33	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	47	
Private Study (PS) includes preparation for exams	120	
Total Study Hours:	200	

Module Specification

Module Summary Information

1	**Module Title**	Work and Organisational Psychology
2	**Module Credits**	20
3	**Module Level**	5
4	**Module Code**	PSY5054

5	**Module Overview**

Work and Organisational Psychology will cover the importance of how the workplace can impact upon people's health (in both negative and positive ways) and how the workplace can also be used to improve well-being. Work and Organisational Psychology aims to improving the quality of work life and to protecting and promoting the safety, health and well-being of workers' (The National Institute for Occupational Safety and Health; NIOSH).

The module will provide you with an understanding of the sometimes complex links between workplaces and health, and an appreciation that physical health, psychological health, the quality of working life, job satisfaction and well-being are all intrinsically related. Emphasis will be made of the tensions between the needs and functions of both organisations and of individual workers, and how this can sometimes result in ethical issues that face workplace psychology as a discipline. In exploring the conflicting needs that sometimes exists between workers and organisations, you will understand how workplaces (can) utilise psychological processes in order to obtain maximum effectiveness of workers and the organization; to promote the design of better working and how jobs are done; and to ensure appropriate selection and career trajectories.

The biopsychosocial model remains the most influential theoretical standpoint that impacts upon workplace psychology and workplace health, and has become more dominant in practice than the traditional medical model. You will therefore explore the influence of psychosocial, environmental, and organisational factors on the mental health and well-being of workers. . The module will cover how personality, learned experiences, attention, performance, motivation, effectiveness, employee relations, and abilities can be assessed in individual and groups, and how organisational processes and changes to the workplace climate can improve these.

This module fits in with the programme philosophy because it: a) allows you to explore scientific approaches to understanding the mind, brain and behaviour in relation to the workplace; b) it contributes to the continuing professional development where you will consolidate knowledge and skills in psychology which can be applied to real world contexts; and c) teaching methods and assessment in this module facilitates employability skills (e.g. communication, teamwork, and problem-solving). Further signposting will be given for those students who are keen to pursue interests in working to a trajectory, which may project them towards the roles of clinical, health, forensic, educational or occupational psychologist roles and related graduate destinations.

This module fits in with the Social Sciences Learning Teaching & Assessment Strategy in the following way: a) You will play an active role in your learning, through engaging with and problem solving real world case studies presented to you during lectures and seminars, b) learning outside of the classroom will also be encouraged, you will be supported with further reading and online based resources which will promote independent learning, c) formative learning activities will play a central role to this module to building confidence and preparing you for your summative assessment, d) the

flexible nature of the assessment topic will allow you to tailor your student learning experience towards your current interests and areas relevant to future employment.

6	Indicative Content
	• Personnel Selection and Assessment • Human Resource Management Practices • Psychosocial Risk Management • Work-related Stress and Well-being • Design of work environment – Health, Safety and Well-being • Role of Personality and Intelligence in the Workplace • Motivation, Job Satisfaction and Employee Engagement • Interventions to Promote Well-Being at Work

7	Module Learning Outcomes On successful completion of the module, students will be able to:	
	1	Identify psychosocial hazards in the workplace and understand the holistic approach to assessing and promoting well-being.
	2	Appraise how the assessment, selection, and management of workers can be conducted in relation to person-job fit.
	3	Demonstrate an understanding of strategies and interventions used to reduce risks to psychological health and well-being from psychosocial factors.
	4	Examine the process of rehabilitation for workers with health problems that can be addressed in the workplace through health promotion and workplace monitoring.

8	Module Assessment			
Learning Outcome				
	Coursework	Exam	In-Person	
1, 2, 3, 4	X			

9	Breakdown Learning and Teaching Activities	
Learning Activities		**Hours**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable		33
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		47
Private Study (PS) includes preparation for exams		120
Total Study Hours:		200

Module Specification

Module Summary Information

1	Module Title	Real World Experiences
2	Module Credits	20
3	Module Level	5
4	Module Code	PSY5056
5	Semester Taught	1

6	Module Overview

At this level of study you will be encouraged to think about areas of study or work that you would like to pursue upon completion of this course. You will be firstly introduced to the different areas of psychology that you can specialise in. This will involve looking at the roles that psychologists perform within each of the branch areas as well as what is entailed to become specialised and charted within each particular branch. Workshops will be carried out within the following which will be supported by psychologists both within and external to the university. The following are examples of the areas that will be looked at:

1. Criminal and Forensic Psychology
2. Health Psychology
3. Counselling Psychology
4. Clinical Psychology
5. Occupational Psychology

You will also be exposed to areas of work that do not necessarily require chartered status (particularly non-psychology jobs). Some examples being:

1. Human Resources
2. Graduate Schemes
3. Psychology Assistant
4. Researcher
5. MI5/MI6
6. Police Force
7. Conversion courses (retraining)

This module will then further encourage you to think about development needs that arise as a result of your chosen field that you would like to pursue after graduation. This will be encouraged with PDP skills such as identifying a development need(s) that have arisen as a result of the field that you may like to pursue after graduation. Topic areas that will be looked at are:

1. Psychology and reflexivity
2. Appropriate C.V. writing and covering letters with the use of current job specifications.
3. Contacting organisations (including liaising with the Careers Centre and Graduate+)
4. Accessing appropriate literate in relation to identified needs which are linked to careers
5. Interview/presentation preparation - verbal and non-verbal communication

There are many areas of eventual work that a psychology graduate can pursue after the completion of their degree. All of the charted areas outlined by the British Psychological Society require graduates to undertake further studies and competencies within work experience. Accordingly, for those students who wish to work within an area that does not require charted status will still need appropriate competencies outlined as well as other courses that a graduate can pursue so that they are suitable candidates for their chosen field that they would eventually like to work within. This module will provide an opportunity for you to gain an insight into the different areas that graduate psychologists can specialise and work within whilst at the same time keeping the graduates' working C.Vs up to date and appropriate for their chosen fields.

7	Indicative Content

The module's content will be partially determined by student career goals and placement interests, e.g., chartered psychology professions, non-chartered professions. The module will also cover skills, such as: Workplace Psychology, CV, cover letters, Job interviews, presentations and Reflection Students will also be encouraged to engage and participate in Graduate+.

8	Module Learning Outcomes
	On successful completion of the module, you will be able to:
1	Apply knowledge and understanding of the different employment and/or further development opportunities that psychology graduates can pursue.
2	Identify and evidence the skills and qualifications necessary for their chosen career.
3	Display competency in the job application process, portraying alignment of personal skill with job specification.

9	Module Assessment		
Learning Outcome Number *(from table 8)*	**Coursework**	**Exam**	**In-Person**
1, 2, 3	**Written Assessment** (50%) 1300 words		**Presentation** (50%) 10 mins

10	Breakdown Learning and Teaching Activities	
Learning Activities	**Hours**	**Details of Duration, Frequency and other comments**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	24	2h seminar per week for 12 weeks.
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	56	Online activity, Graduate+ activities, Career + activities, peer learning, as directed on VLE
Private Study (PS) includes preparation for exams	120	Wider reading, assessment prep for both formative and summative submissions of Module Assessment.
Total Study Hours:	**200**	

11	Key Texts and Online Learning Resources
	• Lantz, C., Moysey, L., Dean, L., Tawse, I., & Duncan, A. (2011). *Psychology Student Employability Guide: From University to Career*. The Higher education Academy Psychology Network. • Coolican, H., & Cassidy, T. (2011). *Applied Psychology*. Hachette UK. • Jasper, M. (2003). *Beginning Reflective Practice*. Nelson Thornes. • Bolton, G. (2018). Reflective Practice. Sage. • Ovens, P., Wells, F., Wallis, P., & Hawkins, C. (2011). *Developing Inquiry for Learning: Reflecting* • *Collaborative Ways to Learn How to Learn in Higher Education*. Routledge.

Module Specification

Module Summary Information

1	Module Title	Psychological Understanding of Mass Killing
2	Module Credits	20
3	Module Level	5
4	Module Code	PSY5066
5	Semester Taught	Semester 1

6	Module Overview

With an increase in the frequency and severity of mass killing incidents being reported in recent years, as part of a steady evolution of this type of atrocity seen since the 1960s in the USA, there is a need for psychology curricula and psychologists to acknowledge and study this extreme form of human psycho-pathology and fatal behaviour. With the increased availability of high-power weaponry, the use of the internet to help mass killers plan and conduct attacks, and with great scrutiny on how authorities both attempt to prevent and deal with the aftermath of such mass killings, there is a growing body of research available to justify the academic study of this extreme form of human behaviour. In the same way that extreme acts such as suicide, terrorism, serial murder and self-harm are studied as academic disciplines, mass killing is at the same stage of public and scientific discourse.

The module will take a historical viewpoint in understanding the aetiology and development of the mass killing phenomenon, from historical atrocities to the modern day psychopathology / psychiatric aberration. By using a biopsychosocial approach and research-basis, the module will use psychological, psychiatric, sociological, criminological and biological means of enquiry with which to understand mass killing.

The development and acquisition of subject knowledge, and the type of assessment used (psychological autopsy of a case-study) provides you with many academic and employability skills (methodological approaches to problems; case-study research; analysis of information and details; and the presenting and communication of ideas in a formal report-style manner).

7	Indicative Content

The following is indicative content of the module:
- Introduction. Background. Definition of mass killing
- Historical mass killing cases and understanding in context
- Mass killing and violence in cultures. Wars, atrocities and aftermaths
- 1950s – 1960s The pre-classical age of mass killing
- 1970s – 2000s The classical age of mass killing
- 200s onwards - the post-modern age of mass killing
- Psychological, criminal, psychiatric, medical and sociological explanations of mass killing
- The rise of the campus shooter
- Workplace mass killings
- Family annihilation cases and the growth of matricide
- Mass killing and the role of media
- Survivors of mass killing atrocities
- Preventative strategies; legislation; education; weapons; policies and the future of mass killing

8	Module Learning Outcomes On successful completion of the module, you will be able to:
	1 Understand the evolution and development of mass killing through history, from concepts re-volving around "evil" narratives, to the psychopathological behaviour it is currently viewed as.
	2 Critically explore the wide variety of contributory and causative factors behind many types of mass killing from a range of academic disciplines and viewpoints.
	3 Evaluate the research evidence investigating modern (and historical) mass killing, including research concerning both the understanding of it, and the attempts to prevent mass killing.
	4 Provide an in-depth understanding of the complex phenomenon of mass killing in contemporary times from a variety of informed viewpoints.

9	Module Assessment

Learning Outcome Number *(from table 8)*	Coursework	Exam	In-Person
1 - 4	**Written assignment** (100%) 2500 words		

10	Breakdown Learning and Teaching Activities		
Learning Activities		**Hours**	**Details of Duration, Frequency and other comments**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable		36	2hr lecture x12 1hr seminar x12
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		44	Video investigation, Case-study familiarity, Online activity
Private Study (PS) includes preparation for exams		120	Case-study / psychological autopsy reading and preparation. Familiarisation with US & UK firearms legislation and security. Understanding of psychological factors associated with a variety of mass killings (personality, mental health, environmental factors). Writing skills and essay preparation.
Total Study Hours:		200	

11	Key Texts and Online Learning Resources

- Crichton, J. (2012) The Challenge of Preventing Spree Killings. *BMJ, 345* https://doi.org/10.1136/bmj.e8603

- Jackson, CA. (2020, November 27). *Mass shootings in the US have risen sharply in 2020 - why?* The Conversation. https://theconversation.com/mass-shootings-in-the-us-have-risen-sharply-in-2020-why-150981

-
  Langman, P. (2017) School Shooters: Understanding High School, College, and Adult Perpetrators. Published in London by Rowman and Littlefield.

- Langman, P. (2009) Rampage School Shooters: A Typology. *Aggression and Violent Behaviour,* 14(1), 79-86.

- Mullen, P. (2004) The Autogenic (Self-Generated) Massacre. *Behavioural Sciences & the Law,* 22, 311-323.

Module Summary Information

1	Module Title	Counselling Skills
2	Module Credits	20
3	Module Level	5
5	Module Code	PSY5067
5	Semester Taught	Semester 1

6	Module Overview

This module builds on the learning of PSY4044 Non-verbal Communication PSY4043 Self and Relationship by supporting the development of practical Counselling Skills based on an in-depth appreciation of underlying theory and process. By applying the self-awareness developed in Self and Relationship and building on understanding of non-verbal channels of communication, this module provides you with the opportunity to learn about and practice active listening and to use the generic counselling skills as employed in all talking therapies. This will be grounded in a further appreciation of the elements that go to make up human relationships and promotes awareness of the differences between social and therapeutic relationships. The use and application of counselling skills will be considered through the lens of the main broad philosophical bases, namely the Humanistic, Cognitive Behavioural and Psychodynamic perspectives, while retaining a relational focus. This module is taught in parallel with and strongly informed by its companion module PSY5068 Counselling Theory.

This module aims to: 1) provide a foundation for the use of practical counselling skills to a level that will enable graduates to undertake further professional training in counselling, psychotherapy or counselling psychology 2) equip graduates of the programme with transferable skills in listening and relationship building that will support employment in a range of helping and face-to-face contexts

7	Indicative Content

- Social and therapeutic relationships
- The therapeutic alliance and therapeutic frame
- Broad approaches to counselling practice
- Basic listening skills and more advanced, theory informed counselling skills
- Skills of self-reflection
- Self-reflection and critique of own performance and process in the use of counselling skills
- Appropriate giving and receiving of feedback

8	Module Learning Outcomes On successful completion of the module, you will be able to:	
	1	Clearly locate your counselling skills within one or more integrated counselling theory
	2	Demonstrate reflexivity in consideration of your foundational counselling skills
	3	Use counselling skills to a proficient foundation level in a short counselling session with another student
	4	Establish and sustain a therapeutic alliance and a secure therapeutic frame

9	Module Assessment		
Learning Outcome Number *(from table 8)*	Coursework	Exam	In-Person
1,2, 3, and 4	Portfolio / patchwork texts (100%)		

10	Breakdown Learning and Teaching Activities	
Learning Activities	**Hours**	**Details of Duration, Frequency and other comments**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	33	1hr lecture x11 2hr seminar x11
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	45	2hr x 12 peer-working in skills practice groups. 1.5hrs x 12 VLE-based activity 3 hrs Graduate+ activities
Private Study (PS) includes preparation for exams	122	7.5 hours x 12 Wider reading 32 hrs Essay preparation + recording transcription
Total Study Hours:	200	

11	Key Texts and Online Learning Resources

Howard, S. (2017) *Skills in Psychodynamic Counselling & Psychotherapy*. (2nd ed) London: Sage

Lago, C. and Smith, B (2010) *Anti-discriminatory Counselling Practice*. 2nd edn. London: Sage.

