



College of Psychology

Academic Year 2023/24 - Semester 2

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
PSY4032	Introduction to Research Methods and Statistics	4	20	10
PSY4034	Introduction to Psychopathology	4	20	10
PSY4035	Parapsychology	4	20	10
PSY4041	Popular Images and Psychological Understanding	4	20	10
PSY4042	Positive Psychology and Counselling	4	20	10
PSY4044	Non-Verbal Communication	4	20	10
PSY5047	Neuropsychology	5	20	10
PSY5048	Quantitative Research Methods and Statistics	5	20	10
PSY5059	Infancy	5	20	10
PSY5063	Work Experience	5	20	10
PSY5064	Stress and Disease	5	20	10
PSY5065	Cultural Psychology	5	20	10
PSY5069	Interpersonal Neurobiology	5	20	10
PSY5071	Stress and Health	5	20	10
PSY6095	Applied Social Psychology	6	20	10
PSY6100	Legal Psychology	6	20	10
PSY6106	Intellectual Disabilities	6	20	10
PSY6107	Counselling Psychology	6	20	10
PSY6108	Gender and Sexualities	6	20	10
PSY6115	Psychology in Policing and Criminal Justice	6	20	10
PSY7046	Investigative Psychology	7	20	10
PSY7047	The Assessment and Treatment of Offenders	7	20	10
PSY7051	Advanced Research Methods in Forensic Psychology	7	20	10
PSY7053	Applied Social Psychology	7	20	10
PSY7054	Brain and Cognition	7	20	10
PSY7058	Qualitative Research Methods and Analyses	7	20	10
PSY7065	Psychological Interventions and Behaviour Change	7	20	10
PSY7066	Applied Research Methods in Health Psychology 2	7	20	10
PSY7067	Professional Development in Health Psychology	7	20	10
PSY7071	Developing Counselling Practice: Theory, Ethics & Context	7	20	10
PSY7072	The Mental, Emotional & Psychological Health and Disease of Children & Young People	7	20	10
PSY7073	Diversity, Cultural, Familial & Contextual Dynamics	7	20	10
PSY7079	Applying Skills to Working with Children	7	20	10
PSY7080	Child and Adolescent Clinical Psychology	7	20	10
PSY7081	Educational Psychology in Practice	7	20	10
PSY7088	Working with Adverse Childhood Experiences (ACEs), Distress and Trauma	7	20	10
PSY7089	Multi-disciplinary and Diversity Issues in Counselling Practice	7	20	10

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Module Summary Information

1	Module Title	Introduction to Research Methods and Statistics
2	Module Credits	20
3	Module Level	4
4	Module Code	PSY4032
5	Semester Taught	2

6 Module Overview	
This module introduces you to the process of conducting research, analysing data and evaluating the findings. The module will provide a conceptual understanding of reporting research, the core statistical principles and tests used. The module provides hands-on experience of conducting an experiment, using statistical software for carrying out analyses and writing up the experiment in practical workshops. 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. This module will also identify how the skills and knowledge gained during this module are relevant to future modules that cover GBC competencies and training which are relevant to future work and studies in the area of Psychology.	

7 Indicative Content	
This module will cover descriptive statistics, graphs and the assumptions around inferential testing. It will also cover how to run and understand inferential statistics for differences, associations and relationships e.g. correlations, t-tests and Chi-squared tests.	

8	Module Learning Outcomes On successful completion of the module, you will be able to:
1	Apply knowledge, understanding and a proven ability to appropriately use statistical tests that examine differences.
2	Apply knowledge, understanding and a proven ability to appropriately use statistical tests that examine relationships and associations.
3	Analyse, present, evaluate quantitative data and evaluate research findings. Knowledge and understanding of how psychological studies are designed, conducted and reported in Psychology.

9 Module Assessment			
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1,	Quizzes (24%) (equivalent 500 words)		
1, 2 and 3	Workbook (76%) (equivalent 2000 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	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	46	On-line activity, peer learning, as directed on VLE. Graduate+ Approximately 4 hours a week during the semester.
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	
	<ul style="list-style-type: none"> • Field, A. P. (2017). Discovering Statistics Using IBM SPSS Statistics. SAGE. • American Psychological Association, issuing body. (2020). Publication manual of the American Psychological Association: the official guide to APA style (Seventh edition.) American Psychological Association • Author APA Style home: http://apastyle.apa.org/ • Field, A. and Hole, G. (2003). <i>How to Design and Report Experiments</i>. Sage • Breakwell, G., Wright, D, B.,and Smith, J, A, (2011). <i>Research methods in Psychology</i>. Sage Publications. Harlow: Pearson. • Howitt, D., & Cramer, D. (2014). <i>Introduction to Research Methods in Psychology</i>. Pearson.

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Module Summary Information

1	Module Title	Introduction to Psychopathology
2	Module Credits	20
3	Module Level	4
4	Module Code	PSY4034
5	Semester Taught	Semester 2

6 Module Overview	
<p>Introduction to Psychopathology, will introduce you to psychological disorders such as depression, schizophrenia and addiction. It will explore how these psychological disorders have an effect on daily thinking, functioning and behaviour. The assessment and diagnosis process of a psychological disorder will play a central role in this module. This will be done by using the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5; 2013). The DSM-5 (2013) is used by clinicians worldwide to assess and diagnose individuals with a psychological disorder. In this module, the DSM-5 (2013) will be used to describe the key symptoms of psychological disorders which will help to enhance your understanding of key symptoms and criteria used to diagnose a psychological disorder. In addition, psychological perspectives deriving from the core areas of psychology: biological, cognitive, behavioural and social perspectives will be considered to explain the aetiology of and treatment of individuals diagnosed with a psychological disorder.</p>	
<p>This module supports you to gain the following transferable employability skills:</p> <ul style="list-style-type: none"> a) Allows you to explore scientific approaches to understanding the mind, brain and behaviour; which are applicable to the Clinical Psychology and mental health services contexts. b) The assessments on the module can be applied to real world applied contexts. c) The module teaches methods and assessments that facilitate employability skills (e.g. communication, teamwork, and problem-solving); d) It aligns with the aims and ethical considerations of the British Psychology Society. 	

7 Indicative Content	
<ul style="list-style-type: none"> • Introduction to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) • Introduction to assessment and psychological treatments in chosen psychological/mental disorders. • Introduction to the aetiology of psychological and mental disorders from the perspective of Cognitive, Biological, Behavioural, Social and Biological Psychology. • Anxiety disorders. • Eating disorders • Mood disorders. • Personality Disorders. • Psychology literacy. • Addiction • Schizophrenia. 	

8	Module Learning Outcomes On successful completion of the module, you will be able to:
	1 Apply knowledge and understanding of the DSM-5 diagnosis process in the assessment of psychological disorders.
	2 Apply knowledge and understanding of the various assessment tools used by clinicians to support the diagnosis process.
	3 Compare and contrast the biological perspective with one or more psychological perspectives when discussing the aetiology and treatment of psychological disorders.
	4 Identify relevant research to support both the explanation, and treatments for psychological disorders.

9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1,2,3,4	Written Assessment (80%) 2000 words Quizzes (20%) equivalent 500 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, Moodle Quizzes, Additional Q and A sessions online, Peer activities.	
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
	<ul style="list-style-type: none">• American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: Author.• Comer, R.J. & Comer, J.S. (2018). Abnormal Psychology, 10th Ed. New York, NY: Worth Palgrave Macmillan.• Cromby, J., Harper, D., & Reavey, P. (2013). Psychology, Mental Health and Distress. London: Palgrave. [E-BOOK ONLY]• Cave, S. (2002). Classification and Diagnosis of Psychological Abnormality, Hove & New York: Psychology Press. [E-BOOK ONLY]• Davey, G. (2014) Psychopathology: Research, Assessment and Treatment in Clinical Psychology. 2nd Ed. London: BPS and John Wiley & Sons.• Kring, A.M. Davison, G.C. Johnson, S., Neale, J.M. (2012). Abnormal Psychology (10th Ed). USA, Wiley Higher Education.• Oltmanns, T.F. (2009) Case Studies in Abnormal Psychology (8th Ed). USA. Wiley Higher Education.• Pennington, B.F. (2005). The Development of Psychopathology: Nature and Nurture. New York: Guilford Press.

Online Resources

- DSM-5 (2013): <http://www.dsm5.org/Pages/Default.aspx>
- Informa World: <http://www.informaworld.com/smpp/title~content=t713659042>
- National Institute of Mental Health: <http://www.nimh.nih.gov/>
- National Institute for Health and Care Excellence (NICE): Improving health and social care through evidence-based guidance - <https://www.nice.org.uk/guidance/conditions-and-diseases/mental-health-and-behavioural-conditions>
- Work on Szasz (1960) *The Myth of Mental Illness*: <http://psychclassics.yorku.ca/Szasz/myth.htm> - a link to a classic paper on Mental Health.

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Module Summary Information

1	Module Title	Parapsychology
2	Module Credits	20
3	Module Level	Level 4
4	Module Code	PSY4035
5	Semester Taught	2

6 Module Overview	
<p>The parapsychology module explores how psychology operates in the wider domain of science and society through debates about the meaning and function of paranormal belief and experience, parapsychological research and the social and cultural relevance of the paranormal. Throughout the module, you will consider multiple parapsychological topics including extrasensory perception (ESP), Mediumship, Alien abduction, Ghosts from two broad perspectives: (i) believer and (ii) sceptic.</p> <p>You will consider and assess evidence regarding paranormal belief, experience, and phenomena. You will engage with the challenges for psychology in examining paranormal experience, and anomalous events. This will provide opportunities to develop academic thinking skills. This module also encourages you to advance your knowledge and understanding of psychology (approaches, research methods, findings, and theory) in the novel context of the paranormal. Teaching and learning delivery is via a lecture and seminar format. The module has two assessment types - an online quiz assessing the breadth of the module, and an exam exploring a choice of selected topics in depth.</p> <p>This module provides opportunities for you to explore specific real world applications of psychology and will use research and examples to facilitate your understanding of psychological concepts and debates. The module will encourage you to extend and develop confidence in your communication and academic skills that are required for further study and future employment. The parapsychology module will aid you to understand the importance of developing a balanced view of the diversity of beliefs and experiences in society, whilst also developing the ability to think academically, and to apply social scientific evidence.</p>	