McLeod, J. (2004) *The Counsellor's Workbook: Developing a Personal Approach*. Maidenhead: Open University Press.

Reeves, A. (2018) *An Introduction to Counselling & Psychotherapy: From Theory to Practice*. London: Sage

Tolan, J. (2017) *Skills in Person-Centred Counselling & Psychotherapy*. London: Sage

Wills, F. (2015) *Skills in Cognitive Behaviour Counselling & Psychotherapy*. London: Sage

Module Specification

Module Summary Information

1	Module Title	Counselling Theories
2	Module Credits	20
3	Module Level	5
4	Module Code	PSY5068
5	Semester Taught	Semester 1

6	Module Overview

This is a companion module to PSY5067 Counselling Skills, and provides the solid theoretical foundation upon which to build skill and competence in active listening and relationship building. This module provides a detailed grounding in the theories that underpin the practice of counselling and therefore works hand in hand with skills development. The module will explore philosophical underpinnings as part of a more detailed exploration of the main counselling and psychotherapy theories. The broad approaches of Humanism, Behaviourism, Cognitive Behaviourism, Constructionism, Psychodynamic approaches, Existentialism and Transpersonal approaches will be explored from the perspective of human health, suffering and the possibilities of therapeutic change. The core theoretical approach addressed in this module is the Person-Centred Approach. This module will build on the foundational knowledge of this approach that was introduced in PSY4043 – Self and Relationship.

The concept of *integration* as an overarching approach will be included as part of this process of exploring counselling theories in relation to clients' distress and presentation. You will develop basic skills in integrative case formulation from a theoretical perspective. This module will introduce you to the four main approaches to integration; assimilative, theoretical, 'common-factors' and technical eclecticism. These describe different mechanisms for combining different theoretical approaches synergistically to assist the client in achieving their personal goals.

Central to effective counselling is practitioner self-awareness so you will be reflecting on your own life-experiences in the light of the theories examined. This module stretches the process of developing your self-awareness further and deeper. This is directly relevant to employment as a professional counsellor but is also highly applicable to any role that requires relationship building.

7	Indicative Content

- The informing philosophical principles of counselling theory
- An in depth exploration of a range of relevant counselling theories
- Exploration of approaches to theoretical integration.
- The elements of clinical case formulation – understanding what is wrong and what different theories say might help
- The theory – based exploration of case examples and vignettes

8	Module Learning Outcomes On successful completion of the module, you will be able to:	
	1	Recognise key differences between different models of counselling and psychotherapy
	2	Critically discuss the ways in which different theories understand human suffering and the process of therapeutic change
	3	Use concepts and techniques from different counselling approaches in the assessment of client material and the presenting situation.
	4	Reflect upon and critically evaluate multiple sources of information for validity and suitability for integration into a personal theoretical knowledge base

9	Module Assessment			
Learning Outcome Number *(from table 8)*	Coursework	Exam		In-Person
1, 2, 3 & 4	100% - Portfolio/patchwork text (2500 words)			

10	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	33	*1hr Seminar x 11* *2hr Lecture x 11*
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	47	*5hr Graduate+ activity* *3hr x 12 Specified pre and post seminar reading.* *.5h x 12 VLE-led activity*
Private Study (PS) includes preparation for exams	120	*7.5hr x 12 Wider reading* *30hr essay preparation*
Total Study Hours:	200	

11	Key Texts and Online Learning Resources

- Charura, D., & Paul, S. (2014). *The therapeutic relationship handbook: Theory and practice*. McGraw Hill Education/Open University Press
- Corey, G (2013) Theory and Practice of Counselling and Psychotherapy (9th Ed.) Brooks-Cole
- Dryden, W., and Reeves, A. Eds. (2014) *The Handbook of Individual Therapy* (6th Ed.). SAGE
- Luca, M., Nuttal, J., Marshall, C. (2019) *Integrative theory and practice in psychological therapies: new directions.* OUP.
- Worseley, R. (2007) *Integrative Counselling Primer,* PCCS Books.

Module Specification

Module Summary Information

1	**Module Title**	Work and Organisational Psychology
2	**Module Credits**	20
3	**Module Level**	Level 5
4	**Module Code**	PSY5070
5	**Semester Taught**	Semester 1

6	Module Overview

Work and Organisational Psychology will cover the importance of how the workplace can impact upon people's health (in both negative and positive ways) and how the workplace can also be used to improve well-being. Work and Organisational Psychology aims to improving the quality of work life and to protecting and promoting the safety, health and well-being of workers' (The National Institute for Occupational Safety and Health; NIOSH).

The module will provide you with an understanding of the sometimes complex links between workplaces and health, and an appreciation that physical health, psychological health, the quality of working life, job satisfaction and well-being are all intrinsically related. Emphasis will be made of the tensions between the needs and functions of both organisations and of individual workers, and how this can sometimes result in ethical issues that face workplace psychology as a discipline. In exploring the conflicting needs that sometimes exists between workers and organisations, you will understand how workplaces (can) utilise psychological processes in order to obtain maximum effectiveness of workers and the organization; to promote the design of better working and how jobs are done; and to ensure appropriate selection and career trajectories.

This module fits in with the course philosophy because it: a) allows you to explore scientific approaches to understanding the mind, brain and behaviour in relation to the workplace; b) it contributes to the continuing professional development where you will consolidate knowledge and skills in psychology which can be applied to real world contexts; and c) teaching methods and assessment in this module facilitates employability skills (e.g. communication, teamwork, and problem-solving). Further signposting will be given for those students who are keen to pursue interests in working to a trajectory which may project them towards the roles of clinical, health, forensic, educational or occupational psychologist roles and related graduate destinations.

7	Indicative Content

- Personnel Selection and Assessment
- Human Resource Management Practices
- Psychosocial Risk Management
- Work-related Stress and Well-being
- Design of work environment – Health, Safety and Well-being
- Role of Personality and Intelligence in the Workplace
- Motivation, Job Satisfaction and Employee Engagement
- Interventions to Promote Well-Being at Work

8	Module Learning Outcomes On successful completion of the module, you will be able to:		
	1	Identify psychosocial hazards in the workplace and understand the holistic approach to assessing and promoting well-being.		
	2	Appraise how the assessment, selection, and management of workers can be conducted in relation to person-job fit.		
	3	Apply knowledge and understanding of strategies and interventions used to reduce risks to psychological health and well-being from psychosocial factors.		
	4	Examine the process of rehabilitation for workers with health problems that can be addressed in the workplace through health promotion and workplace monitoring.		

9	Module Assessment		
Learning Outcome Number *(from table 8)*	**Coursework**	**Exam**	**In-Person**
1, 2, 3, 4	**Written assignment** (100%) 2500 words		

10	Breakdown Learning and Teaching Activities	
Learning Activities	**Hours**	**Details of Duration, Frequency and other comments**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	33	2hr lecture x11, 1hr seminar x11
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	47	Online activities on Moodle, Additional Q and A sessions online, Peer activities.
Private Study (PS) includes preparation for exams	120	Additional reading and work on the assessment
Total Study Hours:	200	

11	Key Texts and Online Learning Resources

- Arnold, J., & Randall, R. (2016). Work psychology: Understanding human behaviour in the workplace (6th ed). Harlow, UK: Pearson Education Limited (available as an e-book)
- Steptoe-Warren, G. (2013). *Occupational Psychology: An Applied Approach*. Pearson
- Lewis, R. & Zibbaras, L. (2013). *Work and Occupational Psychology: Integrating Theory and Practice*. Sage.
- Leka, S. & Houdmont, J. (2010). *Occupational Health Psychology*. Wiley-Blackwell.
- http://www.hse.gov.uk/

Module Specification

Module Summary Information

1	Module Title	Lifespan Psychology
2	Module Credits	20
3	Module Level	6
4	Module Code	PSY6096

5	Module Overview

This module aims to investigate human development throughout the lifespan focusing on changes to biological, cognitive, social and emotional elements of psychological functioning. The module will provide you with an understanding of the general principles and concepts, different theoretical perspectives, research methodologies, contemporary debates and areas of application of Lifespan Development. This module will enable you to develop skills in critical reading and analysis of theoretical and empirical issues related to Lifespan Development. In the context of contemporary societies and globalisation, the role of social and cultural context of development is explored.

Through engagement with the module and the coursework you will think about Lifespan Development from a theoretical perspective, and more importantly from an applied perspective as well. You will be encouraged to consider how your knowledge gained from the lectures, pre and post-session activities and the learning material has informed real life events.

You will be engaged in a vibrant learning community which will encourage discussions, dialogues, peer conversations alongside learning and teaching activities which will further contribute to exploring different learning and cultural perspectives.

6	Indicative Content

- Research methodologies in Developmental Psychology
- Cognitive and language development across the life-span
- Development of Attachment
- Early childhood: physical, cognitive, social and personality development
- Middle childhood: physical, cognitive, social and personality development
- Adolescence: physical, cognitive, social and personality development
- Middle and late adulthood: physical, cognitive, social and personality development
- Death, dying and bereavement
- Social and Cultural contexts of development
- Social relations across the lifespan
- Theories of Development

7	Module Learning Outcomes
	On successful completion of the module, students will be able to:
1	Demonstrate a critical understanding of a variety of theories, concepts, and principles across the Lifespan.
2	Demonstrate a critical understanding of the different research methods within Lifespan Development
3	Critically assess research relating to specific areas of Lifespan Development and integrate this with a theory based approach.
4	Critically evaluate the links between theory and research with the real world.

8	Module Assessment		
Learning Outcome			
	Coursework	**Exam**	**In-Person**
1, 2, 3, 4	X		

9	Breakdown Learning and Teaching Activities	
Learning Activities	**Hours**	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	33	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	37	
Private Study (PS) includes preparation for exams	130	
Total Study Hours:	200	

Module Specification

Module Summary Information

1	**Module Title**	Communication and Language
2	**Module Credits**	20
3	**Module Level**	6
4	**Module Code**	PSY6102

5	**Module Overview**

This module will continue to develop key transferrable skills from level 4 and 5 such as group discussion and debate, critical evaluation and evidence-based reasoning. There will be research-led teaching which will explore key debates and methodologies used in language and communication research. The GBC areas of biological psychology, cognitive psychology and developmental psychology will be supplemented through this module.

Language is a core element of what makes us human, and our ability to communicate is central to allowing us to develop. This module will allow you to explore the psychology of communication and language. Starting off by understanding the origins of language, looking at the universality of language and communication, this module will go on to explore the cognitive processes of language, provide an overview of language perception, production and comprehension as well as describe the neuropsychological components of language.

This module will explore language development in the very early years, answering questions such as 'What is special about language?', 'How do babies learn language?', 'Are there early markers for language delays later in life?' The module will also explore how we produce and perceive speech as well as what happens when these processes breakdown. Animal communication and non-verbal communication such as sign language and gestures will be also discussed; an often forgotten but vital element of communication that provides important insights in to language evolution. Finally, disorders of language and interventions will be explored.

The module will be supported by face-to-face learning in lectures and seminars, Moodle (VLE) activities and forums, as well as readings and other activities. Lectures will introduce a topic to students while seminars will support learning by employing practical activities, further instruction, and group work.

6	**Indicative Content**

Subject matter will cover a number of key themes and core knowledge base as related to the module learning outcomes. These may include: Introduction to Language and Communication, The origins of language, Early, non-verbal language development, Speech and lexical development, Bilingualism and Second Language Learning, Speech Perception and Production, Language and the brain, Disorders of language and communication, Language and non-verbal gesture, Sign-language & cross-cultural communication, Language processing and social interaction, The evolution of Language: Past, Present & Future.

7	Module Learning Outcomes
	On successful completion of the module, students will be able to:
1	Critically evaluate research and theory relating to communication and language
2	Effectively synthesise research and theory relating to communication and language and clearly communicate it at a level understandable to non-academic audiences
3	Critically appraise research methodologies used to study communication and language
4	Critically apply research and theory relating to communication and language to real world scenarios

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1, 2, 3, 4	X		

9	Breakdown Learning and Teaching Activities	
Learning Activities		**Hours**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable		31
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		39
Private Study (PS) includes preparation for exams		130
Total Study Hours:		200

Module Specification

Module Summary Information

1	**Module Title**	Advanced Statistics
2	**Module Credits**	20
3	**Module Level**	6
4	**Module Code**	PSY6015

5	**Module Overview**

This module is designed to deepen understanding of the fundamental and ongoing debates surrounding good research and statistical practice in psychology as well as provide an introduction to more advanced methods of statistical analyses and associated software packages. The module will continue to develop key transferable skills from Levels 4 and 5, such as IT skills, critical evaluation and evidence-based reasoning. During this module, you will build on key statistical skills learnt at Levels 4 and 5 (in particular, multiple regression) and learn how these can be used to address specific kinds of hypotheses. You will also be introduced to statistical software packages in addition to SPSS. Finally, you will develop your understanding of null-hypothesis significance testing and its alternatives, which will contribute to debates about best research practice in psychology.

6	**Indicative Content**

In this module, you will learn about advanced statistics techniques and analysis packages. For example, you will begin to learn to work with different analysis programs, such as the use of the open source software R which is seeing increasing usage amongst psychological researchers. You will also gain experience in using more advanced forms of analysis than you may experience in the core modules. For example, you will explore using more complex forms of multiple regression than you have previously. You will also learn new techniques, such as mediation and moderation analysis, ANCOVA, and Bayesian statistics.

7	Module Learning Outcomes
	On successful completion of the module, students will be able to:
1	Appraise the appropriate application and use of standard and advanced statistical techniques in Psychology.
2	Critically evaluate current and historical research practices in Psychology.
3	Demonstrate an ability to integrate critiques to inform best practice and integrity in psychological research.
4	Interpret the outcome of standard and advanced statistical techniques.