7 Indicative Content	
<p>Psychological and scientific explanations for anomalous experiences, including exploration of: cognitive factors (e.g. memory, perception), belief, personality factors, neurological factors, social and cultural factors.</p> <p>Sceptic and believer perspectives on a range of anomalous experiences, phenomena, and beliefs. Indicative topic areas include (but are not limited to)</p> <ul style="list-style-type: none"> • Psi (telepathy, clairvoyance, precognition, PK) • Alien abduction • Demonic possession • Ghosts and poltergeists • Afterlife beliefs and experiences • Shamanism and witchcraft • Folklore and paranormal myths <p>Assessment of evidence from case studies, eyewitness testimony, media, quantitative and qualitative research studies, laboratory experiments, and field studies.</p>	

8	Module Learning Outcomes On successful completion of the module, you will be able to:	
	1	Understand parapsychological and scientific explanations for anomalous experiences and beliefs
	2	Interpret and appraise evidence in relation to parapsychological and scientific understandings of anomalous experiences and beliefs
	3	Recognise and appraise believer and sceptical positions regarding anomalous phenomena

9	Module Assessment	
Learning Outcome Number (from table 8)	Coursework	Exam
1, 2, 3	Online Quiz 15% (equivalent 750 words)	Exam 85% (1hour 30min)

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	35	<i>2hr lecture x12 1hr seminar x11</i>
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	55	<i>Weekly online skills session drop-in 1hour x12 Formative assessment activities (x3) Completion of online quizzes (x3) Peer learning via discussion forums Engagement with Graduate+ Week Engagement with multimedia resources (e.g. documentaries and podcasts)</i>
Private Study (PS) includes preparation for exams	110	<i>Weekly active reading (both essential and recommended), note making, reviewing learning materials to consolidate knowledge, and exam preparation.</i>
Total Study Hours:	200	

11 Key Texts and Online Learning Resources
<u>Key Texts:</u>
<ul style="list-style-type: none"> ▪ Roberts, R., & Groome, D. (Eds.). (2017). <i>Parapsychology: The science of unusual experience</i>. London: Routledge. ▪ Irwin, H. J., & Watt, C. A. (2007). <i>An introduction to parapsychology</i>. London: McFarland ▪ Please note: a range of contemporary, full text accessible published journal articles will be available as readings relevant to the specific topic across the module. Specific freely available documentaries, podcasts, and other online videos and articles may also be provided for certain topics where relevant.
<u>Further reading:</u>
<ul style="list-style-type: none"> ▪ Marks, D. F. (2020). <i>Psychology and the Paranormal: Exploring Anomalous Experience</i>. SAGE. ▪ French, C. C., & Stone, A. (2013). <i>Anomalistic psychology: Exploring paranormal belief and experience</i>. Macmillan International Higher Education ▪ Henry, J. (2005). <i>Parapsychology: research on exceptional experiences</i>. Routledge.

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Module Summary Information

1	Module Title	Popular Images and Psychological Understanding
2	Module Credits	20
3	Module Level	Level 4
4	Module Code	PSY4041
5	Semester Taught	2

6	Module Overview
<p>The intention of this module is to bring aesthetic awareness into your living space in order to demonstrate the fascinating and useful lens that psychology can provide in helping make sense and understanding of the immediate symbolic world that surrounds people in society. This module takes aspects of everyday art, culture, design, architecture, and creativity, and attempts to provide psychological commentaries which are novel, speculative, and above all, interesting. The focus is on seeing through images to the psychological fantasies and themes they portray, and the drives that animate the human condition.</p> <p>The module will investigate popular images as represented in literature, art, architecture, and in contemporary aspects of culture and media. This would include a selection of literature, potentially including fiction, poetry, and drama, and the ways such sources enrich the understanding of the human mind and experience. In addition, the module investigates the “ways of seeing” art, and the phenomena and figures within such sources are explored. Architectural and psychogeographic experiences are investigated through classic, modernist and post-modernist structures and designs. Contemporary images include a selection of media, film, and television to enrich psychological understanding. Psychological frameworks and artistic movements are introduced throughout the module and are used to offer psychological commentaries about created pieces.</p> <p>The module is also designed to help aid your development of personal confidence and cultural capital, by introducing you to the world of the critic and their critiques, and the idea of the free exchange of assessments, evaluations and discussions of ideas, concepts and creative works.</p>	

7	Indicative Content
<p>The following is the indicative content of the module:</p> <ul style="list-style-type: none"> • Introduction. How to be a critic. Why society needs art criticism. What is art? • Background. Ways of seeing art. Schools and development of art. • Architecture and building structures. • Commercial art and corporate logos: principles of good design. • Performance art: the artist is the art. • Graphic design. Businesses as creative works of art. • Inspirational visit to Birmingham Museum and Art Gallery. • Psychological thrillers: the work of Stanley Kubrick. • Post-war British art: the work of David Hockney. • Male and female revenge narratives: the way the sexes are permitted to be violent in art. • Statues: public art and iconoclasm. • Film noir and the use of darkness. • Street furniture: how modern design shapes movement of people • Psychogeography: city planning 	

8	Module Learning Outcomes On successful completion of the module, you will be able to:	
	1	Apply knowledge and understanding of the manner in which images or creations of everyday life can be inspected and interpreted to provide psychological meaning and depth.
	2	Assess and scrutinize creative designs, images and art in order to reveal the psychological narratives they represent.
	3	Evaluate artists' attempts at making meaning through imaginal or symbolic enquiry, and to substantiate such evaluations with support.
	4	Write in a lucid, structured and coherent manner in making informed representations of ideas and images.

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	44	2hr lecture x12 1hr seminar x12 1hr art masterclasses x8
	Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	56	Video investigation Art documentary videos Online activity Exploring museum collections online Museum field trips
	Private Study (PS) includes preparation for exams	100	Writing skills and essay preparation - 20hrs Research into pieces chosen for assessment
	Total Study Hours:	200	

11	Key Texts and Online Learning Resources
	<ul style="list-style-type: none">• Berger, J. (2009). <i>Ways of Seeing</i>. Penguin Books.• Meades, J. (2012). <i>Museum Without Walls</i>. Unbound Press.• Potter, P. (2019) <i>Banksy You Are an Acceptable Level of Threat and if You Were Not You Would Know About It</i>. Carpet Bombing Culture.• Schwartz, H. (2015) <i>Building the Golden Gate Bridge: A Workers' Oral History</i>. University of Washington Press.• Von Tunzelmann, A. (2021) <i>Fallen Idols: Twelve Statues That Made History</i>. Headline Publishing.

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Module Summary Information

1	Module Title	Positive Psychology and Counselling
2	Module Credits	20
3	Module Level	4
4	Module Code	PSY4042
5	Semester Taught	2

6 Module Overview	
This module explores the roots and informing principles of positive psychology, focussing on research and current developments internationally. Beginning with the seminal work of Martin Seligman, the module focusses equally on theory and practice, identifying the informing philosophy, the research base for the study area, and some practical strategies which aim to increase a sense of subjective well-being and positive mental health. The clinical value of the approach is explored via an integration of research, practical strategies and personal reflection.	
The idea of the pursuit of happiness as a universal and timeless human activity is explored from the perspective of 21 st century Britain, and located in the wider disciplines of psychology, psychology and mental health.	
This module aims to 1) explore concept of flourishing and the close relationship between body and mind 2) identify the concept of well-being skills and how these can be taught and learned 3) discuss developments in the field of positive psychology internationally 4) facilitate an understanding of the scientific foundations of positive psychology	

7 Indicative Content	
• Positive emotions	• Impact and value of positivity
• The pursuit of happiness	• Emotional health
• Positivity resonance and loving kindness	

8 Module Learning Outcomes	
On successful completion of the module, you will be able to:	
1	Explore the scientific foundations of positive psychology
2	Reflect upon a range of positive interventions from a personal and academic perspective
3	Evaluate the position and relevance positive psychology as an approach within the fields of psychology, counselling and psychotherapy
4	Appraise the potential relationship between positive psychology and mental health

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

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	Support session, online activity, , peer learning, as directed on VLE
Private Study (PS) includes preparation for exams		120	<i>Literature reviews, collating information relevant to case study, development of critical perspectives on findings and psychometrics.</i>
Total Study Hours:		200	

11	Key Texts and Online Learning Resources
Carr, A. (2011). Positive psychology: The science of happiness and human strengths. Routledge. (Available via University Library online – Primary Textbook)Chang, E. C., Downey, C. A., Hirsch, J. K., & Lin, N. J. (Eds.). (2016). <i>Positive Psychology in Racial and Ethnic Groups: Theory, Research, and Practice</i> . American Psychological Association. http://www.jstor.org/stable/j.ctv1chs9jw	
Csikszentmihalyi, M. (2008) Flow: The Psychology of Optimal experience. New York: Harper Perennial Modern Classics.	
Davidson, R & Begley, S. (2013) <i>The Emotional Life of your Brain: How its unique patterns affect the way you think, feel and live – and how you can change them</i> . Hodder Paperbacks.	
Duckworth, A. (2016) <i>Grit: The Power of Passion and Perseverance</i> . Scribner	
Dweck, C.S. (2007) <i>Mindset: The New Psychology of Success</i> . Ballantine Books	
Fredrickson, B. L. (2009). <i>Positivity</i> . New York: Three Rivers Press	

- Fredrickson, B. (2013) *Love 2.0: Finding Happiness and Health in Moments of Connection*. Plume
- Gilbert, D. (2007) *Stumbling on Happiness*. Vintage
- Han, S. Lerner, J. S., & Keltner, D. (2007). Feelings and consumer decision making: The appraisal-tendency framework. *Journal of Consumer Psychology*, 17, 158-168.
- Hanson, R. (2013). *Hardwiring Happiness*. New York: Harmony.
- Keltner, D., Oatley, K., & Jenkins, J. M. (2013). *Understanding Emotions*, 3rd Edition. Hoboken, NJ: Wiley.
- Lyubomirsky, S. (2008) *The How of Happiness: A New Approach to Getting the Life You Want*. Penguin Books
- Neff, K. (2015) *Self-compassion: The Proven Power of Being Kind to Yourself*. William Morrow Paperbacks
- Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.
- Seligman, M. (2012) *Flourish: A visionary New Understanding of Happiness and Well-being*. Atria Books
- Seligman, M. (2017) *Authentic Happiness: Using the New Positive Psychology to Realise your potential for lasting fulfilment*. Nicholas Brealey Publishing
- Seligman, M. (2018) *Learned Optimism: How to Change Your Mind and Your Life*. Nicholas Brealey Publishing

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Module Summary Information

1	Module Title	<i>Non-verbal Communication</i>
2	Module Credits	20
3	Module Level	4
4	Module Code	PSY4044
5	Semester Taught	Semester 2