8	Module Assessment		
Learning Outcome			
	Coursework	**Exam**	**In-Person**
1-4	X		

9	Breakdown Learning and Teaching Activities	
Learning Activities		**Hours**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable		44
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		26
Private Study (PS) includes preparation for exams		130
Total Study Hours:		200

Module Specification

Module Summary Information

1	Module Title	Ageing and the Brain
2	Module Credits	20
3	Module Level	6
4	Module Code	PSY6109

5	Module Overview

This module will develop key transferable skills, continued from level 4 and 5 modules such as Neuropsychology, including group discussion and debate, critical evaluation and evidence-based reasoning. Research-led teaching will explore key debates, theories and methodologies used in neuropsychology and ageing, as well as challenges. The GBC areas of biological psychology, developmental psychology and cognitive psychology will be supplemented through this module. This module contributes to knowledge and understanding in neuropsychology from a lifespan development perspective. It takes a holistic approach to understand the cognitive and neural theories and evidence across a range of areas, including language, attention and memory, and the effects ageing has on these processes.

There will be an applied focus during this module and clear links to the chartered area of clinical neuropsychology. Interventions will be discussed in relation to both clinical difficulties (Dementia, Alzheimer's Disease, Parkinson's Disease) and to non-clinical everyday cognitive decline.
The research-led approach to this module will see the students applying advanced psychological theory and methodology to real research questions, with a focus on intervention and positive psychology.

This module will support you in your continuing professional development planning by understanding the applied and specialised nature of this area which will consolidated in the psychology e-portfolio housed on Mahara (VLE).

6	Indicative Content

This module will deliver research-led teaching to explore key debates, theories and methodologies used in neuropsychology and ageing. We will teach aspects of biological psychology, developmental psychology and cognitive psychology when exploring the development and changes in the brain throughout the lifespan.

7	Module Learning Outcomes
	On successful completion of the module, students will be able to:
1	Critically evaluate research and theory in the area of Ageing and the Brain.
2	Examine evidence of cognitive decline across aspects of the ageing brain.
3	Critically appraise theory and practice using research in real-world intervention with an ageing population.
4	Critically apply research and theory in interventions in ageing.

8	Module Assessment			
Learning Outcome				
	Coursework	**Exam**		**In-Person**
1	X			

9	**Breakdown Learning and Teaching Activities**	
Learning Activities	**Hours**	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	33	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	37	
Private Study (PS) includes preparation for exams	130	
Total Study Hours:	200	

Module Specification

Module Summary Information

1	Module Title	Attachment Theory, Mental Health & Wellbeing
2	Module Credits	20
3	Module Level	6
4	Module Code	PSY6110

5	Module Overview

Rationale: This module uses attachment theory to develop knowledge and understanding of how early experiences impact on psychopathological (mental illness) outcomes. Attachment theory is a well-established explanation of infant-carer bonding, and is extensively applied to studying adolescent and adult romantic relationships, interpersonal functioning and emotional regulation. More recently however, attachment has been identified as having important intersects with the study of psychopathology, specifically in terms of individual differences. Within this module you will be introduced to attachment theory and attachment-related research that illustrates the impact that variations in attachment have on predicting mental illness and wellbeing. Throughout this module you will learn how to consider a number of clinically recognised psychopathologies via the mechanism of attachment history, and develop an understanding of the impact of individual differences in this dynamic. In addition, within this module you will develop an understanding of how attachment theory is used in developing intervention strategies for clinical practice. In turn you will develop a critical and reflective viewpoint regarding the importance of human relationship experiences on psychological wellbeing.

How this module fits with the programme aims: This module fits with the following programme aims: Internationalisation: Within this module you will develop an understanding of the impact of culture on the development of cross-cultural variations in clinical psychopathologies through the lens of attachment theory.

Employability driven: This module will provide you with the opportunity to build upon key transferable skills (e.g., communication skills, dissemination of complex constructs, team work, etc.). In addition, you will learn about how attachment theory is used to inform clinical interventions.

Practice led- Knowledge applied: This module will be designed and delivered by a qualified and chartered psychologist and active attachment researcher, with experience of working with vulnerable populations in clinical and community environments.

Interdisciplinary focus: Content of this module will include "problem" social behaviours that elicit interventions/contact through the domains of law, criminal and forensic psychology, policing, social work and mental health professions. The interdisciplinary nature of attachment-related interventions will be highlighted within the module content either in face-to-face lectures, online additional materials or via readings.

Pursuing excellence: This module will provide opportunities for you to develop and improve your academic and psychological skills through a variety of feedback mediums (e.g., formative activities, online discussion groups/forums, seminars, debates, etc.). In addition, this module will foster an increased understanding of how psychological theory has informed clinical practice and interventions.

How this module fits with the programme philosophy:

This module continues to build upon a scholarly approach and the development of knowledge and understanding acquired in previous modules at Levels 4, 5 and the first semester of Level 6. This module will use research examples to facilitate student understanding of complex concepts and debates to encourage critical reflection. In addition, this module provides opportunities to reflect on the practical application of theory, as well as extend and develop confidence in communication, self-efficacy and organisational skills that are required in both the employment sector and continued academic pathways (should you wish to pursue Masters or PhD level study). Furthermore, the module provides opportunities to foster a greater understanding of the importance of multiculturalism in an increasingly global society.

How this module will be taught: This module will be supported by face-to-face learning (lectures and seminars), Moodle (VLE) activities and forums, as well as pre and post session readings/activities. You will also be expected to be involved with additional reading which falls outside of these activities.

6	Indicative Content
Impact of early childhood experiences Childhood psychopathology Adolescence & psychopathology Adulthood & psychopathology Attachment impact on recovery & wellbeing	

7	Module Learning Outcomes On successful completion of the module, students will be able to:
1	Identify and critically reflect on how attachment-related experiences impact the development of a person's individual attachment pattern
2	Critically review the impact of individual attachment characteristics and attachment-related patterns on the development of clinical psychopathologies
3	Communicate clearly and knowledgeably, using correct academic conventions and formatting, about how attachment theory explains real world behaviours of people living with at least one psychopathological disorder
4	Critically evaluate the impact of individual attachment patterns on the efficacy of clinical and non-clinical interventions

8	Module Assessment			
Learning Outcome				
	Coursework	Exam		In-Person
1, 2, 3, 4				X

9	Breakdown Learning and Teaching Activities	
Learning Activities		Hours
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable		38
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		32
Private Study (PS) includes preparation for exams		130
Total Study Hours:		200

Module Specification

Module Summary Information

1	Module Title	Counselling Ethics
2	Module Credits	20
3	Module Level	6
4	Module Code	PSY6112
5	Semester Taught	Semester 1

6	Module Overview

This module focuses on the ethical and professional issues involved in the practice of counselling and psychotherapy. In addition to exploring the practical aspects of the profession such as contracting, referrals, managing boundaries, there will be a consideration of wider issues such as culture, belief systems, sexual orientation, risk assessment, collaborative working and the on-going role of supervision. A key aim of the module is to provide experience in ethical decision making through engaging in ethical discourse. The concept of vulnerability will be considered from the perspective of responsibility and power, and the current legal safeguarding framework and process for clinical practitioners will receive consideration.

The module aims to: 1) develop an appreciation of the needs for ethical thinking and decision making in a range of professional contexts 2) develop a sound understanding of the ethical significance of boundaries and contracting 3) give a basic understanding of what is required in a wide range of professional settings 4) develop the ability to engage in ethical discourse and to resolve ethical dilemmas.

This module will lay the foundation for one of the key elements of professional practice in counselling and psychotherapy, supporting successful graduates aiming to undertake postgraduate professional training in clinical work to move quickly and smoothly onto placement. The capacity to engage in a process of ethical decision making is a transferable skill important in all work contexts.

7	Indicative Content

- Exploration of ethical principles, discourse and decision making
- Examination of a wide range of professional issues (e.g. supervision and counselling contexts)
- Examination of a wide range of ethical issues (e.g. assessment, contracting and boundaries
- Identification of legal responsibilities
- Exploration of professional codes of ethics (e.g. BACP, UKCP, BPS)
- Ethical decision making based on practical case vignettes

8	Module Learning Outcomes On successful completion of the module, you will be able to:	
	1	Identify and critically analyse legal, ethical and contextual issues in clinical practice.
	2	Demonstrate sound reasoning and criticality in the application of ethical decision making to dilemmas in counselling practice.
	3	Identify and critically evaluate aspects of self which may influence the ability to counsel effectively, proposing ways in which such issues may be managed
	4	Draw upon codes of ethics and good practice guidance of professional bodies in the UK to inform ethical decision making

9	Module Assessment		
Learning Outcome Number *(from table 8)*	**Coursework**	**Exam**	**In-Person**
1,2, 3 & 4	**100% - Portfolio/patchwork text (2500 words)**		

10	Breakdown Learning and Teaching Activities	
Learning Activities	**Hours**	**Details of Duration, Frequency and other comments**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	*40*	*2 hr lecture x 10* *2 hr seminar x 10*
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	*26*	*1hr VLE based activity x 11* *3hrs VLE based activity (self-directed week)* *1hr Post seminar reading x 10* *2 hrs Graduate+ activity*
Private Study (PS) includes preparation for exams	*134*	*Wider reading and assignment preparation*
Total Study Hours:	*200*	

11	Key Texts and Online Learning Resources

Bond, T. & Reeves, R. (2021) *Standards and Ethics for Counselling in Action*. 5th edn. Sage

Finlay, L. (2019) *Practical ethics in counselling and psychotherapy: a relational approach*. Sage

Jenkins, P. (2017) *Professional Practice in Counselling and Psychotherapy: Ethics and the law.* Sage

Lago, C. & Smith, B. (2002) *Anti-discriminatory Counselling Practice*. Sage

Reeves, A. (2010) *Counselling Suicidal Clients*. Sage

Module Specification

Module Summary Information

1	Module Title	Introduction to Counselling
2	Module Credits	20
3	Module Level	6
4	Module Code	PSY6114
5	Semester Taught	1

6	Module Overview

This module is delivered intensively across the first 4 weeks of semester 1 and will enable you to gain the essential knowledge and skill often specified as an entry requirement for practitioner courses. The module focuses on generic counselling theory, skills and introductory ethics and as such does not focus specifically on any particular client or age group. You will not commence learning on other modules during this four week period. In order to progress to semester 2 and to begin professional practice with clients in semester 2, you will need to achieve a pass in this module and in *PSY7069 Initial Counselling Practice.*

Module content parallels that delivered in the counselling specific modules of the BCU BSc (Hons) Psychology and Counselling. Graduates from this course who wish to complete the MSc Counselling (Children and Young People) do not need to complete this module and will receive accreditation for prior learning for the module. The award of prior accreditation is also possible for those who have completed a professional counselling or psychotherapy award in respect of adult clients, subject to approval.

This module comprises a series of topics which build logically to develop you, in four weeks from understanding basic principles of counselling to ability to conduct a basic counselling session based on critical understanding of relevant theory. This is necessarily a highly intensive module. Whilst you are on campus for only three days, personal study and directed learning are equally important. The two remaining days will be used to undertake reading, activities on Moodle, completing a personal learning journal, undertaking mindfulness practise and engaging in counselling skills 'triads' (practise sessions in groups of three). The topics are addressed through a blend of online activity, classroom based learning, pre and post teaching reading and integration into skills practice:

Private study off campus (29 hrs per week) – including writing a personal learning journal, engagement with learning activities on our Virtual Learning Environment (VLE) Moodle, undertaking mindfulness practice and wider reading.

Directed learning on and off campus (9 hrs per week) - directed reading, and skills practice sessions with peers.

Scheduled learning on campus (15 hours per week) - Lectures, seminars and skills development sessions. Scheduled learning will be held on campus over three days.

This module aims to:
1) Develop personal self-awareness & reflexivity through personal development activity and mindfulness practice
2) Increase awareness of channels of non-verbal communication
3) Develop practical counselling based listening and responding skills
4) To gain a practical understanding of counselling theory and applied counselling ethics
5) Understanding of the key elements of interpersonal neurobiology
6) To develop a theoretical understanding of the nature and process of counselling

7	Indicative Content

The following list is not exhaustive but summarises the main areas of content for this module.
A detailed summary can be found in the module handbook.

- Self-awareness, personal development and the therapeutic relationship
- Therapeutic frame and stages of the therapeutic relationship
- Person-Centred theories of self and distress and corresponding theory of therapy
- Theory and practice of verbal and non-verbal communication
- Theories of human development, trauma and distress and corresponding therapeutic interventions
- Neurobiological theories of distress and related therapeutic intervention.
- Assessment and case-formulation.
- Ethical mindfulness and professional decision-making.
- Foundational counselling skills: attendance, listening, responding and facilitating the therapeutic relationship.

8	Module Learning Outcomes	
	On successful completion of the module, students will be able to:	
	1	Articulate a critical awareness of counselling theory and case formulation including a model of development, suffering and change
	2	Critically evaluate the value and impact of the emerging knowledge base in neurobiology on counselling theory and practice
	3	Critically examine the importance of counselling ethics and the application of professional codes
	4	Evidence practical competence in counselling practice based on self-awareness, reflectivity, a practical appreciation of verbal and non-verbal communication and the application of practical listening skills

9	Module Assessment		
Learning Outcome Number *(from table 8)*	**Coursework**	**Exam**	**In-Person**
1, 2 and 3	2000 word Essay – 50%		
4	10 min recorded demonstration of counselling skills - 25%		
4	Transcript and 1000 word commentary on recorded demonstration – 25%		

10 Breakdown Learning and Teaching Activities

Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	60 (15 hrs per week)	*This module is delivered on its own during the first 4 weeks of the semester 1 as follows:* *2 x 2 hrs lecture per week* *3 x 3 hr seminars per week* *1 x 2 hr seminar per week*
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	92 (23 hrs per week)	*9 hr triad practice of counselling skills without tutor week (including journaling) x 4* *4 hrs Mindfulness Practice x 4* *5 hrs VLE-led learning x 4* *5 hrs Directed reading x 4*
Private Study (PS) includes preparation for exams	48 (12 hrs per week)	*3 hrs Wider reading, reflection and journaling x 4* *36hrs Assessment preparation*
Total Study Hours:	200	

11 Key Texts and Online Learning Resources

State key texts and other online resources.