6 Module Overview	
<p>This module focuses on different aspects of non-verbal communication including facial expression, tone of voice, gesture and body language from evolutionary, cultural and neuro-biological perspectives. The way non-verbal communication is perceived and processed and contributes to the overall communication process will be explored from both a practical and a conceptual perspective. Rapport and relationship building based on non-verbal communication skills and attunement will offer practical experience as a basis for integrating theory and practice. The use of creative media as communication will contribute to a wider understanding of the range of ways in which therapeutic communication can take place. The module will also include a consideration of the role of non-verbal communication in the digital era</p> <p>This module will help you to develop greater competence in interpersonal relationships, and increase sensitivity to the range of culturally specific patterns of non-verbal communication. These skills are key to all roles involving person-to-person contact and the application of helping skills</p> <p>This module aims to: 1) increase awareness of communication normally outside of conscious awareness 2) gain an understanding of the cognitive & neurobiological structures underlying non-verbal communication 3) increase awareness of own unconscious communications 4) engage with the research an knowledge base informing understanding of non-verbal communication</p>	

7 Indicative Content	
	<ul style="list-style-type: none"> • The social and cultural basis of human communication • The role and importance of non-verbal communication • Tone of voice, facial expression, gesture & body language • Neuro-linguistic Programming (NLP) – its value, uses and misuses • Attunement, rapport and relationship • Non-verbal communication in the digital age

8 Module Learning Outcomes	
On successful completion of the module, you will be able to:	
1	Appraise the significance of social cultural differences in non-verbal communication patterns within a multicultural society
2	Identify common patterns of non-verbal communication, and the differences between inborn and culturally transmitted communication patterns
3	Reflect on personal and familial/social patterns of non-verbal communication, and the impact of these of interpersonal relationships
4	Consider the potential impact of digitalisation on human communication and relationships

9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1, 2, 3 & 4	Written assessment – 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	44	2hr 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	46	12hr Observations and writing up 1.5 hr x 12 Self-reflection activity and journaling 1hr x 12 VLE-based activity 4hs Graduate+ activity	
Private Study (PS) includes preparation for exams	110	6.25hrs x 12 Wider reading 35hr - Essay preparation	
Total Study Hours:	200		

11	Key Texts and Online Learning Resources
	<ul style="list-style-type: none"> • Cozolino, L. (2017) <i>The Neuroscience of Psychotherapy: Healing the Social Brain</i> (3rd ed) Norton • Pease, A. & Pease, B. (2016) <i>The Definitive Book of Body Language: How to read others' attitudes by their gestures</i>. Orion • Carter, R. (2018) <i>Read People. Understand behaviour. Expertly Communicate</i>. Aurum Press • Ekman, P.(2012) <i>Emotions Revealed – Understanding faces and feelings</i> (New Ed edition) Weidenfeld & Nicolson • Doherty-Sneddon, G. (2003) <i>Children's Unspoken Language</i>. Jessica Kingsley

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Module Summary Information

1	Module Title	Neuropsychology
2	Module Credits	20
3	Module Level	5
4	Module Code	PSY5047
5	Semester Taught	Semester 2

6 Module Overview	
This module will continue to develop key transferable skills from level 4 such as group discussion, debate and evidence-based reasoning and will help develop your critical evaluation skills. There will be research-led teaching which will explore key debates and methodologies used in neuropsychology and cognitive psychology. The GBC area of biological psychology and cognitive psychology will be supplemented through this module.	
This module contributes to knowledge and understanding in neuropsychology. A holistic approach will be taken to understand the cognitive and neural theories and evidence across a range of areas, including learning, language, attention and memory. There will be an applied focus during this module and clear links are made to the chartered area of clinical neuropsychology. The focus on methodology for working with humans (Eye-tracking, EEG, fMRI, neuropsychological assessment) will contribute to your understanding and application of research design. Ethics, Individual Differences and application of research are all included.	
The research-led approach to this module will see you applying advanced psychological theory and methodology to real research questions.	

7 Indicative Content	
	<ul style="list-style-type: none"> • Methodology used in Cognitive Psychology (e.g. eye-tracker, EEG, computational modelling) • Visual perception • Attention • Memory • Learning • Neuropsychology • Psychopharmacology • Emotions • Language

8 Module Learning Outcomes	
On successful completion of the module, you will be able to:	
1	Critically evaluate research and theory in the area of cognition and neuropsychology.
2	Explain the appropriate application of research methods to examine neuropsychological questions.
3	Show knowledge, understanding and ability to apply research and theory in cognitive and neuropsychological areas.
4	Integrate theory and practice using research in cognition and neuropsychology.

9 Module Assessment			
Learning Outcome	Coursework	Exam	In-Person

Number <i>(from table 8)</i>			
1-4	Portfolio 100% 3000 words equivalent		

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	<i>2 hour lecture x 11 weeks 1hour seminar x 11 weeks</i>	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	47	<i>Online directed learning, necessary reading for seminars, individual formative work and seminar task prep and completion</i>	
Private Study (PS) includes preparation for exams	120	<i>Assessment work, recommended reading, literature searching, support videos and academic skills</i>	
Total Study Hours:	200		

11 Key Texts and Online Learning Resources	
Key Texts	<ul style="list-style-type: none"> • Eysenck, M.W. & Keane, M.T. (2020). Cognitive psychology: a student's handbook (8th ed.). Psychology Press. https://doi.org/10.4324/9781315778006 • Groome, D. & Brace, N. (2014). <i>An introduction to cognitive psychology: processes and disorders</i> (3rd ed.). Psychology Press. https://doi.org/10.4324/9781351020862 • Gurd, J.M., Kischka, U., & Marshall, J.C. (2012). <i>Handbook of clinical neuropsychology</i>. Oxford University Press. https://doi.org/10.1093/9780199234110 • Kolb, B., & Whishaw, I.Q. (2021). <i>Fundamentals of human neuropsychology</i> (8th ed.). McMillan. https://doi.org/10.1017/9781107415782 • Pinel, J.P., & Barnes, S. (2021). <i>Biopsychology</i> (Global ed.). Pearson. DOI Unavailable.
Online Resources	<ul style="list-style-type: none"> • www.connectedpapers.com • https://psychology.hanover.edu/JavaTest/CLE/Cognition_js/cognition.html

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1	Module Title	Quantitative Research Methods and Statistics
2	Module Credits	20
3	Module Level	5
4	Module Code	PSY5048
5	Semester Taught	Semester 2

6 Module Overview	
<p>This module builds on the Research Methods and Psychology literacy module (Level 4), by providing you with the skills to master the process of designing and executing research using quantitative research methods and analysing and evaluating the findings with quantitative data analysis techniques. The module provides hands-on experience of using computer software to build experiments and statistical software for carrying out analyses in the practical workshops. The module will enhance your skills in critically evaluating the strengths and limitations of published research papers and equip you with an advanced understanding of ethics in psychological research.</p> <p>This module will also identify how the skills and knowledge gained during this module are relevant to GBC competencies and training which are relevant to both future study (i.e. the Dissertation project) and careers in the field of psychology. These employability skills will also be transferrable to other research and analytical domains given the module focus on autonomous application of the competencies learned.</p> <p>This module contributes to the ability to meet the standards set by the British Psychological Society (BPS) – Partnership and Accreditation Team (PAct) to be eligible for the Graduate Basis for Chartered Membership in Psychology (GBC). This module provides you with the ability to work on continuing professional development and prepare for graduate destinations</p>	

7 Indicative Content	
<ul style="list-style-type: none"> • Lectures, Workshops and VLEs including the following topics: <ul style="list-style-type: none"> ◦ Research design ◦ Handling Research Data ◦ Statistical software packages ◦ Statistical analysis and interpretation • An opportunity for you to explore your own area of interest • Group tutorials / seminars focussing on critical debate and discussion 	

8 Module Learning Outcomes	
	On successful completion of the module, you will be able to:
1	Critically appraise the relevance and utility of different quantitative methodologies in contemporary research practice.
2	Make informed decisions regarding choice of descriptive and inferential statistics based on the type of data.
3	Show independent use of software packages to interpret data and answer a research question.
4	Produce an appropriate design to answer a research question.

9 Module Assessment			
Learning Outcome Number <i>(from table 8)</i>	Coursework	Exam	In-Person
1 - 4	Quizzes (25%) 750 words equivalent. Quizzes (25%) 750 words equivalent. Written assignment (50%) 1700 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	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	3hrs (x12) across quizzes, preparation, VLE activities, Study skills sessions.	
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	
<ul style="list-style-type: none"> • Field, A. P. (2017). Discovering Statistics Using IBM SPSS Statistics. London: SAGE. • Mayers, A. (2013). Introduction to statistics and SPSS in psychology. Harlow, England: Pearson • Howitt, D., & Cramer, D. (2017). Introduction to SPSS in psychology: For version 23 and earlier. Pearson Education. • Breakwell, G., Wright, D, B.,and Smith, J, A.,(2011). Research methods in psychology. London: Sage Publications. 	

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Module Summary Information

1	Module Title	Infancy
2	Module Credits	20
3	Module Level	5
4	Module Code	PSY5059
5	Semester Taught	Semester 2

6 Module Overview	
Infancy will examine the social, emotional, cognitive and neural changes that occur during the first two years of life. Starting with pre-natal development and the formation of the brain, you will go on to investigate how infants start to explore the world, recognise faces, learn language and form attachments with those around them. You will explore the complex relationship between genetics and the environment and how they shape our thinking, behaviour and personality.	
You will be immersed in research-led teaching which will explore key debates and methodologies used in developmental psychology. Strong links will be made towards career paths in education/working with children as well as discussing the implications for wider career opportunities. The GBC area of developmental psychology is supplemented through this module. There will be an applied focus and clear links to the chartered areas of child psychology and educational psychology. The focus on methodology for working with infants will contribute to the understanding and application of wider research design.	
On this module you will continue to develop key transferable skills such as group-work, critical evaluation and evidence-based reasoning.	
In this module, you will be designing a product (such as a toy/app) designed for infants or their parents and linking it to theory, research and the real world. There will be activities designed to provide formative feedback on your product throughout the module, to further support the summative coursework. Independent learning will be encouraged via seminar preparation activities.	

7 Indicative Content	
	<ul style="list-style-type: none"> • Prenatal development • Atypical development in infancy • Cognitive development in infants • Emotional development during infancy • Face processing and recognising others • Genetics versus environment (advanced view of nature and nurture) • Perceptual and sensory development and in infants • Parenting and the Impact on the infant • Postnatal depression

8	Module Learning Outcomes	
On successful completion of the module, you will be able to:		
	1	Design, plan and communicate a child / educational product (for example a toy/app) and reflect on the application to the real world.
	2	Evaluate developmental theories and apply them to infancy.
	3	Apply critical understanding of the role of genetics and environment in infant development.
	4	Critically assess the research relating to specific areas of infant development and integrate this with a theory based approach.