Counselling theory and practice
McLeod, J. (2019) *An Introduction to Counselling and Psychotherapy – Theory, Research and Practice, 6th edition.* London: Open University Press

Mearns, D. Thorne, B. and McLeod, J. (2013) *Person-Centred Counselling in Action, 4th edition.* London: Sage

Nelson-Jones, R. (2013) *Introduction to Counselling Skills, 4th Edition.* London: Sage

Self-reflection and the therapeutic relationship
McLeod, J. and McLeod, J. (2014) *Personal and Professional Development for Counsellors, Psychotherapists and Mental Health Practitioners.* Maidenhead: Open University Press

Mearns, D. and Cooper, M. (2018) *Working at Relational Depth in Counselling and Psychotherapy, 2nd edition.* London: Sage

Rose, C. (ed) (2012) *Self-awareness and personal development.* London: Macmillan

Wright, J. (2018) *Reflective Writing in Counselling and Psychotherapy, 2nd edition.* London: Sage

Mindfulness theory and practice
Barker, M. (2013) *Mindful Counselling and Psychotherapy: practising mindfully across approaches and issues.* London: Sage

Williams, M. & Penman, D. (2011) *Mindfulness: A practical guide to finding peace in a frantic world.* London: Piatkus

Non-verbal Communication

Carter, R. (2018) *Read People. Understand behaviour. Expertly Communicate*. Aurum Press

Doherty-Sneddon, G. (2003) *Children's Unspoken Language*. Jessica Kingsley

Ekman, P.(2012) *Emotions Revealed – Understanding faces and feelings* (New Ed edition) Weidenfeld & Nicolson

Pease, A. & Pease, B. *(2016) The Definitive Book of Body Language: How to read others' attitudes by their gestures.* Orion

Wezowski, K. & Wezowski, P. (2018) *Without saying a word*. Harper Collins Leadership

Interpersonal neurobiology

Cozolino, L. (2017) *The Neuroscience of Psychotherapy: Healing the Social Brain* (3rd ed) Norton

Dana, D.A. and Porges, S.W. (2018) *Polyvagal Theory in Therapy: Engaging the Rhythm of Regulation*. Norton

Schore, A.N. (2019) *Right Brain Psychotherapy.* Norton

Porges, S.W (2017) *The Pocket Guide to the Polyvagal Theory: The Transformative Power of Feeling Safe*. Norton

Siegel, D. (2012) *Pocket Guide to Interpersonal Neurobiology: An Integrative Handbook of the Mind*. Norton

Web resources

www.bacp.co.uk – British Association for Counselling and Psychotherapy

Module Specification

Module Summary Information

1	Module Title	Victimology
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7048
5	Semester Taught	Semester One

6	Module Overview

This module aims to equip you with knowledge and understanding relating to the concept of victimology. Whilst much of the course is centred on offenders, this module focuses on victims and is therefore beneficial to those who wish to work in the future with individuals who have been victims of offending. The module considers a range of victim cohorts including victims of sexual, violent, and trafficking offences. Whilst looking at the theory of victimisation within these concepts, the module also aims to explore the ethical applications of working with the victims. It is the aim of this module to enhance your skills in critical thinking, communication, and group work through structured learning activities.

The module will be delivered using interactive two-hour lecture/workshop sessions where student participation and class discussion will be actively encouraged. These formal tutor-led elements will provide a structured framework to provide a subject overview, introduce you to key concepts, and signpost to further reading and independent study. The emphasis is on developing your knowledge and understanding of key topics in victimology.

Workshop sessions will be student-centred, where structured activities, highly practical in nature, build on the lecture content. These will include the use of case studies and exercises. This will help prepare you for the module assignment, a case study on a victim of your choosing and approved by the module coordinator. The focus of the case-study is not only on the impacts of the offence against the victim, but also on the victim's family, friends, the local community and wider society, as well the conduct of those in investigating the offence and prosecuting the offender(s)

7	Indicative Content

Rape and rape myth acceptance
Child abuse victims
Sexual exploitation and trafficking
Male sex abuse victims
Stalking
Cyberbullying
Honour based violence
Domestic violence
Supporting victims of murder and manslaughter

8	Module Learning Outcomes
	On successful completion of the module, you will be able to:
1	Analyse and evaluate key theories and research relating to victims of crime.
2	Systematically evaluate the impact of crime on victims.
3	Critically analyse the ethical issues when researching and working with victims.
4	Evidence enhanced communication skills when working with victims and their families.

9	Module Assessment			
Learning Outcome Number *(from table 8)*	Coursework	Exam		In-Person
1, 2, 3, 4	3000-word written assignment (100%)			

10	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	24	2hr lecture x12
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	12	You will engage with learning activities and tasks prepared by the module tutor and provided on Moodle.
Private Study (PS) includes preparation for exams	164	You are expected to engage with the learning material and reading on a weekly basis, and to prepare for your summative assessment.
Total Study Hours:	200	

11	Key Texts and Online Learning Resources

Daigle, L. (2018). *Victimology: A text/reader* (2nd ed.). London: Sage.

Doerner, W.G., & Lab, S.P. (2020). *Victimology* (9th ed.). Abingdon: Routledge.

Harms, L. (2015). *Understanding trauma and resilience.* London: Palgrave Macmillan.

Moriarty, L.J. (2015). *Controversies in victimology* (2nd ed.). Abingdon: Routledge.

Walklate, S. (2018). *Handbook of victims and victimology* (2nd ed.). Abingdon: Routledge.

Module Specification

Module Summary Information

1	Module Title	Quantitative Research Methods
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7049
5	Semester Taught	1

6	Module Overview

This module introduces students to key concepts in quantitative research methods and analysis, and begins to prepare students for undertaking advanced independent research. The QAA and BPS outline learning outcomes, which need to be achieved in order to reach the Graduate Basis for Chartership (GBC) status. These include practical and research skills. This module introduces you to the process of conducting research, analysing data and evaluating the findings. You will learn how to employ appropriate statistical methods when undertaking psychological research. You will be given the basis, which you can then build on for your dissertation, in initiating, designing, conducting and reporting on empirical research projects. You will also be encouraged to think about the theoretical, practical and methodological implications and limitations of quantitative research designs. You will also be encouraged to take part in discussions relating to ethical data collection, whilst also reflecting on how various research methodologies may or may not be appropriate for your future careers. This module will encourage you to become independent and pragmatic as learners.

The module will be delivered through online lectures, activities and practical based problems. Lecture material will primarily introduce you to the subject overview and to issues in psychological research. Online activities will give you the opportunity to build on the material taught. The aim of all activities is to give you the opportunity to analyse the component parts of psychological research methodology and conduct data analysis. Online activities will be student-centred and largely practical, where structured activities will encourage you to explore issues such as ethics and data analysis. Projects undertaken during this module will relate to material taught across the course, by our leading research experts.

7	Indicative Content

The module will cover the core areas of quantitative research methods, including philosophy of science, key research methodologies and designs, the principles of null hypothesis significance testing (NHST), statistical analysis and interpretation as well as how to write a final quantitative lab report. You will be provided with access to IBM SPSS (Statistical Package for the Social Sciences) and be taught how to navigate and use SPSS to understand, clean, describe and statistically analyse quantitative data. You will be taught key research methodologies, from experimental designs to cross-sectional surveys and how to choose, apply and write-up the correct statistical analysis. Statistical tests will cover tests of difference (T-tests, ANOVA and non-parametric equivalents) and tests of association (correlations, regression, chi-square). The module will also cover ethical considerations in research design and data collection as well as how to respond to reviewers as part of the peer-review process.

8	Module Learning Outcomes On successful completion of the module, you will be able to:
	1	Apply a comprehensive and detailed knowledge of a variety of quantitative methods and methodologies
	2	Confidently and flexibly identify the appropriate tools for analysing and reporting quantitative data in an analytical research report
	3	Select, interpret and evaluate output of statistical software packages
	4	Autonomously employ a meaningful and insightful understanding of research ethics

9	Module Assessment			
Learning Outcome Number *(from table 8)*	Coursework	Exam	In-Person
1,2,3,4	Lab report and response to reviewers (2500 words) 100%		

10	Breakdown Learning and Teaching Activities		
Learning Activities	Hours		Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	*18 hours*		*Big Blue Button 1.5 hour live sessions x 12 (6 of those being repeat sessions)*
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	*70 hours*		*12 topic blocks, each block containing a combination of directed reading, exercises and forum activities*
Private Study (PS) includes preparation for exams	*112 hours*		
Total Study Hours:	*200 learning hours*		

11	Key Texts and Online Learning Resources

- American Psychological Association. (2010). *The Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author APA Style home: http://apastyle.apa.org/.
- Field, A. and Hole, G. (2003). *How to design and report experiments*. London: Sage Publications.
- Breakwell, G., Wright, D, B,.and Smith, J, A,.(2011). *Research methods in psychology*. London: Sage Publications.
- Howitt, D., & Cramer, D. (2014). *Introduction to research methods in psychology*. Harlow, England: Pearson.
- Library Resources (incl. study skills library Psychology site): http://library.bcu.ac.uk/..
- Journal papers are recommended in the different topic blocks as are other available e-books.

Module Specification

Module Summary Information

1	Module Title	The Psychology of Law and Justice
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7050
5	Semester Taught	1

6	Module Overview

This module will provide you with knowledge and critical understanding of the application of psychological theory and research to legal proceedings, the criminal investigation process, and prosecution of offences. At the same time, you will be equipped with an appreciation of the role and functioning of the Criminal Justice System. Through taught sessions and reflective individual and group tasks and discussions, you will understand and appreciate the importance and impact of psychological research and theory on the Criminal Justice System (CJS), you will be able to critically evaluate the strengths and limitations of research evidence, and to consider and reflect on your role in the CJS as a future forensic psychologist. Through participation in the 'Mock Trial' activity you will have the chance to observe and experience many of the processes and phenomena discussed during the lectures (psychological and non-psychological).

This module contributes to the development of skills that are central to forensic psychology practice (e.g., reflection, critical thinking, and evaluation) as well as skills that are transferable (e.g., group work and communication skills).

This module is assessed with a 3000-word reflective report. This assignment requires a high level of critical thinking, skills in synthesising information, and ability to reflect on own learning and experience. Reflection is an important aspect of this assignment and the formative learning opportunities and in-class tasks and discussions which require critical thinking and reflection, aim to prepare you for it. This assignment promotes critical thinking and evaluation of information, reflection, independent learning, and learning beyond the suggested sources/core textbook. Ability to reflect is a key and necessary skill for Stage 2 trainees and any forensic psychology in practice.

7	Indicative Content

Potential topics may include: Detection of Deceit, Eyewitness memory & testimony, False confessions, Investigative Interviewing, Psychology in the courtroom, and malingering.

8	Module Learning Outcomes On successful completion of the module, you will be able to:
1	Explain and appraise the Criminal Justice System and its processes.
2	Explain and appraise the application of psychological research and theory at various stages of the criminal justice process.
3	Explain and critically evaluate the psychological factors which may be relevant at the various stages of the criminal justice process.
4	Reflect on your learning, experiences, and your role as a psychologist in the Criminal Justice System.

9	Module Assessment			
Learning Outcome Number	Coursework	Exam		In-Person
1, 2, 3, 4	3000-word written assignment (100%)			

10	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	24	2hr lecture x12
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	30	You will engage with learning activities and tasks prepared by the module tutors and provided on Moodle.
Private Study (PS) includes preparation for exams	146	You are expected to engage with the learning material and reading on a weekly basis, and to prepare for your summative assessment.
Total Study Hours:	200	

11	Key Texts and Online Learning Resources

- Crighton, D. A., & Towl, G. J. (Eds.) (2021). *Forensic psychology* (3rd ed.). Chichester, UK: John Wiley & Sons Ltd.
- Davies, G. M., & Beech, A. R. (Eds.) (2018). *Forensic psychology: Crime, justice, law, interventions* (2nd ed.). Hoboken, NJ: Wiley & Sons Ltd.
- Gudjonsson, G. H. (Ed.) (2018). *The psychology of false confessions: Forty years of science and practice*. Chichester, UK: John Wiley & Sons Ltd.
- Howitt, D. (2018). *Introduction to forensic and criminal psychology* (6th ed.). Harlow, UK: Pearson Education Ltd.
- Scott, A. (2019). *Forensic Psychology* (2nd ed.). MacMillan International.

Module Specification

Module Summary Information

1	Module Title	Forensic and Transferable Skills
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7055
5	Semester Taught	Semester One

6	Module Overview

This module will provide you with a theoretical underpinning of the ethical, legal, and practical issues applicable to practice in forensic psychology. You will develop skills in communicating information in forensic psychological practice, including report writing, expert testimony, and presentation skills. In addition, the module covers transferable psychology-specific and non-psychology-specific skills, ensuring you have the requisite skills in writing for publication, group work, professionalism, and ICT.

The module provides the basis for working effectively within organisations: expectations of employers and other employees; and, the need for self-awareness and reflection. By identifying the keys issues arising for psychologists working in forensic settings and how these can be managed the basis is provided for working in any 'people centred' organisation, which are invariably less complex and challenging than both secure and non-secure forensic institutions. The people and organisational knowledge, skills and awareness acquired during this module applies equally to working in academia, where key interpersonal abilities are required in teaching and liaising with students as well as in relationships with managers and departmental colleagues. The module assignment will assess these abilities through a practice-based, organisational issue, presentation and subsequent handout report.

The module will be delivered using interactive two-hour lecture/workshop sessions. The emphasis is on developing your practical skills, and so the formal lecture element of the sessions will be used to deliver a subject overview, introduce you to key concepts, and will provide a framework for further reading and independent study.

Workshop sessions will be student-centred, where structured activities, highly practical in nature, build on the lecture content. These will include the use of case studies, exercises and presentations by experienced, expert, practitioner forensic psychologists.

Subject to the continued approval of the Prison Governor, a visit to a prison and a debate with prisoners is a key component of this module.

7	Indicative Content

- Ethics and forensic practice.
- Written communication skills: Report writing and writing for publication.
- Verbal skills: Presenting to different audiences.
- People skills: Interviewing, and working with specific client groups.
- Self-management: Time management, reflection, competency recognition, acting professionally and responsibly.
- Consultancy and project management skills.

8	Module Learning Outcomes **On successful completion of the module, you will be able to:**
1	Evaluate the importance of ethical practice in forensic psychological practice and the ethical dilemmas that can occur when working with client groups.
2	Critically discuss and evaluate the function, knowledge requirements, and skills of a forensic psychologist in the role of consultant.
3	Recommend appropriate procedures in forensic psychological practice and produce insightful professional reports.
4	Effectively communicate knowledge in forensic psychology.

9	**Module Assessment**		
Learning Outcome Number *(from table 8)*	**Coursework**	**Exam**	**In-Person**
1, 2, 3, 4	**Item 1: 1000-word written assignment (70%)** **Item 2: 2000-word written assignment (30%)**		

10	**Breakdown Learning and Teaching Activities**	
Learning Activities	**Hours**	**Details of Duration, Frequency and other comments**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	24	2hr lecture x12
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	8	You will engage with learning activities and tasks prepared by the module tutors and provided on Moodle.
Private Study (PS) includes preparation for exams	168	You are expected to engage with the learning material and reading on a weekly basis, and to prepare for your summative assessment.
Total Study Hours:	200	

11	Key Texts and Online Learning Resources

Bolton, G. with Delderfield, R. (2018) *Reflective practice: Writing and professional development* (5th ed.). London: Sage

Clarke, J. & Wilson, P. (Eds.). (2013). *Forensic psychology in practice: A practitioner's handbook* Basingstoke: Palgrave Macmillan

Ireland, C.A. & Fisher, M. J. (Eds.). (2010). *Consultancy and advising in forensic practice: empirical and practical guidelines.* Chichester: Wiley

Ireland, C. A. (2011). Introduction to forensic psychology: Working with organisations and offenders. In G. Davey (Ed.), *Applied Psychology* (pp. 229-250). Chichester: Wiley BPS-Blackwell.

Tribe, R. & Morrissey, J. (2020). (Eds.), *Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists* (3rd ed.). Hove: Routledge.

Module Specification

Module Summary Information

1	**Module Title**	Research Methods in Forensic Psychology
2	**Module Credits**	20
3	**Module Level**	7
4	**Module Code**	PSY7056
5	**Semester Taught**	1

6	**Module Overview**

This module builds upon your undergraduate and previous experience of research in psychology, and begins to prepare you to undertake advanced independent research. This module will provide you with research knowledge and skills applicable to advanced scholarship in the discipline of forensic psychology. You will develop knowledge and a critical understanding of a variety of research designs and data collection techniques and methods, and will be able to select and use the most appropriate ones to effectively plan and carry out empirical research. You will also develop practical skills in a range of data analysis techniques using statistical software, and will learn how to successfully interpret and report research results.

This module contributes to your ability to meet one of the core competences required of forensic psychologists, that is, Research. Forensic psychologists are expected to have high level research skills that will enable them to effectively plan, design, and carry out appropriate research studies in forensic and forensic-related settings. In addition, this module will provide you with a range of transferable skills which will enhance your employability such as critical thinking and decision making, ability to use a range of techniques, research methods, and software, applicable to psychological enquiry, ability to effectively analyse research data, and to interpret and report research findings.

This module is assessed with a time-limited coursework. Throughout the module, you will have the opportunity to complete various learning activities and tasks and to receive group and sometimes individual feedback. The formative learning activities and formative feedback throughout the module aim to prepare you for the summative assessment.

7	**Indicative Content**

- Research designs
- Effect sizes
- Confidence intervals
- Data preparation
- Correlational analysis techniques
- Comparison of means
- Tests for categorical data
- Questionnaire design
- Factor analysis
- Conducting qualitative research
- Transcription of qualitative data
- Approaches to qualitative analysis

8	Module Learning Outcomes On successful completion of the module, you will be able to:		
	1	Use a variety of quantitative and qualitative research methods and methodologies and explain key statistical concepts.	
	2	Make informed decisions regarding the choice of the appropriate inferential statistics based on the research question/hypothesis and the type of data.	
	3	Use software packages to analyse and interpret research data, and answer a research question.	
	4	Report and present results in line with the APA guidelines.	

9	Module Assessment		
Learning Outcome Number	Coursework	Exam	In-Person
1, 2, 3, 4	Time-limited coursework, up to 48 hours (100%)		

10	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	24	2hr lecture x12
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	36	You will engage with learning activities and tasks prepared by the module tutors and provided on Moodle.
Private Study (PS) includes preparation for exams	140	You are expected to engage with the learning material and reading on a weekly basis, and to prepare for your assessment.
Total Study Hours:	200	

11	Key Texts and Online Learning Resources

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). London: Sage.
- Howitt, D. & Cramer, D. (2014) *Introduction to Statistics in Psychology* (6th ed.). Harlow: Pearson Education.
- Howitt, D. & Cramer, D. (2016). *Introduction to Qualitative Research Methods in Psychology*. Harlow: Pearson Education Ltd.
- Howitt, D., & Cramer, D. (2020). *Research methods in Psychology* (6th ed.). Pearson.

Module Specification

Module Summary Information

1	Module Title	Psychopathology & Individual Differences
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7059
5	Semester Taught	1, 3

6	Module Overview

Introduction to Psychopathology and Individual Differences is an online/distance learning module, which is presented via an online learning platform (Moodle), which you can access in your own time. In addition, optional live seminars are provided to aid discussion and further understanding of module content.

The module will introduce the key perspectives in psychology, which contribute to the explanation of abnormal states and their impact on disordered thinking, functioning and behaviour. There is a strong focus on understanding the diagnosis and assessment process of psychological disorders, along with exploration explanations of aetiology (causes) and treatments. The module will help you to develop critical thinking skills, which are essential in grasping the fast-paced nature of mental health and psychopathology and the ongoing debates within the field. These skills will be of particular benefit to anyone wishing to pursue a career in clinical psychology, or a similar area.

You will be assessed via two assessments, the first of which helps you to develop skills in critically evaluating relevant research literature. The second assessment is a piece of coursework, such as an essay. There will also be emphasis on applying evidence-based approaches, using research examples and highlighting the role of individual differences to critically appraise their role in understanding psychological disorders.

7	Indicative Content

This module covers psychological perspectives on mental health and psychopathology deriving from the core areas of biological, psychodynamic, cognitive, behavioural, and social psychology. These perspectives/approaches are considered in explanations of the diagnosis, aetiology and treatment of individuals diagnosed with a psychological disorder. The role of brain functioning will also be discussed in explaining psychological disorders, especially how the brain plays a central role in thinking, functioning and behaviour, as well as the impact of medication. The inter-relationships across psychological perspectives and cognate disciplines will be discussed in how they can be applied to understanding psychological disorders, with a particular focus on the biopsychosocial model. A range of mental health issues and psychopathologies will be covered. For example, the history of psychopathology, stigma in mental health, disordered eating, stress and trauma, addiction, mood and anxiety disorders, psychosis, and personality disorders.

8	Module Learning Outcomes
	On successful completion of the module, you will be able to:
1	Consider and critically evaluate the evidence used in psychological research into mental or psychological disorders.
2	Critically evaluate how a range of psychological disorders and/or mental disorders can impact on the individual's thinking, functioning and behaviour.
3	Critically evaluate the explanation of causative factors and treatments of psychological or mental disorders using evidence-based research and relevant psychological perspectives.
4	Explain and appraise the diagnosis and assessment process of psychological or mental disorders.

9	Module Assessment		
Learning Outcome Number *(from table 8)*	Coursework	Exam	In-Person
1	Research Article Review 20%		
2, 3, 4	Essay (2000 words) 80%		

10	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	*24 hours*	*12 x 2-hour sessions (each of 6 topics delivered live twice)*
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	*50 hours*	*5 interactive lectures (2 hours), various pre- and post-sessional activities (e.g., reading, video, quizzes, forum debates) equating to approximately 5 hours per session.*
Private Study (PS) includes preparation for exams	*126 hours*	*Alongside the directed learning materials, students are expected to read extensively around the topics within the module and specifically, those associated with assessments. Engage with additional resources shared by lecturers and student via forums and Moodle.*
Total Study Hours:	*200 hours*	

11	Key Texts and Online Learning Resources

Key e-book
- Barlow, D. H., Durand V. M., & Hofmann, S. G. (2018). *Abnormal Psychology: An integrative approach* (8th ed.). Cengage Learning. (Or the earlier 2015 edition).

Alternative online sources (Books/Journals/Specific chapters/Journal Articles)
- Butcher, J. N., Mineka, S., & Hooley, J. M. (2016). *Abnormal Psychology*. Pearson College Division.
- Recommended other textbooks (no e-book available for this)
- Comer, R. J. (2015). *Abnormal Psychology* (9th ed.). New York, NY: Worth Publishers.
- Background
- www.a2zpsychology.com
- India's gateway to psychology articles looking at mental disorders as well as information looking at brain and behaviour.
- Listed links to abnormal psychology syndromes/disorders. http://www.psywww.com/resource/bytopic/abnormal.html
- Aging and Mental Health.
- AllPsych ONLINE, The Virtual Psychology Classroom: Psychiatric Disorders, DMS-IV: http://allpsych.com/disorders/dsm.html.
- AllPsych ONLINE: History of mental disorders and psychopathology classification: http://allpsych.com/psychology101/psychopathology.html
- AmoebaWeb: http://www.vanguard.edu/faculty/ddegelman/amoebaweb/index.aspx?doc_id=859
- Applied Cognitive Psychology.
- Applied Neuropsychology.
- Australian E-Journal for the Advancement of Mental Health.
- British Journal of Clinical Psychology.
- British Journal of Psychiatry.
- Classics in the History of Psychology by Christopher D Green of York University, Toronto, Ontario. Work on Szaz (1960) The Myth of Mental Illness: http://psychclassics.yorku.ca/Szasz/myth.htm
- DSM-5 (2013): http://www.dsm5.org/Pages/Default.aspx
- http://mentalhealth.about.com/.
- http://www.the-ins.org/.
- Informa World: http://www.informaworld.com/smpp/title~content=t713659042.
- International Journal of Mental Health and Addiction.
- International Neuropsychological Society (INS).
- Journal of Abnormal and Social Psychology.
- Journal of Abnormal Psychology.
- Mental Health Review.
- Mental Health Today.
- National Institute of Mental Health: http://www.nimh.nih.gov/.
- Online classroom TV: Mental Disorders- psychology: http://www.onlineclassroom.tv/psychology/catalogue/understanding_psychology/mental_disorders.
- PsychCentral: Mental Health Disorders: http://psychcentral.com/.
- WebMD: http://www.webmd.com/mental-health/

Please note that websites are for general information only and should not be cited as key sources in your assessments.

Module Summary Information

1	Module Title	Lifespan Development
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7061
5	Semester Taught	1 and 3

6	Module Overview

This module aims to investigate human development throughout the lifespan focusing on changes to biological, cognitive, social and emotional elements of psychological functioning. The module will provide you with an understanding of the general principles and concepts, different theoretical perspectives, research methodologies, contemporary debates and areas of application of Lifespan Development. This module will enable you to develop skills in critical reading and analysis of theoretical and empirical issues related to Lifespan Development. In the context of contemporary societies and globalisation, the role of social and cultural context of development is explored.

Through engagement with the module and the coursework, you will think about Lifespan Development from a theoretical perspective, and more importantly from an applied perspective as well. You will be encouraged to consider how your knowledge gained from the lectures, pre- and post-session activities and the learning material has informed real life events.

You will be encouraged to engage in enquiry-based learning, exploring areas of knowledge at a pace that suits you. Through exploring the range of resources and activities available to you, we will guide you through the journey into research methods, ensuring you are using each new piece of information as a building block for the next.

You will be engaged in a vibrant on-line learning community that will encourage discussions, dialogues, peer conversations alongside learning and teaching activities, which will further contribute to exploring different learning and cultural perspectives.

7	Indicative Content

This section covers indicative subject matter only. This is not intended as a schedule of learning but as a list of indicative topics that will be taught / covered in the module.

You will be presented with different theoretical perspectives in Lifespan Development. You will be given the opportunity to explore different aspects of development, such as cognitive, emotional, social, linguistic, and personality development. During this module, you will be studying different developmental phenomena and changes that occur across the lifespan and the different developmental determinants as well as the various research methodologies used in Lifespan Development.

8	Module Learning Outcomes On successful completion of the module, you will be able to:		
	1	Illustrate a comprehensive knowledge and critical appraisal of the theory, concepts, and principles across the area of Lifespan Development.	
	2	Critically evaluate the different research methods within Lifespan Development with an ability to create argued conclusions.	
	3	Autonomously apply key studies and findings from the area of Lifespan Development to psychological phenomena and functioning at a professional or equivalent level.	
	4	Design, plan, actualise and communicate an intellectual product and reflect on the independent learning experience.	

9	Module Assessment		
Learning Outcome Number *(from table 8)*	**Coursework**	**Exam**	**In-Person**
1, 2, 3 & 4	**Essay (1000 words) and Research Poster Presentation - recorded (100%)**		

10	Breakdown Learning and Teaching Activities	
Learning Activities	**Hours**	**Details of Duration, Frequency and other comments**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	*7*	*Big Blue Button sessions*
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	*68*	*On-line activities, quizzes, forums and live chat sessions*
Private Study (PS) includes preparation for exams	*125*	*Literature, core textbooks, journals, learning websites*
Total Study Hours:	*200*	

11	**Key Texts and Online Learning Resources**

- *State key texts and other online resources.*
- Berk, L. E., 2018. *Exploring Lifespan Development*. 4th ed. New Jersey: Pearson.
- Berk, L.E., 2013. *Child Development*. 9th ed.. London: Pearson
- Berk, L.E., 2017. *Development Through the Lifespan*. 7th ed. Boston: Allyn & Bacon.
- Boyd, D. & Bee, H., 2019. *Lifespan Development*. 8th ed. London: Pearson.
- Boyd, D. & Bee, H., 2013. *The Developing Child*. 13th ed. Harlow: Pearson.
- Bremmer, J. G., 2011. *An Introduction to Developmental Psychology*. 2nd ed. Chichester: BPS Blackwell.
- Burman, E., 2007. *Deconstructing Developmental Psychology*. 2nd ed. London: Routledge.
- Dacey, J.S., & Travers, J. F., 2002. *Human Development Across the Lifespan.* 5th ed. Boston: McGraw-Hill.
- Durkin, K. 1995. *Developmental Social Psychology: From Infancy to Old Age.* Oxford: Blackwell.
- Feldman, R. S., 2017*. Development Across the Life Span*. 8th ed. UK: Pearson Higher Education.
- Gillibrand, R., Lam, V., & O'Donnell, V. L., 2011. *Developmental Psychology*. Harlow: Pearson.
- Mitchell, P. & Ziegler, F., 2007. *Fundamentals of Development: The Psychology of Childhood*. London: Psychology Press.
- Lightfoot, C. & Cole, S., 2013. *The Development of Children*. 7th ed. New York: Worth Publishers.