9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1 - 4	Portfolio (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	
	<ul style="list-style-type: none"> Boyd, D., & Bee, H. (2015). <i>Lifespan Development, Global Edition</i>. Pearson Education UK. Bremner, J. G., & Fogel, A. (Eds.). (2011). <i>Blackwell Handbook of Infant Development</i> (2nd ed.) Wiley. Gross, D. (2018). <i>Infancy: development from birth to age 3</i>, third edition (3rd ed.). Rowman & Littlefield Publishers. Johnson, M. H., & De Haan, M. (2015). <i>Developmental cognitive neuroscience: An introduction</i>. Wiley-Blackwell. Slater, A., & Lewis, M. (Eds.). (2007). <i>Introduction to Infant Development</i>. Oxford University Press. 	

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Module Summary Information

1	Module Title	Work Experience
2	Module Credits	20
3	Module Level	5
4	Module Code	PSY5063
5	Semester Taught	Semester 2

6 Module Overview	
<p>This module encourages you to reflect on your own experience within their placement and to engage in in-depth discussions about the applicability of psychological principles to your workplace. The practical approach to this module will see you applying psychological theories and research to the real world via your experiences from work-based placements, which you will need to secure in readiness for this module. This module thus will offer you the opportunity to learn from your experiences and also from experiences of your colleagues. This module will also continue to develop key transferable skills such as group-work, critical evaluation and evidence-based reasoning, which strongly contribute to the graduate attributes. This module has a strong link with professional development and will allow you to reflect on work placement experiences and the application of psychological theory and research. There is a strong integration of psychological theory and real world experiences across different domains, thus strongly supporting your continuing personal and professional development.</p>	

7 Indicative Content	
<ul style="list-style-type: none"> • Reflective practice • Applied psychological research • Concept design and development • Exploring the workplace • Development of ethical practice • Applied psychology and the British Psychological Society 	

8 Module Learning Outcomes	
On successful completion of the module, you will be able to:	
1	Critically apply psychological theory to real world settings
2	Apply knowledge and understanding of how psychological research can inform real world events and problems
3	Employ critical awareness of the issues involved in applied psychology
4	Apply knowledge and understanding of being a reflective practitioner and being adaptive in different roles

9 Module Assessment			
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1 – 4	Written assignment (100%) 2500 words Or Video presentation (100%) 15 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	24	2-hour workshop x12
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	56	Online reflective journal entries Formative assessment activities Peer learning via discussion forums Engagement with multimedia resources and activities
Private Study (PS) includes preparation for exams	120	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

Recommended reading:

- Davey, G. (2011). *Applied psychology*. BPS Blackwell.
- Johns, C. (2017). *Becoming a reflective practitioner* (5th ed.). Wiley.
- 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.

Several peer-reviewed journals, including *British Journal of Psychology*, *Current Directions in Psychological Science*, *Journal of Applied Psychology*, *Journal of Experimental Psychology: General*, *Journal of Occupational and Organizational Psychology*, *Journal of Occupational Health Psychology*, *Psychological Review* and *Work and Stress: an International Journal of Work, Health & Organisations*, *Psychology Review*

Please note that a range of full text accessible published journal articles will also be available as readings relevant to the specific topic across the module.

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Module Summary Information

1	Module Title	Stress and Disease
2	Module Credits	20
3	Module Level	5
4	Module Code	PSY5064
5	Semester Taught	Semester 2

6 Module Overview	
<p>This module builds on the clinical and health-based modules on the programme by providing you with an in-depth and critical understanding of stress, which is one of the main risk factors for both psychological (e.g., anxiety, depression) and physical health outcomes (e.g., heart disease, cancer). In this module, you will learn about the biological, psychological and environmental influences on stress and disease, as well as the interaction between them. Key literature on stress-related illness across a wide-range of disciplines will be critically appraised.</p> <p>The module will be supported by face-to-face learning through lectures and seminars, as well as online Moodle (VLE) activities. Lectures will provide the core material related to the topic, whereas seminars will allow you to apply this knowledge through task participation and group work. The VLE activities associated with this module will employ interactive online teaching methods, which will help you further develop your knowledge and skills outside the classroom. The seminars and VLE activities will relate to the content delivered in the lecture the week before.</p>	

7 Indicative Content	
	<ul style="list-style-type: none"> - Stress and links with physical and mental health outcomes - Stress medicine - Psychoneuroimmunology - Stress and Cancer - Stress and Heart Disease - Stress and Schizophrenia - Stress and Depression

8 Module Learning Outcomes	
On successful completion of the module, you will be able to:	
	1 Apply knowledge and understanding of the role of stress in mental and physical health outcomes.
	2 Analyse, synthesise, and evaluate relevant stress literature from a range of scientific disciplines.
	3 Identify the relevant importance of biological, psychological, and environmental factors in their explanation and treatment of stress-related disease.

9 Module Assessment			
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1, 2 and 3	Written assignment 100% 2000 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 x 11 weeks, 1hr seminar x11 weeks
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	44	Pre-session online directed activities, Post-session VLE activities, Drop-in sessions and +, peer learning
Private Study (PS) includes preparation for exams	120 hours	Literature searching and writing of essay
Total Study Hours:	200	

11 Key Texts and Online Learning Resources	
The below list includes a selection of general introductory resources. It is not compulsory that you buy any of the named textbooks, but they can be useful to develop your broader understanding of the area. Most of this course will involve students engaging with the literature directly (e.g., primary sources, empirical research, meta-analyses, systematic reviews). References to the articles discussed in the lectures are provided on the Moodle page on a week-by-week basis.	
The general textbook I recommend for this course is:	
<ul style="list-style-type: none"> • Seaward (2017). <i>Managing Stress</i>. Jones & Bartlett Learning. 	
However, another textbook you may consider includes:	
<ul style="list-style-type: none"> • Anisman (2014). <i>An introduction to Stress and Health</i>. Sage. 	
Additional introductory references for this course include:	
<ul style="list-style-type: none"> • Epel, E. S., Crosswell, A. D., Mayer, S. E., Prather, A. A., Slavich, G. M., Puterman, E., & Mendes, W. B. (2018). More than a feeling: A unified view of stress measurement for population science. <i>Frontiers in neuroendocrinology</i>, 49, 146-169. • Fink, G. (2016). Stress, definitions, mechanisms, and effects outlined: Lessons from anxiety. In <i>Stress: Concepts, cognition, emotion, and behavior</i> (pp. 3-11). Academic Press. • O'Connor, D. B., Thayer, J. F., & Vedhara, K. (2021). Stress and health: A review of psychobiological processes. <i>Annual Review of Psychology</i>, 72, 663-688. 	

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1	Module Title	Cultural Psychology
2	Module Credits	20
3	Module Level	5
4	Module Code	PSY5065
5	Semester Taught	Semester 2

6 Module Overview	
<p>This module will explore how culture influences human thought, feelings, cognitive processes and behaviour in an applied context. The relations between culture and psychology are both complex and profound. We will be considering a number of difficult questions including: What is human nature? What happens when different cultures collide? How do various ways of thinking differ across cultures? How does culture influence how we view ourselves? How can we study culture in psychology? How do cultures change or persist over time? The goals of the module are to introduce you to the field of cultural psychology, stimulate critical thinking and analytic skills generally, and help you to think about your own values from a cultural perspective.</p> <p>Throughout the module, you will be introduced to theory and research with real-world examples like the role of cultural background on stereotyping, acculturation, motivation and educational systems. Topics such as how culture influences mental and physical health, how people adjust to a new culture, acculturation, the role of cultural background on various cognitive and behavioural psychological processes, various forms of prejudice stereotyping including Islamophobia, and other practical real-world topics are discussed at length. In addition, topics that students generally enjoy—including how memes spread, why art looks different around the world, and what is considered attractive—are also discussed. Counterintuitive findings are highlighted as you learn, not just about cultural differences, but why differences exist and how they influence us. These are topics that are profound and more relevant than ever before in this increasingly global world.</p> <p>Furthermore, thus module contributes to the internationalisation of the curriculum as it provides an evidence based approach on how different cultures and cultural background can influence human psychological process. The module will examine how considerations of cultural background should be taken under considerations when psychologists and practitioners design psychological interventions and psychological research programmes.</p>	

7 Indicative Content	
<p>Topics include (note that these are subject to change):</p> <ul style="list-style-type: none"> • Culture and human nature • Culture and development • Culture and the self • Culture and cognition • Culture and emotion • Culture and interpersonal relationships • Culture and health 	

8 Module Learning Outcomes	
On successful completion of the module, you will be able to:	
1	Critically discuss psychological theory and research on cultural psychology.
2	Discuss key cultural factors that influence thought, feelings, and behaviours.
3	Apply cultural psychology theory to help explain real world phenomenon.
4	Critically reflect on your own culture and how it influences your psychology.

9 Module Assessment			
Learning Outcome Number <i>(from table 8)</i>	Coursework	Exam	In-Person
1-4	Portfolio (100%) 2500 words equivalent		

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 x 11 weeks 1hr seminar x 11 weeks	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	44	Pre-session online directed activities, Post-session VLE activities, Drop-in sessions and +, peer learning	
Private Study (PS) includes preparation for exams	120	Literature searching and writing of coursework	
Total Study Hours:	200		

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> • Heine, S. J. (2020). <i>Cultural Psychology</i> (4th ed.). WW Norton & Company. • Fox, S. (2019). <i>Culture and Psychology</i>. SAGE Publications. • Berry, J. W. (2011). <i>Cross-cultural psychology research and applications</i> (3rd ed.). Cambridge University Press. • Shiraev, E. B., & Levy, D. A. (2020). <i>Cross-cultural psychology: Critical thinking and contemporary applications</i> (7th ed.). Routledge. • Triandis, H. (1988). Collectivism v. individualism: A reconceptualisation of a basic concept in cross-cultural social psychology. In Verma G.K., Bagley C. (eds), <i>Cross-cultural studies of personality, attitudes and cognition</i> (pp. 60-95). Palgrave Macmillan, London. 	