Module Specification

Module Summary Information

1	**Module Title**	Application of Health Psychology Models
2	**Module Credits**	20
3	**Module Level**	7
4	**Module Code**	PSY7062
5	**Semester Taught**	2

6	**Module Overview**

Health psychology models move beyond the biomedical model in the explanation of health and risk health behaviors to an appreciation of social-cognitions which focus on the complex interplay between cognitive (psychological factors, emotions, control, perception) and social (environment, political, economic, socio-groups) factors. In this module you will examine key health psychology models in their explanation and prediction of health and risky health behavior change as well as preventative strategies.

You will focus on health behaviors which are key priorities for public health policy and health promotion initiatives and will be considered within the framework of health psychology models when appraising their application to facilitating health behavior change. An appraisal of health psychology models to health and risky health behaviors will be considered by looking at how these models are placed within the context of allied disciplines such as medical, socio-economic models and limitations when considering changes in contemporary health behaviors, health inequalities, economic and political constraints as well as community and individualistic needs. This appraisal will lend itself to an appreciation of the application and limits of health psychology models within contemporary regional, national, and international contexts.

7	**Indicative Content**

- Health psychology models overview
- Health belief model
- Social cognitive theories
- Common-sense model
- Stages of change model
- Protection motivation theory
- Theory of planned behaviour
- Application of health psychology models in practice

8	**Module Learning Outcomes**
	On successful completion of the module, you will be able to:
1	Compare and contrast health psychology models.
2	Critically discuss how health psychology models and theory inform one health initiative.
3	Critically discuss economic, political and/or social considerations as well as the limits of health psychology models when discussing one health initiative.
4	Consider changes to the health initiative which would improve health behaviour change.

9	Module Assessment			
Learning Outcome Number *(from table 8)*	Coursework	Exam	In-Person	
1-4	Essay- 3000 words (100%)			

10	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	24	*12 x 2 hour lectures*
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	26	*3 x 2 hour assessment period 20 hours tutor contact – office hours*
Private Study (PS) includes preparation for exams	*150*	
Total Study Hours:	*200*	

- **11 Key Texts and Online Learning Resources**
- Ajzen, I. (2011). The theory of planned behaviour: reactions and reflections. Psychology Health, 26(9) 1113-27 doi: 10.1080/08870446.2011.613995
- Conner, M., & Norman, P. (2005). Predicting health behaviour (2nd Edition). Maidenhead: Open University Press.
- Floyd, D.L., Prentice-Dunn, S., & Rogers, R.W. (2006). A Meta-Analysis of Research on Protection Motivation Theory. Journal of Applied Social Psychology, 30(2) 407-429. DOI: 10.1111/j.1559-1816.2000.tb02323.x
- French, D., Vedhara, K., Kaptein, A. A., & Weinman, J. (Eds.). (2010).Health psychology. 2nd ed. John Wiley & Sons.
- Janz, N.K., & Becker, M.H. (1984). The Health Belief Model: A Decade Later. Health Education Quarterly, 11(1), 1-47.
- Marks, D.F., Murray, M.P., Evans, B., Estacio, E.V. (2015). Health psychology: theory, research & practice. 4th ed. London: Sage.
- Orji,R., Vassileva, J., Mandryk, R. (2012). Towards an Effective health Interventions Design: An extension of the Health Belief Model. Online Journal of Public Health Informatics, 4(3), ojphi.v4i3.4321 doi: 10.5210/ojphi.v4i3.4321

Module Specification

Module Summary Information

1	**Module Title**	Health Psychology Over the Lifespan
2	**Module Credits**	20
3	**Module Level**	7
4	**Module Code**	PSY7063
5	**Semester Taught**	1

6	Module Overview

This module will explore experiences of health and illness across the course of the lifespan. A key focus of this module will be on examining the biopsychosocial model and its prominence in understanding the onset, progression and management of chronic and acute health conditions and health behaviours across the lifespan. The module will cover several themes, including contributions of biological and environmental factors to health and human development, determinants and consequences of health and development across the lifespan, the role of psychology in understanding illness perceptions, the management of chronic conditions and coping, adherence to treatment and the impact of hospitalisation and preparation for medical procedures. You will critically discuss the impact of health inequalities and how gender, social, cultural and economic factors influence individual and societal health and wellbeing. The module will consider the importance of understanding these factors in improving health through the design of tailored interventions and health promotion. Evidenced based research will be used to consider how health initiatives and health promotion target contemporary health needs at various stages across the life of an individual. Health initiatives will be put into local, national and international contexts.

The module will support you in the development of knowledge and skills, which will encourage scholarship, evidence-based practice and professional and transferable skills in preparation for further training and or employment.

Study mode/delivery method(s):
The module will include a flexible learning environment where a variety of learning modes will be used (lecture, small cluster group activities, one-to-one assessment preparation supervision and breakaway activities). The weekly 2-hour session will be further supported by a variety of online forum discussions, activities, pre-session lecture recordings and pre and post session reading, which will be available on Moodle (VLE).

7	**Indicative Content**

Content may vary each academic year, as this module will be team-taught, and therefore staff changes may impact topics that are delivered. However, a list of indicative content is listed below:

- The Biopsychosocial model of health
- Health and illness representations
- Health inequalities
- The impact of social, cultural and economic factors on individual and societal health
- Gender disparities in health and wellbeing
- The psychology of adherence to treatment
- Role of coping in acute and long-term conditions
- Hospitalisation and stressful procedures
- The psychology of death and dying

The module will discuss the aforementioned topics in terms of the following health conditions: diabetes, cardiovascular disease, cancer, cystic fibrosis, obesity, stress, sexual health and HIV.

8	**Module Learning Outcomes** **On successful completion of the module, you will be able to:**
1	Critically discuss the role of psychology in understanding the onset, diagnosis, progression, and management of health conditions across the lifespan (childhood, adolescence, adulthood, or older adulthood).
2	Appraise evidence relating to the epidemiology of health and illness including the impact of social, cultural, and economic factors on health outcomes and health behaviours.
3	Evaluate the significance of integrating multiple perspectives to understanding health across the lifespan.
4	Critically discuss how health initiatives and health promotion target health needs across the lifespan including comparative populations across local, national and international contexts

9	**Module Assessment**		
Learning Outcome Number *(from table 8)*	**Coursework**	**Exam**	**In-Person**
1-4	3000-word written assignment (100%)		

10	Breakdown Learning and Teaching Activities		
Learning Activities	**Hours**		**Details of Duration, Frequency and other comments**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	24		Lecture accompanied with practical activities and discussions (12 x 2-hour sessions)
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	60		Directed learning activities will include pre-session preparation such as reading, engaging in recorded material and post-session learning activities.
Private Study (PS) includes preparation for exams and coursework	116		Private study will involve preparation for the module assignment and to expand specialist knowledge in health psychology
Total Study Hours:	200		

11	Key Texts and Online Learning Resources

- Marks, D. F., Murray, M., & Estacio, E. V., (2021). *Health psychology: Theory, research and practice*. Sage.
- Marmot, M. (2020). Health equity in England: the Marmot review 10 years on. *Bmj, 368*.
- Morrison, V., & Bennett, P. (2016). *An introduction to health psychology 4th edition*. Pearson Education
- Ogden, J. (2019). Health Psychology: A Textbook 6th Edition. McGraw Hill: London.
- Sarafino, E.P. & Smith, T.W. (2016). Health psychology: Biopsychosocial Interactions (9th Ed). Wiley: Utah
- Suls J., & Rothman A. (2004). "Evolution of the Biopsychosocial Model: Prospects and Challenges for Health Psychology" Health psychology, 23, 119–125.
- Thirlaway, K., & Upton, D. (2009). The Psychology of Lifestyle: Promoting Healthy Behaviour. Routledge: Oxon.
- Turner-Cobb, J. (2013). *Child health psychology: A biopsychosocial perspective*. Sage.

Module Specification

Module Summary Information

1	Module Title	Applied Research Methods in Health Psychology 1
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7064
5	Semester Taught	1

6	Module Overview

This module will equip you with the quantitative and qualitative analysis techniques necessary for stage 1 training in Health Psychology. The core aim of the module is to provide the theoretical, practical, and applied research methods background for further training and work in health psychology and allied health professions. The key themes in the module are: (1) ethical considerations in health psychology research, (2) research design, and (3) qualitative and quantitative data analysis.

This module requires you to demonstrate the ability to use a range of techniques and research methods applicable to advanced scholarship in the discipline and to apply appropriate quantitative and qualitative research methods relevant to health psychology.

Study mode/delivery method(s) and alignment with the programme level Learning, Teaching & Assessment strategy

This module will have weekly 2 hour sessions which will provide:

A flexible learning environment will include a variety of learning modes (lectures, workshops, 'breakout' discussions). Learning will be supported by activities including forum discussions, pre- and post-session activities and wider reading housed on our Virtual Learning Environments (e.g. Moodle and MS Teams). *Rich learning culture* activities will be student-centered. In these activities, research methods and techniques will incorporate quantitative data sets and interview data, and discussions on research ethics and enquiry into health-related issues. *Intentional content* material aligned to the core curriculum in health psychology with the use of various materials/activities (workshops, data sets, SPSS and other software). *Professional educator,* where you will be provided with continual feedback that will feedforward to your summative assessment. This module promotes independent and autonomous learning. You should take an active role in completing pre- and post-session activities/readings and engage in learning activities and discussions. Formative learning activities will help to consolidate the knowledge/skills gained during class time and enhance the development of research techniques and autonomous learning skills.

7	Indicative Content

Content may vary each academic year, as this module will be team taught, and therefore staff changes may impact topics that are delivered. However, a list of indicative content is listed below:

An overview of quantitative and qualitative approaches to data collection and analysis, including:
- Revision of basic concepts.
- Research Design and Methods Epistemology and the Conceptual Foundations of Qualitative Psychology
- Ethical Considerations in Health Psychology research
- Quantitative data collection and treatment
- The Statistical Comparison of Groups
- Correlation
- Categorical data - Chi square Test
- Qualitative Data Collection Techniques- Interviews and Focus Groups
- Thematic analysis
- Reflexivity and Quality in Qualitative Research

8	Module Learning Outcomes On successful completion of the module, you will be able to:	
	1	Demonstrate a critical understanding of a variety of quantitative research techniques in the context of applied health psychology research.
	2	Understand the professional ethical implications (BPS and NHS) and the ethics process when conducting research in health psychology domains.
	3	Demonstrate a detailed understanding of quantitative design and statistical analysis employed in health psychology research.
	4	Identify, apply and report appropriate qualitative data analysis techniques in the context of health psychology research.

9	Module Assessment		
Learning Outcome Number *(from table 8)*	Coursework	Exam	In-Person
1-3	2000- Word written assignment (70%)		
4	Data analysis report- 1000 words (30%)		

10	Breakdown Learning and Teaching Activities		
Learning Activities	Hours		Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	*24*		Workshop activities accompanied by practical instruction on qualitative and quantitative procedures (12 x 2-hour sessions)
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	*60*		Directed learning activities will include pre-session preparation and post-session learning activities.
Private Study (PS) includes preparation for exams	*116*		Private study will involve preparation for module assignments and any other relevant activities to enhance expertise in qualitative and quantitative research methods.
Total Study Hours:	*200*		

11	Key Texts and Online Learning Resources

- American Psychological Association (2019). Publication Manual of the American Psychological Association, Seventh Edition. APA, Washington DC
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3 (2), 77101. http://dx.doi.org/10.1191/1478088706qp063oa
- Braun, V., & Clarke, V. (2013). Successful qualitative research: A practical guide for beginners. Sage.
- British Psychological Society (2004). Good practice guidelines for the conduct of psychological research within the NHS. Accessed from: http://www.psy.ed.ac.uk/psy_research/documents/BPS%20Guidelines%20for%20the%20Conduct%20of%20Research%20within%20the%20NHS.pdf
- British Psychological Society (2018). *Code of Ethics and Conduct.* Leicester, UK. https://www.bps.org.uk/sites/bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Code%20of%20Ethics%20and%20Conduct%20%28Updated%20July%202018%29.pdf
- Field, A. (2018). Discovering Statistics Using IBM SPSS (5th Edition). London: Sage.
- Howitt, D. & Cramer, D. (2011). Introduction to Research Methods in Psychology (3rd ed.). Harlow: Prentice Hall.
- Howitt, D. & Cramer, D. (2011), Introduction to Statistics in Psychology (5th ed.). Harlow: Prentice Hall. (Library E-book)

Module Specification

Module Summary Information

1	Module Title	Initial Counselling Practice: Theory, Ethics & Context
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7069
5	Semester Taught	1

6	Module Overview

This is the first of three modules across the year focussing on key areas relevant to the counselling children and young people. These modules follow the same core themes, but each of the three modules emphasise slightly different aspects across these areas. Both the indicative content and the learning outcomes of all three modules focus on legal and ethical issues, theory, practical skills, competencies, and issues of context.

This module builds on the skills, knowledge, and practical skill of Introduction to Counselling, but with the focus on children and young people. The module prepares you for beginning your counselling placement with children and the module assessment monitors readiness for undertaking a placement. It is a placement gatekeeper, and it is necessary to pass this module before beginning placement.

Personal and professional development and on-going personal therapy is an essential component of your training and will be supported and monitored throughout the course, starting in this module.

In this module you will also consider all aspects of the counselling process with children and begin to develop a range of age appropriate skills to communicate with children and young people and to begin to explore play and creative approaches to counselling.

7	Indicative Content

Legal & Ethical Issues:
- Introduction to professional codes of ethics and practice
- Knowledge of relevant legal issues pertaining to professional practice
- Confidentiality and counselling children: common law duties and current legislation
- Third party requests for information – counsellors' rights and responsibilities
- Children's rights including their right to access counselling
- Assessing risk and safeguarding the counsellor / trainee
- Safeguarding and Child protection – principles and concepts
- Reporting mechanisms – legal & professional
- Reflection on ethical issues
- Limits of competence and how and when to refer onwards

Theories and Assumptions:
- Core theoretical assumptions
- An introduction to a range of counselling theories relevant to child psychotherapeutic practice
- A core theoretical model of child psychotherapeutic counselling
- The study of the theory and practice of child psychotherapeutic counselling from assessment to ending

Key Practice Skills:
- The role of play and self-directed play as a component of child development
- Introduction to age appropriate language skills
- Children's non-verbal communication
- Introduction to creative therapeutic methods
- Imagery, metaphor and behavioural enactments as communication
- The use of technology in child psychotherapeutic counselling
- The role and purpose of supervision
- Preparation of placement

Process and Relationship:
- Understanding of the stages and process of counselling children
- Starting counselling - the first session
- Developing skills to manage the counselling process
- Preparing for and ending
- Different counselling contexts and their dynamics
- Appropriate spaces, setting up and managing the counselling space
- Beginning self-reflection, personal therapy and development
- Self-management in the context of child counselling
- The potential of work with children to trigger personal difficulties and the role of personal therapy

8	Module Learning Outcomes
	On successful completion of the module, students will be able to:
1	Apply critical inquiry and analysis to legal and ethical issues pertaining to counselling children and young people
2	Critically evaluate the theoretical principles that underpin practical case formulation
3	Undertake a supervised counselling placement with children and young people based on personal development and a critical appraisal of theoretical principles
4	Critically review the stages of the therapeutic process with children and young people based on an integration of ethical, multi-relational and context specific issues

9	Module Assessment		
Learning Outcome	**Coursework**	**Exam**	**In-Person**
1 and 2	2000 word Essay 50%		
3 and 4			Skill assessment 50% (2000 word equivalence)

10	Breakdown Learning and Teaching Activities		
Learning Activities		**Hours**	**Details of Duration, Frequency and other comments**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable		72	*This module will be delivered across the last 8 weeks of the semester (weeks 5 – 12):* 1 x 3hr lecture per week 2 x 3 hr skills based workshops per week
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		58	10 hrs self-funded personal therapy 48 hrs Self-directed small group skill based practice sessions
Private Study (PS) includes preparation for exams		70	Reading, self-study and assessment preparation
Total Study Hours:		200	

11	Key Texts and Online Learning Resources

Core Resources for all modules:

- Kirkbride, R. (2017) *Counselling Young People: A Practitioner Manual*. London: Sage
- Robson, M. & Pattison, S. (2018) *The Handbook of Counselling Children and Young People (*2nd Ed) London : Sage
- Treisman, K. (2017) *Working with Relational and Developmental Trauma in Children and Adolescents*. Hove: Routledge
- Geldard, K., Geldard, D. and Yin Foo, R. (2018) *Counselling Children: A Practical Introduction 5*th ed. London: Sage
- Geldard, K., Geldard, D. and Yin Foo, R. 5th ed (2020) *Counselling Adolescents: The Proactive Approach for Young People*. 5th ed. London: Sage

Additional Resources:

- Axline, V. (1998) *Play Therapy*. New York: Ballantine Books
- Courtney, J. & Nolan, R.D. (2017) *Touch in Child Counselling and Play Therapy: An Ethical and Clinical Guide*. New York: Routledge
- Cozolino, L. (2014) *The Neuroscience of Human Relationships: Attachment and the Developing Social Brain.* 2nd ed. New York: W.W. Norton & Company
- Daniels, D. and Jenkins, P. (2010) *Therapy with Children: Children's Rights, Confidentiality and the Law*. 2nd ed. London: Sage
- Doherty-Sneddon, G. (2003) *Children's Unspoken Language*. London: Jessica Kingsley
- Fawcett, M. & Watson, D. (2016) *Learning Through Child Observation* (3rd ed). London Jessica Kingsley
- Landreth, G. (2012) *Play Therapy: The Art of the Relationship*. Hove: Routledge
- McCarthy, D. (2012) *A Manual of Dynamic Play Therapy: helping things fall apart, the paradox of play.* London: Jessica Kingsley Publishers
- Music, G. (2016) *Nurturing Natures : Attachment and Children's Emotional, Sociocultural and Brain Development* Taylor & Francis Group
- Petrie, P (2011) *Communication Skills for Working with Children and Young People : Introducing Social Pedagogy*. London: Jessica Kingsley Publishers
- Prever, M. (2010) *Counselling and Supporting Children and Young People: A Person-centred Approach*. London: Sage
- Rubin, J.A. (2005) *Child Art Therapy* John Wiley & Sons
- Sherman, L. (2015) *Skills in Counselling and Psychotherapy with Children and Young People* London: Sage
- Smyth, D. (2013) *Person-Centred Therapy with Children and Young People.* London:

Sage
- Sunderland, M. (2015) *Conversations That Matter: Talking with Children and Teenagers in Ways That Help.* Duffield: Worth Publishing
- Sunderland, M. (2000) *Using Story Telling as a Therapeutic Tool with Children.* Milton Keynes: Speechmark

Module Specification

Module Summary Information

1	**Module Title**	Child and Young Person Development
2	**Module Credits**	20
3	**Module Level**	7
4	**Module Code**	PSY7070
5	**Semester Taught**	1

6	Module Overview

You will begin this module in week 5 of semester 1, alongside *Initial Counselling Practice* and after the delivery of *Introduction to Counselling*. In this module you will explore key aspects of child and young person development of relevance to counselling practice. An exploration of theories and domains of development will help you to recognise typical and optimum developmental processes with a particular emphasis on emotional and psychological development. The general principles of Interpersonal Neurobiology introduced during the Introduction to Counselling module will be refined and focussed with reference to children and young people and linked to relevant elements of attachment theory for practical application during semesters 2 and 3.

The importance of early environment and wider contextual factors for emotional and psychological wellbeing is key to understanding many of the difficulties young people bring to counselling, and you will consider these factors in depth.

An exploration of age and stage related needs and differences will support your counselling practice with young people up to the age of 18 and will help you to develop a solid and appropriate knowledge base as part of your preparation of practice in semester 2.

Your study of theory on this module will be supported by 24 hours of child and young person observation and placement preparation.

7	Indicative Content

- Practical child & young person observations and pre-placement preparation
- Theories of development.
- Domains of development, including physical, neurophysiological, cognitive, emotional, social-relational, communication, spiritual and self-development
- The signs of developmental delay and sensory processing difficulties
- The impact of adverse childhood experiences.
- Issues of attachment and the ways in which attachments form and change
- The impact of transitions on child development
- The impact of social media as it evolves and develops.
- Factors that contribute to the life and experience of the child client
- Identity Development, taking account of:
  - Family, community & culture
  - Framework of beliefs, values, spirituality & religion
  - Stage of development
  - Sex, developing sexuality and gender identity
  - Life events, experiences and trauma
  - Group identification with for example peers, gangs & interest groups
  - The role of technology and social media
  - Transgenerational factors
  - Discrimination
  - Disability

	– Global influences

8	**Module Learning Outcomes** **On successful completion of the module, students will be able to:**	
	1	Apply a systematic understanding of theories and domains of child and young person development based on an understanding of relevant current theoretical and methodological approaches
	2	Critically evaluate current perspectives on the neurological, sensory, psychological and emotional manifestations of typical and atypical development
	3	Synthesise contextually appropriate counselling intervention plans on the basis of a critical appreciation of the nature and impact of transitions and an in-depth understanding of age, developmental stage and psycho-social and emotional maturity
	4	Apply a systematic understanding and empathic skill in working with a young person's identify formation, taking account of life experiences and traumatic events, gender, culture, belief systems, global, political and environmental circumstances and the influence of social media and digital technologies

9	**Module Assessment**		
Learning Outcome	**Coursework**	**Exam**	**In-Person**
1, 2 3 and 4	4000 word equivalent case vignettes 100%		

10	**Breakdown Learning and Teaching Activities**	
Learning Activities	**Hours**	**Details of Duration, Frequency and other comments**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	48	*This module will be delivered across the last 8 weeks of the semester (weeks 5 – 12):* 1 x 2 hr lecture per week 2 x 2 hr seminars per week
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	24	3 hrs per week child and young person observations
Private Study (PS) includes preparation for exams	128	Reading, self-study and assessment preparation
Total Study Hours:	200	

11	Key Texts and Online Learning Resources

Core texts for all modules:

Kirkbride, R. (2017) *Counselling Young People: A Practitioner Manual*. London: Sage

Robson, M. & Pattison, S. (2018) *The Handbook of Counselling Children and Young People (2*nd *Ed)* London : Sage

Treisman, K. (2017) *Working with Relational and Developmental Trauma in Children and Adolescents*. Hove: Routledge

Geldard, K., Geldard, D. and Yin Foo, R. (2018) *Counselling Children: A Practical Introduction 5*th ed. London: Sage

Geldard, K., Geldard, D. and Yin Foo, R. 5th ed (2020) *Counselling Adolescents: The Proactive Approach for Young People*. 5th ed. London: Sage

Additional Resources:

Abbot, R. & Burkitt, E. (2015) *Child development and the brain: An introduction.* Bristol: Policy Press

Aldgate, J., Jones, D., Rose, W. and Jeffery, C. eds. (2005) *The Developing World of the Child.* London: Jessica Kingsley

Gerhardt, S. (2015) *Why Love Matters: How Affection Shapes a Baby's Brain*. 2nd ed. Hove: Routledge

Kaduson, H.G. & Schaefer (eds) (2020) *Play Therapy with Children: Modalities for Change*. APA

Kroger, J. (2004) *Identity in Adolescence: The balance between self and other*. 3rd ed. Hove: Routledge

Payne Bryson, T. & Siegel, D. (2012) T*he Whole Brain Child: 12 Proven Strategies to Nurture your Child's Developing* Mind. Robinson

Plummer, D. (2011) *Helping children to improve their communication skills: therapeutic activities for teachers, parents and therapists*. London: Jessica Kingsley

Plummer, D.M. (2014) *Helping Adolescents and Adults to Build Self-Esteem: A Photocopiable Resource Book*. 2nd ed. London: Jessica Kingsley

Reid, H. and Westergaard, J. (2011) *Effective Counselling with Young People*. Exeter: Learning Matters

Siegel, D. (2014) *Brainstorm: the power and purpose of the teenage brain*. New York:Tarcher

Stallard, P. (2005) *A Clinician's Guide to Think Good- Feel Good: Using CBT with Children and Young People*. Chichester: Wiley

Temple-Smith, M., Moore, S. and Rosenthal, D. (2016). *Sexuality in Adolescence: The digital generation*. Hove: Routledge

Module Specification

Module Summary Information

1	Module Title	Neurodiversity in Applied Contexts
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7076
5	Semester Taught	1

6	Module Overview

This module will enable you to develop a critical awareness of the issues and debates relating to neurodiversity in childhood and adolescence. The module will examine psychological, social, cultural and biological influences in the causation of developmental disorders and intellectual disabilities. We will focus in-depth on some specific diagnoses that may be received during childhood and adolescence. In doing so, we will examine diagnostic criteria and approaches taken towards assessment, the cognitive and social development of neurodiverse groups, effective methods of intervention, and the overlap between neurodiversity and mental health. The module will also examine the role of social and cultural factors in the diagnosis, interpretation, and treatment of these conditions and emphasise the importance of anti-discriminatory practice when working with neurodiverse groups.

By engaging with the module and completing the assessments you will demonstrate an advanced knowledge of etiology, diagnosis, intervention, and comorbidity in relation to different developmental disorders and intellectual disabilities. The module will involve class discussion and a focus on providing support in educational and family contexts in order to give a strong applied focus to your learning.

As well as a core understanding of neurodiversity in childhood and adolescence, you will also develop transferrable skills in communicating complex and sensitive information to different audiences and making practical recommendations on the basis of theory and a critical evaluation of relevant research evidence. Completing this module will help to prepare you for job roles in clinical or educational settings and for careers in Clinical Psychology or Educational Psychology.

7	Indicative Content

This module will cover current psychological perspectives on neurodiversity.

Content will include:

- o Developmental Disorders; signs and symptoms, causes, and neuropsychology
- o Intellectual Disabilities; signs and symptoms, causes and neuropsychology
- o Atypical cognitive and social development
- o Diagnosis, assessment, and intervention
- o Issues relating to inclusivity, equality, and anti-discriminatory practice

Note: This module will not consider Special Educational Needs and Disabilities (e.g., Dyslexia). These will be discussed separately as part of the Educational Psychology in Practice module.

8	Module Learning Outcomes
	On successful completion of the module, you will be able to:
1	Recognise and understand various neurodiverse populations
2	Critically discuss causes & impacts of developmental disorders and intellectual disabilities
3	Critically evaluate the evidence base for psychological interventions at home and in school
4	Apply relevant theoretical concepts and empirical research to supporting children and adolescents from neurodiverse groups

9	Module Assessment		
Learning Outcome Number *(from table 8)*	**Coursework**	**Exam**	**In-Person**
1, 2, 3	Essay (2,000 words: 50%)		
1, 4	Parent/teacher information leaflet (1,000 words: 50%)		

10	Breakdown Learning and Teaching Activities	
Learning Activities	**Hours**	**Details of Duration, Frequency and other comments**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36	2 hr lecture x 12 1 hr seminar x 12
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	24	Guided online VLE activities, videos, news reports, blogs, and links to external resources and organisations
Private Study (PS) includes preparation for exams	140	Recommended and further reading, preparation for lectures & seminars, follow-up from lectures & seminars, assessment preparation
Total Study Hours:	200	

11	**Key Texts and Online Learning Resources**

Textbooks

Carr, A. (2006). The Handbook of Child and Adolescent Clinical Psychology: A Contextual Approach. London: Routledge

Harris, J.C., (2010). Intellectual Disability: A Guide for Families and Professionals. Oxford: Oxford University Press

Roth, I. (2010). The Autism Spectrum in the 21st Century: Exploring Psychology, Biology and Best Practice. London: Jessica Kingsley

Pennington, B. F., McGrath, L. M., & Peterson, R. L. (2019). Diagnosing Learning Disorders: From Science to Practice. London: The Guildford Press

Representative journals

Child Development

Developmental Science

Journal of Autism and Developmental Disorders

Module Specification

Module Summary Information

1	Module Title	The Applied Psychology of Child and Adolescent Development
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7077
5	Semester Taught	1

6	Module Overview

This module will examine development from birth through childhood and adolescence, focussing on changes to neurological, cognitive, social and emotional elements of psychological functioning. It will provide you with an understanding of the general principles and concepts, different theoretical perspectives, research methodologies, contemporary debates and areas of application of child psychology to the real world. The role of social and cultural context of development is also explored.