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Module Summary Information

1	Module Title	Interpersonal Neurobiology
2	Module Credits	20
3	Module Level	5
4	Module Code	PSY5069
5	Semester Taught	Semester 2

6 Module Overview	
<p>This module is delivered alongside PSY5047 Neuropsychology in semester two, and offers a clinically focussed extension of the principles and practice explored in Neuropsychology. In contrast to the informing philosophical and theoretical basis of Counselling and Psychotherapy practice explored in modules PSY5067 Counselling Skills and PSY5068 Counselling Theories, this module draws on emerging findings from Neuroscience and Neuropsychology to develop an alternative, research informed basis for understanding and working with human suffering. You will explore the work of clinicians and researchers in the field such as Daniel Siegel, Allan Shore, Pat Ogden, Louis Cozolino, Bessel van der Kolk, Deb Dana and others. You will consider the links between early arousal patterns on later relationship styles and arousal management as described by Attachment Theory and polyvagal theory. You will reflect on and link the ideas explored in this module in relation to your personal history and experiences in the first instance before applying this understanding to the presenting issues of potential counselling clients.</p> <p>This module aims to 1) explore the value and use of neuropsychology from the perspective of counselling theory and practice 2) identify practical 'brain based approaches' to clinical practice 3) reflect on self and personal history as a basis for assessment and intervention planning 4) critically evaluate and reflect upon the ways in which interpersonal neurobiology can inform the process of relationship building.</p>	

7 Indicative Content	
<p><i>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 summary of indicative content is provided below:</i></p> <ul style="list-style-type: none"> • Human development from the perspective of interpersonal neurobiology • An neurobiological perspective on attachment theory • Polyvagal theory • Stress and trauma • Neurobiological case formulation and assessment • Neurobiologically informed interventions 	

8 Module Learning Outcomes	
On successful completion of the module, you will be able to:	
	1 Critically appraise the value and impact of the emerging knowledge base in neurobiology on counselling theory and practice
	2 Integrate neurobiology into clinical case formulation
	3 Identify and critically evaluate key brain-based interventions and when and why to use them
	4 Reflexively consider the ways in which interpersonal neurobiology enhance understanding of relationship dynamics

9 Module Assessment			
Learning Outcome Number <i>(from table 8)</i>	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	2hr x 11 Lecture 1hr x 11 Seminar	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	47	2hr Graduate+ activity .75hr x 12 VLE-based activity 3hr x 12 Directed pre and post seminar reading	
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	
<ul style="list-style-type: none"> • Cozolino, L. (2017) <i>The Neuroscience of Psychotherapy: Healing the Social Brain.</i> (3rd ed) Norton • Porges, S.W (2017) <i>The Pocket Guide to the Polyvagal Theory: The Transformative Power of Feeling Safe.</i> Norton • Siegel, D. (2012) <i>Pocket Guide to Interpersonal Neurobiology: An Integrative Handbook of the Mind.</i> Norton • Schore, A.N. (2019) <i>Right Brain Psychotherapy.</i> Norton • Van der Kolk, B. (2015) <i>The Body Keeps Score: Mind, Brain and Body in Transformation of Trauma.</i> Penguin 	

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Module Summary Information

1	Module Title	Stress and Health
2	Module Credits	20
3	Module Level	5
4	Module Code	PSY5071
5	Semester Taught	Semester 2

6 Module Overview	
<p>This module builds on the clinical and health-based modules on the programme by providing you with an in-depth and critical understanding of stress, which is one of the main risk factors for both psychological (e.g., anxiety, depression) and physical health outcomes (e.g., heart disease, cancer). In this module, you will learn about the biological, psychological and environmental influences on stress and disease, as well as the interaction between them. Key literature on stress-related illness across a wide-range of disciplines will be critically appraised.</p> <p>The module will be supported by face-to-face learning through lectures and seminars, as well as online Moodle (VLE) activities. Lectures will provide the core material related to the topic, whereas seminars will allow you to apply this knowledge through task participation and group work. The VLE activities associated with this module will employ interactive online teaching methods, which will help you further develop your knowledge and skills outside the classroom. The seminars and VLE activities will relate to the content delivered in the lecture the week before.</p>	

7 Indicative Content	
- Stress and links with physical and mental health outcomes	<ul style="list-style-type: none"> - Stress and links with physical and mental health outcomes - Stress medicine - Psychoneuroimmunology - Stress and Cancer - Stress and Heart Disease - Stress and Schizophrenia - Stress and Depression

8 Module Learning Outcomes	
On successful completion of the module, you will be able to:	
1	Apply knowledge and understanding of the role of stress in one mental or physical health outcome
2	Define and understand the main models of stress.
3	Analyse, synthesise, and evaluate relevant stress literature in relation to one health outcome.

9 Module Assessment			
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1, 2 and 3	Written assignment 100% 2000 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 x 11 weeks, 1hr seminar x11 weeks
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	47	Pre-session online directed activities, Post-session VLE activities, Drop-in sessions, and peer learning
Private Study (PS) includes preparation for exams	120 hours	Literature searching, further reading, and writing of essay
Total Study Hours:	200	

11 Key Texts and Online Learning Resources	
The below list includes a selection of general introductory resources. It is not compulsory that you buy any of the named textbooks, but they can be useful to develop your broader understanding of the area. Most of this course will involve students engaging with the literature directly (e.g., primary sources, empirical research, meta-analyses, systematic reviews). References to the articles discussed in the lectures are provided on the Moodle page on a week-by-week basis.	
The general textbook I recommend for this course is:	
<ul style="list-style-type: none"> • Seaward (2017). <i>Managing Stress</i>. Jones & Bartlett Learning. 	
However, another textbook you may consider includes:	
<ul style="list-style-type: none"> • Anisman (2014). <i>An introduction to Stress and Health</i>. Sage. 	
Additional introductory references for this course include:	
<ul style="list-style-type: none"> • Epel, E. S., Crosswell, A. D., Mayer, S. E., Prather, A. A., Slavich, G. M., Puterman, E., & Mendes, W. B. (2018). More than a feeling: A unified view of stress measurement for population science. <i>Frontiers in neuroendocrinology</i>, 49, 146-169. • Fink, G. (2016). Stress, definitions, mechanisms, and effects outlined: Lessons from anxiety. In <i>Stress: Concepts, cognition, emotion, and behavior</i> (pp. 3-11). Academic Press. • O'Connor, D. B., Thayer, J. F., & Vedhara, K. (2021). Stress and health: A review of psychobiological processes. <i>Annual Review of Psychology</i>, 72, 663-688. 	

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1	Module Title	Applied Social Psychology
2	Module Credits	20
3	Module Level	6
4	Module Code	PSY6095
5	Semester Taught	2

6	Module Overview
<p>The applied social psychology module focuses on exploring how social psychological theory and research can be applied to real life. Throughout the module you will be presented with a number of contemporary social issues and will explore relevant theoretical models and examples to illustrate the impact that social psychological constructs, theories and research has had on informing applied interventions. Theoretical perspectives might include cross cultural psychology, individual differences, and critical social psychology. Contemporary social issues might include encouraging cooperation with authorities, understanding responses to emergencies, reducing prejudice, protests and social movements.</p> <p>The scope of this module is to continue to provide the opportunity to advance your knowledge and understanding of social Psychology. In addition, the module will highlight the specific role that social Psychology plays in examining, explaining and addressing real world social problems and social issues. In completing this module, you will also further develop critical analysis skills and advance your knowledge and understanding of social psychology in a real world context.</p>	

7	Indicative Content
<p>Face-to-face learning via lectures and seminars will introduce you to contemporary social issues and interventions from an applied social psychological perspective with reference to appropriate theoretical and empirical evidence. Topics might include: encouraging cooperation with authorities, understanding responses to terrorism, reducing prejudice, and promoting employee production. Theoretical perspectives might include cross cultural psychology, individual differences, and critical social psychology.</p>	

8	Module Learning Outcomes
On successful completion of the module, students will be able to:	
1	Demonstrate knowledge and appraise major concepts, theoretical perspectives, and empirical findings in social psychology.
2	Understand the application of social psychological theory and research to real world events.
3	Recognise how social psychology relates to other core psychological domains
4	Apply critical thinking to evaluate arguments and empirical findings.

9	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1, 3	Time-constrained Assessment – 20%		
1, 2 and 4	Time-constrained Assessment – 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 as specified in timetable	44	2hr lecture x11, 2hr seminar x11
Directed Learning (DL) includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE	26	Online activities on Moodle, quizzes and peer learning.
Private Study (PS) includes preparation for exams	130	Additional reading and work on the assessment
Total Study Hours:	200	

11 Key Texts and Online Learning Resources	
Core reading	
Hogg, M.A, and Vaughan, G. (2018). Social psychology (8th edition.). Harlow, England: Pearson.	
Crisp, R. J. and Turner, R. K. (2020) 4 th Edition. Essential Social Psychology. London: Sage.	
Recommended reading	
Sutton, R. and Douglas, K. (2013). Social psychology. Basingstoke: Palgrave MacMillan.	
Jetten, J., Reicher, S. D., Haslam, S. A., and Cruwys, T. (2020). Together Apart: The Psychology of Covid 19. London: Sage. (EBook) https://www.socialsciencespace.com/wp-content/uploads/Together-Apart-Complete-ms.pdf	
Aronson, E. Sommers, S., Akert, R. M., and Wilson, T. D.. (2018). Social psychology (Ninth edition, Global edition.). Columbus: Pearson.	
Phoenix, A., Hollway, W. and Lucey, H. (2007). Social Psychology Matters. Maidenhead: The Open University. (Particularly chapters 1 and 2 and chapter on prejudice)	
Langridge, D. and Taylor, S. (2007) Critical Readings in Social Psychology. Maidenhead: The Open University	
Dickerson, P. (2012). Social psychology: traditional and critical perspectives. Harlow: Pearson Education.	

- Stainton Rogers, W. (2003). Social psychology: experimental and critical approaches. Maidenhead: The Open University.
- Smith, P. B., Kâğıtçıbaşı, Ç. and Bond, M.H. (2006). Understanding social psychology across cultures: living and working in a changing world. London: Sage
- Gough, B., McFadden, M. and McDonald, M. (2013). Critical social psychology: an introduction (2nd edition). Basingstoke: Palgrave MacMillan.
- Maltby, J, et al. (2017) Personality, Individual Differences and Intelligence, 4th Edition Pearson Education Limited .
- Haslam, S. A., Reicher, S.D., and Platow, M.D. (2010). The New Psychology of Leadership: Identity, Influence and Power. Taylor & Francis Group.