Through engagement with the module and the assessment you will think about child and adolescent development from different theoretical perspectives and from an applied perspective as well. You will be encouraged to consider how your knowledge gained from the lectures, in class activities and the additional reading can inform our understanding of real life events and help explain the behaviour observed around us. You will be engaged in class discussions and peer conversations alongside learning and teaching activities which will further contribute to exploring different perspectives.

There are direct links to career paths in psychology such as Educational Psychology, Clinical Psychology and counselling. There are also a number of transferable skills such as communication, group working, critical reading and analysis of literature, concise academic writing, ability to link theory to the real world, and time management which are embedded into this module.

7	Indicative Content

This module will cover development throughout childhood and adolescence, from birth to 19-years. Content will include:

- Cognitive and neurological development through childhood and adolescence
- Attachment and early relationships
- Childhood and adolescent social and emotional development
- Physical and motor development in childhood
- Risky behaviours and changing relationships in adolescence
- Relevant theories of child and adolescent development and historical perspectives
- Contemporary issues and debates

8	Module Learning Outcomes
	On successful completion of the module, you will be able to:
1	Critically understand cognitive and social development in childhood and adolescence
2	Critically discuss theory in the field of child and adolescent psychological development
3	Synthesise and evaluate how relevant empirical research informs practice in the fields of child and adolescent psychology
4	Apply relevant theoretical concepts and empirical research to practical issues and problems in the areas of child and adolescent development

9	Module Assessment			
Learning Outcome Number *(from table 8)*	Coursework	Exam	In-Person	
1 – 4		Exam (Open book remote exam completed over two working days: 100%)		

10	Breakdown Learning and Teaching Activities	
Learning Activities	**Hours**	**Details of Duration, Frequency and other comments**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36	2 hr lecture x 12 1 hr seminar x 12
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	24	Guided online VLE activities, videos, news reports, blogs, and links to external resources and organisations
Private Study (PS) includes preparation for exams	140	Recommended and further reading, preparation for lectures & seminars, follow-up from lectures & seminars, assessment preparation
Total Study Hours:	200	

11	Key Texts and Online Learning Resources

Adams, G. R. (2000). Adolescent Development: The Essential Readings. Blackwell Publishers.

Arnett, J. J. (1999). Adolescent Storm and Stress Reconsidered. American Psychologist, 54(5), 317.

Berk, L.E. (2010). Development Through the Lifespan (5th Edition). Boston: Allyn & Bacon.

Berk, L.E. (2013). Child Development (9th Edition). London: Pearson.

Berk, L. E. (2013). Exploring Lifespan Development (3rd Edition). New Jersey: Pearson.

Bornstein, M.H., Arterberry, M.E. & Lamb, M.E. (2014). Development in Infancy (5th Edition). Psychology Press.

Boyd, D. & Bee, H. (2014). Lifespan Development (6th Edition). London: Pearson.

Boyd, D. & Bee, H. (2013). The Developing Child (13th Edition). Harlow: Pearson.

Bremmer, J. G. (2011). An Introduction to Developmental Psychology (2nd Edition). Chichester: BPS Blackwell.

Bremner, J. G., & Fogel, A. (2011). Blackwell Handbook of Infant Development (2nd Edition.) Wiley.

Burman, E. (2007). Deconstructing Developmental Psychology (2nd Edition). London: Routledge.

Crome, I. B., Williams, R., Bloor, R., & Sgouros, X. (2020). Substance Misuse and Young People: Critical issues. Routledge.

Feldman, R. S. (2017). Development Across the Lifespan (8th Edition). UK: Pearson Higher Education.

Friedberg, R. D., McClure, J. M., & EBSCO. (2015). Clinical Practice of Cognitive Therapy with Children and Adolescents: The Nuts and Bolts (2nd Edition). The Guilford Press.

Gillibrand, R., Lam, V., & O'Donnell, V. L. (2011). Developmental Psychology. Harlow: Pearson.

Goswami, U. C. (2020). Cognitive Development and Cognitive Neuroscience: The Learning Brain (2nd Edition). Routledge.

Hadley, A., Ingham, R., & Chandra-Mouli, V. (2018). Teenage Pregnancy and Young Parenthood: Effective Policy and Practice. Routledge.

Hurlock, E. B. (1973). Adolescent Development (4th Edition). McGraw-Hill.

Johnson, M. H., & De Haan, M. (2015). Developmental Cognitive Neuroscience: An Introduction. Wiley-Blackwell.

Messer, D. J., & Millar, S. (Eds.). (1999). Exploring Developmental Psychology from Infancy to Adolescence. Arnold.

Midgley, N., Hayes, J., Cooper, M. (2017). Essential Research Findings in Child and Adolescent Counselling and Psychotherapy. SAGE.

Mitchell, P. & Ziegler, F. (2007). Fundamentals of Development: The Psychology of Childhood. London: Psychology Press.

Slater, A., & Lewis, M. (Eds.). (2007). Introduction to Infant Development. Oxford University Press.

Module Specification

Module Summary Information

1	**Module Title**	Skills and Methods for Applied Research in Child Psychology
2	**Module Credits**	20
3	**Module Level**	7
4	**Module Code**	PSY7078
5	**Semester Taught**	1

6	**Module Overview**

This module will equip you with the core knowledge and practical skills required to conduct research with children and adolescents and to address practical issues and questions using empirical data. You will learn how to formulate testable research questions, design different types of research study and understand their strengths and limitations, and how to collect, analyse, interpret, and report quantitative and qualitative data.

Learning on this module will take a 'hands-on' approach and during weekly practical sessions you will work collaboratively with your peers to develop your confidence and expertise in research design and data analysis. Feedback, tutor support, and formative activities will also be provided to help you monitor your learning as your progress through the different topics.

These skills are foundational for your learning elsewhere on the course. For example, they will enhance your ability to engage with and understand empirical evidence in child psychology, to critically evaluate research evidence, and to conduct your own piece of original research while completing your Empirical Research Project in Applied Child Psychology module. In addition to this, these skills are essential for practice in education, counselling, and other applied contexts where it is important to make evidence based decisions and demonstrate research informed practice. Research Methods and Statistics is also a core area of competency required to practice psychology, e.g., as an Educational Psychologist or Clinical Psychologist.

You will also acquire additional transferable skills in the areas of numeracy, IT literacy, data visualisation, and research communication and dissemination through completing this module. These skills are applicable in a broad range of contexts and will be particularly useful if you hope to pursue a career as a researcher or as a practicing psychologist.

7	**Indicative Content**

This module will offer an introduction to research methodologies in developmental psychology.

Content will include:

- Research Methodologies:
    - Experimental designs and intervention studies
    - Correlational designs and longitudinal studies
    - Single and multiple case studies
    - Qualitative research designs
    - Observational research
    - Ethics for research with children, including neurodiverse groups
    - Challenges of conducting research with children and/or in school
    - Synthesising and evaluating the quality of research evidence

- o   Data Analysis:
  - o   Testing for differences between groups; t-tests, ANOVA, ANCOVA, MANOVA
  - o   Testing for relationships between variables; correlation, regression, mediation
  - o   Developing and evaluating educational assessments; factor analysis, reliability analysis

8	Module Learning Outcomes
	On successful completion of the module, you will be able to:
1	Understand in depth and devise your own quantitative and qualitative research designs
2	Formulate testable research questions and hypotheses
3	Apply appropriate data analysis techniques
4	Critically review and assess the quality of research evidence in developmental psychology

9	Module Assessment		
Learning Outcome Number *(from table 8)*	**Coursework**	**Exam**	**In-Person**
1, 2, 3	Quantitative report (1,250 words: 50%)		
1, 2, 4	Proposal (1,750 words: 50%)		

10	Breakdown Learning and Teaching Activities	
Learning Activities	**Hours**	**Details of Duration, Frequency and other comments**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36	1 hr lecture x 12 2 hr computer workshop x 12
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	24	Guided online VLE activities, videos, news reports, blogs, and links to external resources and organisations
Private Study (PS) includes preparation for exams	140	Recommended and further reading, preparation for lectures & workshops, follow-up from lectures & workshops, assessment preparation
Total Study Hours:	200	

11	Key Texts and Online Learning Resources

Textbooks

Banister, P. (2012). Qualitative Research Methods in Psychology: A Research Guide. Maidenhead: McGraw Hill

Breakwell, G., Smith, J. A., & Wright, D. B. (2012). Research Methods in Psychology. London: Sage

Brown, C. (2008). Research Methods in Developmental Psychology. London: Sage

Dancey, C. & Reidy, J. (2020). Statistics Without Maths for Psychology (8th Edition). Harlow: Pearson

Elmes, D.G, Kantowitz, B.H. Roediger, H.L. (2012). Research Methods in Psychology. St Paul MN: West Publishing Company

Field, A. P. (2018). Discovering Statistics Using IBM SPSS Statistics (5th Edition). London: Sage

Field, A. & Hole, G. (2003). How to Design and Report Experiments. London: Sage

Harrison, V., Kemp, R., Brace, N., & Snelgar, R. (2020). SPSS for Psychologists and Everyone Else (7th Edition). New York: Macmillan

Howitt, D., & Cramer, D. (2019). Introduction to Qualitative Research Methods in Psychology: Putting the Theory into Practice. Harlow: Pearson

Howitt, D., & Cramer, D. (2020). Research Methods in Psychology. Pearson Education

Miller, S. A. (2012). Developmental Research Methods. United Kingdom: SAGE Publications.

Patton, M.Q. (2013). Qualitative Research and Evaluation Methods: Integrating Theory and Practice. London: Sage

Pallant, J. (2020). SPSS Survival Manual: A Step-by-Step Guide to Data Analysis using IBM SPSS (7th Edition). London: Open University Press

Prior, J., & Van Herwegen, J. (2016). Practical Research with Children. London: Routledge

Module Specification

Module Summary Information

1	Module Title	Legal and Ethical Applications for Counselling
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7086
5	Semester Taught	1

6	Module Overview

This first semester module develops the groundwork laid down in PSY6112 Counselling Ethics, and explores ethical decision making in greater depth, with specific reference to counselling practice. You will undertake an in depth consideration of the BACP Codes of Ethics and practice and apply these to your own emerging practice. You will explore legislation relevant to counselling practice and identify the practical implications of, among other things, safeguarding, anti-discrimination legislation and data management on their practice. The importance of life-long personal and professional development is a key requirement for counsellors, and this module will support you to develop an understanding of your obligations and responsibilities of in the context of professional counselling practice. Throughout the module the emphasis will be on the application of ethical principles to practice.

This module will embed existing learning enabling you to establish 'relational ethics' in practice. It will require you to cast critical (but non-judgmental) eye on your practice in your placement. Building on knowledge and understanding from previous modules, you will give full consideration to 'relational ethics;' which requires reflexive awareness of ethical 'boundarying,' ethical 'holding' and ethical endings.

Throughout this module, you will develop critical reasoning skills to complex situations involving both ethical dilemmas and legal considerations. These skills are highly relevant to counselling practice and are transferrable to a wide variety of careers including but not limited to healthcare, support work, rehabilitation, police work and offender management.

7	Indicative Content

The legal and ethical frameworks relevant to counselling practice are subject to ongoing review due to changes in regulatory frameworks and to legislation. The following summary is therefore not exhaustive and is subject to change.

- BACP codes of ethics and practice
- The use and value of supervision
- Ongoing professional development
- Limits of competence
- Sources of support
- Practical ethical decision making
- Unconscious bias
- Non-discriminatory practice
- Relevant legal issues
- Relational ethics
- Risk assessment and management
- Safeguarding responsibilities and protocols
- Implications of independent practice

8	Module Learning Outcomes

	On successful completion of the module, students will be able to:
1	Apply ethical concepts, professional counselling codes and employing organisation codes and policies in a contextually sensitive manner based on an in-depth understanding of the underlying principles.
2	Critically analyse relevant current legislation governing therapeutic practice including but not limited to legislation pertaining to diversity and equality, safeguarding and data management
3	Demonstrate a consistent and on-going commitment to continuing professional and personal development, including self-awareness, reflexivity and fitness to practice.
4	Maintain a personal ethical stance and a commitment to an attitude of non-discrimination constant vigilance in respect personal unconscious bias

9	Module Assessment		
Learning Outcome Number *(from table 8)*	Coursework	Exam	In-Person
1, 2, 3 & 4	100%		

10	Breakdown Learning and Teaching Activities		
Learning Activities	**Hours**		**Details of Duration, Frequency and other comments**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	*36*		*2 hr lecture x 12* *1 hr seminar x 12*
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	*46*		*1hr 20m VLE based activity x 12* *2.5 hr Pre and post seminar reading x 12*
Private Study (PS) includes preparation for exams	*118*		*7 hrs - Wider reading x 12* *34 hrs - Essay preparation*
Total Study Hours:	*200*		

11	Key Texts and Online Learning Resources

Bager-Charleson, S. Van Rijn, B. (2011) *Understanding Assessment in Counselling & Psychotherapy*. Exeter: Learning Matters

Barnett, D. (2019) *The Straightforward Guide to Safeguarding Adults*. London: Jessica Kingsley

British Association for Counselling and Psychotherapy. (2018). *Ethical framework for the Counselling Professions*. Rugby: British Association for Counselling and Psychotherapy.

Bond, T. (2015), *Standards and Ethics for Counselling in Action*. (3rd ed), London: Sage.

Clarkson, P. (1999) Ethics: Working with Ethical and Moral Dilemmas in Psychotherapy. Gateshead: WileyBlackwell

Dryden, W. & Reeves, A. (2008) *Key Issues in Counselling in Action*. London: Sage

Jenkins, P. (2017) Professional Practice in Counselling and Psychotherapy: Ethics and the Law. Sage: London

Lago, C. & Smith, B. eds (2010) *Anti-discriminatory Counselling Practice*. (2nd ed) London: Sage

Proctor, G. (2014) *Values and Ethics in Counselling and Psychotherapy. London*: Sage