Module Specification

Module Summary Information

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1	Module Title	Legal Psychology
2	Module Credits	20
3	Module Level	6
4	Module Code	PSY6100

5	Module Overview
<p>The aim of this optional Level 6 module is to provide an overview of how psychology can be applied to policing and the wider criminal justice system. This is often referred to as legal psychology, an important branch of forensic psychology. Legal psychology focuses on the application of psychological theory and practice to, for example, legal proceedings, the criminal investigation process, and prosecution of offences. Whereas in some cases the theories are specific to forensic psychology, in others we will apply theory and practice from different areas of psychology (e.g. cognitive and social psychology) to policing and the criminal investigation process. Thus, the module covers a broad range of topics highly relevant to the real world context. This module complements the optional Level 5 Forensic Psychology module. However, having attended the Level 5 module is not a requirement for the Level 6 module.</p> <p>Forensic psychology is one of the key psychological domains recognised by the British Psychological Society and is a popular pathway for graduates who wish to pursue a career in psychology, and it is also one of the core areas of chartered practice in psychology. It is, therefore, important that you have the opportunity to explore the broad array of concepts, issues, and debates with which forensic psychologists are concerned. This module provides you with that opportunity with a specific focus on psychology in legal contexts such as policing and criminal justice.</p>	

6	Indicative Content
<p>Potential topics may include crime linkage, geographical profiling, and psychological effects of punishment, investigative interviewing, eyewitness testimony, jury decision-making and other aspects of the court process.</p>	

7	Module Learning Outcomes
<p>On successful completion of the module, students will be able to:</p>	
1	Explain how psychological theory and practice can be applied to policing and criminal justice.
2	Critically discuss how psychology can inform best practice in policing and criminal justice.
3	Evaluate psychological research in relation to policing and criminal justice.

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

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1	Module Title	Intellectual Disabilities, Developmental Disorders and Mental Health
2	Module Credits	20
3	Module Level	6
4	Module Code	PSY6106
5	Semester Taught	2

6 Module Overview	
This module covers fundamental areas and phenomena of intellectual and developmental disabilities, exploring competing perspectives, contemporary debates and important areas of application such as education and mental health. The module looks at intellectual disabilities and developmental disorders pre-natal, post-natal and across the life-span. The module will explore types of research methods, theoretical perspectives and questions of value, culture and context. The role of brain functioning and links between the different disabilities and disorders and mental health will be considered throughout this module. This module will also identify how the skills and knowledge gained during this module are relevant to GBC competencies and training which are relevant to future work and studies in the area of Psychology. This module will be of particular interest if you would like to explore a career as an educational or clinical psychologist.	
In the context of contemporary societies and globalisation the field of Developmental Psychology is pivotal to understanding ourselves and others. It needs to be adequately theorised and researched to allow orientation to the psychological phenomena of contemporary individual, family and community lives. This module is aimed at developing the necessary knowledge to approach this.	
The module will centre on the material being delivered in lectures as well as activities within seminar and Moodle work. All course materials, including all lecture power points and overheads will be available on Moodle. Use will be made of audio and video materials to give examples and explore the approaches and issues involved in the module. Opportunities will be provided for class discussion and consideration and reflection on the relationship of the teaching content to the students' experience.	

7 Indicative Content	
<ul style="list-style-type: none"> • Classifications and diagnostic criteria of intellectual disabilities and developmental disorders, including Down Syndrome, ASDs, Speech and Language Disorders, ADHD, Conduct Disorder, OCD, FAS and Separation Anxiety, Reactive Attachment Disorder and a variety of Behavioural Phenotypes • Exploring the relationships between the neurobiological processes and affective and behavioural characteristics of a range of intellectual disabilities and developmental disorders • Assessing the research methods across neurocognitive, behavioural and affective domains supporting identification of a range of intellectual disabilities and developmental disorders • Understanding the impact of neurobiological changes, genetics and exogenous factors on the development of a range of intellectual and developmental disorders • Treatment options and support available for a range of intellectual disabilities and disorders, including behavioural and psychopharmacological interventions • The experiences of being diagnosed with an intellectual disability within childhood and throughout the life-time • The impacts of intellectual disabilities and developmental disorders on cognitive and social development and their implications for mental health, educational attainment, and other important developmental outcomes 	

- The roles and remits of clinical and educational psychologists involved with individuals diagnosed or identified as having intellectual disabilities and/or developmental disorders

8 Module Learning Outcomes	
On successful completion of the module, students will be able to:	
1	Identify differences in cognitive, social and emotional development of individuals with intellectual and developmental disabilities and appreciate their implications for mental health and educational attainment
2	Critically evaluate theoretical debates and evidential positions within empirical research addressing key issues in intellectual and developmental disabilities and mental health
3	Identify and analyse methodologies used to measure and diagnose intellectual and developmental disabilities used by educational and clinical psychologists
4	Understand research methods and theoretical implications involved in the neurobiology of brain development and the effects of genetic and environmental risk factors

9 Module Assessment			
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1, 2, 3, 4		Exam 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	11x 2hr asynchronous online lectures 11x 1hr synchronous online seminars	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	37	Weekly activities set by the module team, e.g., multiple choice quizzes, relevant online sources such as videos, blogs, and podcasts for students to review, Q&A sessions with VL, and formative tasks (e.g., planning formative exam answers)	
Private Study (PS) includes preparation for exams	130	Completing formative assessment, reviewing lectures slides and refining notes on lectures and other activities, essential and recommended reading	
Total Study Hours:	200		

11 Key Texts and Online Learning Resources**Books**

- Emerson, E. (2012). Clinical Psychology and People with Intellectual Disabilities. Chichester: Wiley-Blackwell
- Emerson, E. (2001) Challenging Behaviour: Analysis and Intervention in People with Severe Learning Difficulties. 2nd Edition. Cambridge: Cambridge University Press
- Barnhill, J. W. (2014). DSM-5 Clinical Cases. Arlington, VA: American Psychiatric Publishing
- Carr, A. (2006). The Handbook of Child and Adolescent Clinical Psychology: A Contextual Approach. London: Routledge
- Hersen, M., & Ammerman, R. T. (2000). Advanced Abnormal Child Psychology. London: Lawrence Erlbaum Associates
- Harris, J.C., (2010). Intellectual Disability: A Guide for Families and Professionals. Oxford: Oxford University Press
- Lightfoot, C. (2009). The Development of Children. 6th ed. New York: Worth Publishers.
- 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 Guilford Press
- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2018). Learning Disabilities: From Identification to Intervention. New York: The Guilford Press

Journals

- Child Care, Health and Development
- Child Development
- Developmental Psychology
- Developmental Science
- Experimental Aging Research
- Infant Behaviour and Development
- British Journal of Educational Psychology
- Journal of Aging and Health
- Journal of Experimental Child Psychology
- Journal of Autism and Developmental Disorders
- Journal of Family Psychology
- Journal of Paediatric Psychology
- Journal of Personality and Social Psychology
- Journal of Reproductive and Infant Psychology
- Journal of Social and Personal Relationships
- Journal of Social Issues
- Scientific Studies of Reading
- Mind, Culture and Activity
- Open Aging Journal
- Personality and Individual Differences

Module Specification

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Module Summary Information

1	Module Title	Counselling Psychology
2	Module Credits	20
3	Module Level	6
4	Module Code	PSY6107

5 Module Overview	
This module explores the origins, developments and refinements in counselling psychology, in both theory and practice, as well as the necessary communication processes and skills employed in clinical practise across a range of settings in the human services. You will be introduced to key theoretical approaches to counselling psychology, core conditions underpinning successful counselling relationships and essential skills employed in counselling practice.	
This module responds to and reflects the growing trend in psychology for a combination of theoretical understanding and practice skills. Counselling psychology is particularly concerned with helping people address emotional and psychological issues in their lives. Effective listening, communication and helping skills are recognised as essential in a variety of professions and work contexts where people work closely with other people. Many of these settings are favoured routes for psychology graduates entering employment. This module will prepare you with basic demonstrable practise skills and introduce you to the theories underpinning many therapies, which come under the umbrella term "counselling psychology".	
Psychological interventions from the whole range of counselling therapies will be included (from psychoanalysis, human-centred therapy, gestalt therapy, rational emotive therapy, counselling, cognitive behavioural therapy, mindfulness, and compassion-focused therapy) and their places among the evolution of psychology as a clinical discipline will be evaluated. The impact of such interventions upon clients and practitioners will be evaluated, including clinical efficacy as well as ethical issues of modern-day practice. Particular emphasis will be given to how the variety of research evidence can provide support for the adoption and redundancy of particular therapeutic modalities across time.	
This module aims are: [1] To provide you with a critical understanding of theoretical issues fundamental in Counselling Psychology, and [2] To set Counselling Psychology theory and practice in the context of contemporary, social, cultural and economic factors which are set out by The British Psychological Society (BPS, 2014). These aims will identify and appraise the key theoretical models that underpin Counselling Psychology.	
How this module fits with the programme philosophy: 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, 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, or educational psychologist roles and related graduate destinations.

How this module fits with the School of Social Sciences Learning, Teaching & Assessment Strategy: This module fits in with the strategy for the programme 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.

This module will support you in the appraisal of counselling psychology theories, models and applications and initiatives which will be considered from both an individual and community based perspective. The module will support the appraisal of counselling psychology (theories and applications) in the context of contemporary, social, cultural and economic factors, which are placed within local, national and international contexts. Within this module, evidenced-based research and real world applications within counselling contexts and practice-based work will be considered.

6	Indicative Content
	<ul style="list-style-type: none">• Assessment, diagnosis and treatment• Awareness of holistic and the less-established talking and non-talking therapies• Communication skills necessary to facilitate effective counselling work• Critical evaluation of the evidence, literature and support behind talking therapies• Different reasons why talking and non-talking therapies are accessed and used• Efficacy of talking therapies and comparison interventions• Ethical debates and considerations for clients and practitioners• Fostering positive atmosphere and creating client-counsellor relationships• Recent advances in uses of talking therapies• Theoretical underpinnings of major areas within talking therapies

7	Module Learning Outcomes	
On successful completion of the module, students will be able to:		
	1	Demonstrate an understanding of the historical and present developments in counselling psychology
	2	Appraise the key theoretical approaches in counselling psychology
	3	Critically evaluate theory and practical approaches in counselling psychology.
	4	Assess and evaluate the impact of therapeutic techniques on individual difficulties and contemporary societal problems.

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

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Module Summary Information

1	Module Title	Gender and Sexualities
2	Module Credits	20
3	Module Level	6
4	Module Code	PSY6108

5 Module Overview	
<p>This module equips you with the relevant skills, knowledge and training which are required for understanding the psychology of gender and sexualities. In undertaking this module, you will gain the relevant knowledge of psychological perspectives of gender and sexualities, including their conceptualisation and organisation in relation to cultural and historical circumstances. You will evaluate psychological theory and apply theoretical concepts and knowledge to develop arguments relating to gender and sexuality. Additionally, you will be encouraged to examine the relationship between theory and practice in psychology in order to identify the links between psychological knowledge and its application. As part of your learning, you will analyse the construction of sexuality and gender in society and will be encouraged to develop awareness around how such conceptualisations impact on various social groups and psychological practice. This module will foster your ability to be able to articulate an argument about sexuality and gender by drawing on empirical studies in peer-reviewed journals. This module encourages critical thought as you are required to interrogate contemporary cultural discourses on sexuality and gender, in addition to reflecting how their own values and attitudes may have changed in response to your learning.</p> <p>This module prepares you for graduate destinations in areas of work that relate aspects on an individual's sexuality, such as clinical work, health care, teaching, youth work and counselling. The content of this module also provides you with the necessary skills and knowledge to embark on research related to sexuality.</p> <p>The module will be supported by face-to-face learning (lectures and seminars), Moodle (VLE) activities and forums, as well as pre and post session practical tasks, readings/activities. Lectures will introduce theoretical and critical arguments to the psychology of gender and sexualities and the seminars will then directly support learning with practical activities and discussion based group work.</p>	

6 Indicative Content	
<ul style="list-style-type: none"> • Theoretical approaches to gender and sexuality • Lectures and seminars will explore the key perspectives, issues and debates as they relate to gender and sexuality • Students will be encouraged through class discussions to develop critical thinking and apply this to the issues discussed. 	

7	Module Learning Outcomes	
On successful completion of the module, students will be able to:		
	1	Critically evaluate psychological theory and research on gender and sexuality.
	2	Critique the role that psychology and contemporary cultural discourses have played in creating dominant norms and attitudes around gender and sexuality, and the subsequent effect this has on various social groups.
	3	Appraise critical arguments that emphasise diversity of gendered & sexual identities, and experiences.
	4	Critically reflect on how your own ideas and attitudes towards gender and sexuality have been shaped over the course of your learning.

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

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

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1	Module Title	Psychology in Policing and Criminal Justice
2	Module Credits	20
3	Module Level	6
4	Module Code	PSY6115

5	Module Overview
<p>The aim of this optional Level 6 module is to provide an overview of how psychology can be applied to policing and the wider criminal justice system. This is often referred to as legal psychology, an important branch of forensic psychology. Legal psychology focuses on the application of psychological theory and practice to, for example, legal proceedings, the criminal investigation process, and prosecution of offences. Whereas in some cases the theories are specific to forensic psychology, in others we will apply theory and practice from different areas of psychology (e.g. cognitive and social psychology) to policing and the criminal investigation process. Thus, the module covers a broad range of topics highly relevant to the real world context. This module complements the optional Level 5 Forensic Psychology module. However, having attended the Level 5 module is not a requirement for the Level 6 module.</p> <p>Forensic psychology is one of the key psychological domains recognised by the British Psychological Society and is a popular pathway for graduates who wish to pursue a career in psychology, and it is also one of the core areas of chartered practice in psychology. It is, therefore, important that you have the opportunity to explore the broad array of concepts, issues, and debates with which forensic psychologists are concerned. This module provides you with that opportunity with a specific focus on psychology in legal contexts such as policing and criminal justice.</p>	

6	Indicative Content
<p>Potential topics may include crime linkage, geographical profiling, and psychological effects of punishment, investigative interviewing, eyewitness testimony, jury decision-making and other aspects of the court process.</p>	

7	Module Learning Outcomes
On successful completion of the module, students will be able to:	
1	Explain how psychological theory and practice can be applied to policing and criminal justice.
2	Critically discuss how psychology can inform best practice in policing and criminal justice.
3	Evaluate psychological research in relation to policing and criminal justice.

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

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Module Summary Information

1	Module Title	Investigative Psychology
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7046
5	Semester Taught	2

6 Module Overview	
This module aims to provide you with an understanding of the practical and theoretical issues around the application of psychological theories, models and practices to criminal investigations.	
This module will have weekly two-hour lectures/workshops where student participation and class discussion will be actively encouraged. The formal tutor-led lectures will provide a structured framework through which students can develop their knowledge and understanding.	
These sessions will be student-centred, where structured activities including case study reviews and practical exercises will be utilised. You will also be expected to prepare in advance for these by reading identified materials and considering predetermined questions in order to facilitate the sharing of ideas in class.	
The learning outcomes for the module will be assessed via preparation of an evidence summary. You will be expected to critically review relevant empirical findings in a key area of investigative psychology, considering the relative strength of evidence in support of these, and write this up in an accessible format suitable for practitioner audiences (e.g. the police). This will assess all learning outcomes for the module, with students examining the application of psychological approaches to policing and investigation (1), in doing so exhibiting a thorough understanding of the topic area under review (2), critically evaluating research evidence in relation to that area (3), and communicating complex ideas and theoretical frameworks in investigative psychology in a manner suitable for a range of audiences (4).	
The course content and associated assessment is designed to help you develop a range of skills, including evidence evaluation and critical analysis, communication of research findings to different types of audiences, inquisitive contribution to active debate and working with external partners and agencies. These will help prepare you for a range of employment opportunities, some of which are discussed as part of the module content.	

7 Indicative Content	
Offender profiling	
Offending spatial behaviour	
Behavioural modelling of crime	
Crime linking	
Police decision-making	
Reducing investigative bias and optimising outcomes	

8	Module Learning Outcomes On successful completion of the module, you will be able to:	
	1	Critically discuss psychological concepts relating to police investigations.
	2	Discuss and evaluate key aspects of techniques used in investigative psychology.
	3	Critically evaluate the utility of investigative psychology techniques.
	4	Communicate effectively complex ideas and theoretical frameworks in investigative psychology.

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		2-hour lecture x 12
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	24		Facilitated learning through the VLE (e.g. activities, allocated reading etc.)
Private Study (PS) includes preparation for exams	152		Additional reading, preparation for and production of coursework etc.
Total Study Hours:	200		

11 Key Texts and Online Learning Resources

Alison, L., & Crego, J. (2016). *Policing critical incidents: leadership and critical incident management*. Routledge.

Alison, L., & Rainbow, L. (2011). *Professionalizing offender profiling: forensic and investigative psychology in practice*. Routledge.

Canter, D., & Youngs, D. (2009). *Investigative psychology: offender profiling and the analysis of criminal action*. Chichester: Wiley.

Canter, D. & Hammond, L. (2007). Prioritising burglars: comparing the effectiveness of geographical profiling methods. *Journal of Police Practice and Research*, 8(4); 371-384.

Youngs, D., & Canter, D. (2006). *Introducing investigative psychology* -
<http://eprints.hud.ac.uk/id/eprint/8196/>

Module Specification

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Module Summary Information

1	Module Title	The Assessment and Treatment of Offenders
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7047
5	Semester Taught	Semester Two

6 Module Overview	
This module aims to provide you with advanced knowledge and understanding of the theoretical and empirical underpinnings of the assessment and treatment of offenders. You will consider the key tools and literature relevant to assessment and treatment interventions and review how these are used by practising forensic psychologists in a range of settings. The module will investigate practical and ethical issues pertinent to assessment and treatment within forensic settings. The module will develop your ability to critically consider the appropriateness of a range of assessment and intervention strategies for a range of offender groups.	
The assignment is a structured literature review on the assessment and treatment of an offender group of your choice. This provides an opportunity for you to confront new paradigms of enquiry that are not normally taught or found in 'traditional' postgraduate degree programmes. You will also gain a greater depth and insight into the offender group you are researching through the rigorous and ordered approach of a structured literature review. Additionally, enabling you to select the area and topic for your structured literature review, gives you greater control over your learning and enhances your learning experience. The safeguard is that you will need to get the offender group you wish to investigate approved by the Module Coordinator.	
This module will have weekly two-hour lectures where student participation and class discussion will be actively encouraged. These formal tutor-led sessions will provide a structured framework through which you can develop your knowledge and understanding. Workshops will be student-centred, delivered by forensic psychologists currently working in forensic settings, where structured activities including case study reviews, videos, and practical exercises will be utilised. The knowledge, skills and awareness gained, will assist you in your application for assistant psychologist, interventions facilitator and trainee forensic psychologist positions, when these are advertised.	

7 Indicative Content	
The assessment and treatment of male, adult, young adult, and juvenile violent and sexual offenders	
The assessment and treatment of female offenders	
The assessment and treatment of offenders with an intellectual disability	
Mental disorder, mental illness, and offending	
Treatment of offenders within a therapeutic community setting	

8	Module Learning Outcomes On successful completion of the module, you will be able to:	
	1	Critically discuss the psychological theoretical and empirical underpinnings of the assessment and treatment of offenders.
	2	Critically evaluate a range of assessment methods relevant to offending behaviour in a variety of forensic contexts.
	3	Critically evaluate a range of treatment interventions relevant to offending behaviour in a variety of forensic contexts.
	4	Evaluate potential barriers to successful assessment and treatment for offenders and propose logical ways to avoid and overcome these barriers.

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	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
	<ul style="list-style-type: none"> • Bonta, J. & Andrews, D.A. (2017). <i>The psychology of criminal conduct</i> (6th ed.). London: Routledge • Browne, K.D., Beech, A.R., Craig, L.A., & Chou, S. (Eds.). (2017). <i>Assessments in forensic practice: A handbook</i>. Chichester, UK: Wiley-Blackwell. • Craig, L., Dixon, L., & Gannon, T. A. (Eds), (2013). <i>What works in offender rehabilitation: An evidence based approach to assessment and treatment</i>. Chichester, UK: Wiley-Blackwell. • Crighton, D. A., & Towle, G. J., (Eds.). (2021). <i>Forensic Psychology</i> (3rd ed.). Chichester: Wiley. • Howitt, D. (2018). <i>Introduction to Forensic and Criminal Psychology</i> (6th ed.). Harlow: Pearson.

Module Specification

Module Summary Information

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1	Module Title	Advanced Research Methods in Forensic Psychology
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7051
5	Semester Taught	2

6 Module Overview	
This module builds upon the knowledge and skills acquired in the Research Methods module that was taught in Term 1, further preparing you to undertake advanced independent research. This module will provide you with further and more advanced 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 advanced data analysis techniques, and will be able to select and use the most appropriate ones to effectively analyse research data. 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 that will enhance your employability, such as critical thinking and decision making, ability to use a range of techniques, advanced 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 an examination. 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	
Potential topics may include:	
- Different types of analysis of Variance - Different types of regression analyses - Moderation and mediation - Meta-analysis	

8 Module Learning Outcomes	
	On successful completion of the module, you will be able to:
1	Use a variety of advanced data analysis techniques and explain advanced statistical concepts.
2	Apply and justify the selection of the appropriate advanced inferential statistics and research methods techniques based on the research question/hypothesis and the type of data.
3	Analyse, interpret, and evaluate research data to answer complex research questions with the use of appropriate software packages.
4	Report and interpret results from advanced statistical analyses in a concise and informative manner and in line with the APA guidelines.

9 Module Assessment			
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1, 2, 3, 4	X (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	2-hour lecture/workshop x 12	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	36	VLE activities	
Private Study (PS) includes preparation for exams	140	Reading, homework exercises, preparation for exams	
Total Study Hours:	200		

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> • American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association. • Creswell, J.W. (2014). <i>Research design: Qualitative, quantitative and mixed methods approaches</i>. London, England: Sage. • Field, A. (2018). <i>Discovering statistics using IBM SPSS statistics</i> (5th ed.). London, England: Sage. • Howitt, D. & Cramer, D. (2014). <i>Introduction to Statistics in Psychology</i> (6th ed.). Harlow: Pearson Education Ltd. • Tabachnick B., & Fidell, L. (2019). <i>Using multivariate statistics</i> (7th ed.). Harlow: Pearson Education Ltd. 	

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Module Summary Information

1	Module Title	Applied Social Psychology
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7053
5	Semester Taught	2

6 Module Overview

The applied social psychology module focuses on exploring how social psychological theory and research can be applied to real life and equips you with the knowledge and understanding to effect change in individuals, groups and society. Throughout the module you will be presented with a number of contemporary social issues that will be underpinned by three broad perspectives i) Cross-cultural psychology, ii) Individual differences and iii) Critical social psychology. You will be introduced to relevant theoretical models and examples to illustrate the impact that social psychological constructs, theories and research has had on informing applied interventions (e.g., predicting anti-social behaviour, reducing prejudice, promoting employee production). In turn, you will develop critical reflection skills as well as knowledge and understanding of social psychological theory and how it can inform, persuade and change the behaviour of others.

The scope of this module is to continue to provide the opportunity to advance your knowledge and understanding of social psychology. In addition, the module will highlight the specific role that social psychology plays in examining, explaining and addressing real world social problems and social issues.

7 Indicative Content

This module will use research examples to facilitate your understanding of complex concepts and debates to encourage critical reflection. In addition, this module provides opportunities for you to reflect on the practical application of theory and debates, 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 for you to foster a greater understanding of the importance of multiculturalism in an increasingly global society.

Theories and concepts you will learn are inclusive of:

- Group Processes
- Motivation
- Critical Social Psychology
- Gender and sexual identities
- Obedience
- Attitudes and Attitude Change
- Pro- and anti-social behaviour
- Social Cognition

8	Module Learning Outcomes On successful completion of the module, you will be able to:	
	1	Critically appraise major concepts, theoretical perspectives, and empirical findings related to social psychology.
	2	Interpret the processes underlying the application of social psychological theory and research to real world events
	3	Apply a systematic understanding of how social psychology relates to other core psychological domains
	4	Effectively apply critical thinking to evaluate arguments and empirical findings

9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1, 3	Proposal (750 words) 30%		
2, 4	Social Diary (2000 words) 70%		

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	<i>Live sessions</i>
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	68	<i>On-line activities, forums and live chat sessions</i>
Private Study (PS) includes preparation for exams	125	<i>Literature, core textbooks, journals, learning websites</i>
Total Study Hours:	200	

11 Key Texts and Online Learning Resources

To be updated as needed

Available as Ebooks:

- Hogg, M. A., & Vaughan, G. M., 2017. *Social Psychology* (8th ed.). Harlow: Pearson.
- Sutton, R., & Douglas, K., 2013. *Social Psychology*. Basingstoke: Palgrave Macmillan.
- Dickerson, P., 2012. *Social Psychology: Traditional and Critical Perspectives*. New York: Pearson Education.
- Tennen, H., Suls, J. M., & Weiner, I. B., 2013. *Personality and Social Psychology* (2nd ed.). Hoboken, N.J: John Wiley & Sons.
- Smith, P. B., Bond, M. H., & Kâğıtçıbaşı, C., 2006. *Understanding Social Psychology Across Cultures: Living and Working in a Changing World*. London: SAGE.
- Tuffin, K., 2005. *Understanding Critical Social Psychology*. London: SAGE Publications.
- Kruglanski, A. W., & Stroebe, W., 2012. *Handbook of the History of Social Psychology*. New York: Psychology Press

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1	Module Title	Brain and Cognition
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7054
5	Semester Taught	2

6	Module Overview
This module aims to develop key transferrable skills such as online group discussion, critical evaluation and evidence-based reasoning. The module consists of research-led teaching which explores key debates and methodologies used in neuropsychology and cognitive psychology. The BPS Graduate Basis for Chartered Membership (GBC) areas of biological and cognitive psychology are supplemented through this module. This module contributes to knowledge and understanding in neuropsychology. A holistic approach is taken to understand the cognitive and neural theories and evidence across a range of areas, including learning, language, and memory. There is an applied focus throughout this module and clear links to the chartered area of clinical neuropsychology. The focus on methodology for working with humans (Eye-tracking, EEG, fMRI, neuropsychological assessment) contributes to the understanding and application of research design through the assessment. The research-led approach to this module will see you applying advanced psychological theory and methodology to real research questions. This module supports you in your continuing professional development planning by understanding the applied and specialised nature of neuropsychology and cognitive psychology.	

7	Indicative Content
<ul style="list-style-type: none"> • Neurons, action potentials and synapses • Tools to study the brain (eye-tracker, EEG, fMRI, etc.) • Computational modelling • Neuropsychology methods and neurocognitive testing • Sensory perception • Attention • Learning and memory • Language • Decision making • Psychopharmacology • Social Cognition 	

8	Module Learning Outcomes
On successful completion of the module, you will be able to:	
1	Critically evaluate research and theory in the area of cognition and neuropsychology.
2	Explain the appropriate application of research methods to examine neuropsychological questions.
3	Apply thorough knowledge of research and theory in cognitive and neuropsychological areas and evaluate this information.
4	Synthesise theory and practice using research in cognition and neuropsychology, to design a novel research project.

9 Module Assessment			
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1 and 3	Literature review (1500 words) 50%		
2 and 4	Recorded Presentation (5-7 minutes) 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	24	12 one hour live online seminars repeated twice
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	48	Online lecture materials Online activities Peer learning via discussion forums
Private Study (PS) includes preparation for exams	128	Working on summative and formative assessments Reading materials to accompany the online lectures
Total Study Hours:	200	

11 Key Texts and Online Learning Resources	
	<ul style="list-style-type: none"> • Kolb, B. & Whishaw, I.Q., 2015. <i>Fundamentals of Human Neuropsychology</i>. UK, Macmillan • Pinel, J.P., 2014. <i>Biopsychology</i>. London, Pearson • Groome, D., 2014. <i>An Introduction to Cognitive Psychology</i>. UK, Psychology Press
Recommended:	
	<ul style="list-style-type: none"> • Eysenck, M.W. & Keane, M.T., 2020. <i>Cognitive Psychology</i>, 7th Ed. New York, Psychology Press.

You will also be provided with key reading materials in the form of journal articles and online resources.

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Module Summary Information

1	Module Title	Qualitative Research Methods
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7058
5	Semester Taught	2

6 Module Overview	
<p>This module provides you with an overview of the purpose, design, and conduct of qualitative research in psychology. This module provides you 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 you to communicate your knowledge of various research designs and analytical claims in sessions and as part of the 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).</p> <p>The module will be supported by online learning (lectures and workshops), Moodle (VLE) activities and forums, as well as pre and post session practical tasks, readings/activities. Lectures (delivered online) will introduce theoretical and practical aspects of qualitative research and the workshops and activities will then directly support learning with practical experience of applying the principles presented in the lectures to data.</p>	

7 Indicative Content	
<p>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:</p> <ul style="list-style-type: none"> - the philosophy, approaches, methodologies and analysis within Qualitative research methods - Data collection such as interviews, focus groups, and online data collection - Thematic analysis - Interpretative Phenomenological Analysis - Grounded Theory - Discourse Analysis 	

8 Module Learning Outcomes	
On successful completion of the module, you will be able to:	
1	Apply a comprehensive and detailed knowledge of qualitative methodologies, including underlying rationales.
2	Design, construct, and carry out a small scale qualitative research project.
3	Apply and evaluate a qualitative analysis to produce an appropriate interpretation of the data.
4	Synthesise and critically 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
1,2,3, 4	Report (2500 words) 100% Literature Review, Data Handling, Analysis, Results, Discussion, References, Appendices		

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	10	<i>Big Blue Button 1 hour live sessions x 10 (5 of those being repeat sessions)</i>	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	70	<i>12 topic blocks, each block containing a combination of journal papers, directed reading, exercises and forum activities.</i>	
Private Study (PS) includes preparation for exams	120	<i>Each block indicates additional reading, additional chapters as eBooks, and additional exercises for completion at own pace.</i>	
Total Study Hours:	200		

11 Key Texts and Online Learning Resources	
	<ul style="list-style-type: none"> • Braun, V., & Clarke, V., 2013. <i>Successful Qualitative Research: A Practical Guide for Beginners</i>. London: Sage. • Braun, V., & Clarke, V., 2006. Using thematic analysis in psychology. Qualitative research in psychology, 3, Issue 2, pp. 77-101. • Howitt, D., 2013. <i>Introduction to Qualitative Methods in Psychology</i>, 2nd ed. Harlow: Prentice Hall. • Lyons, E., & Coyle, A. (eds).2007. <i>Analysing qualitative data in psychology</i>. London: Sage. • Willig, C., 2013. <i>Introducing Qualitative Research in Psychology</i>. UK: McGraw-Hill Education. • Journal papers are recommended in the different topic blocks as are other available e-books.

Module Specification

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Module Summary Information

1	Module Title	Psychological interventions and behaviour change
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7065
5	Semester Taught	2

6 Module Overview	
<p>Psychological interventions are integral to the work of a health psychologist which provides a framework to deliver health behaviour change. NICE guidelines and evidenced based health research details traditional and contemporary third wave psychological interventions which are currently being delivered and assess mid and post intervention outcomes on behaviour which map onto the bio-psycho-social model. These interventions vary in their underpinning theory, mode of delivery, as well as assessment, formulation and treatment approaches. This module will help you to further build on your understanding of health psychology theoretical models, by appraising assessment and formulation which informs intervention, as well as health and well-being outcomes. Evidenced based research which derives from both health psychology, allied disciplines and work with service users will be used to consider interventions which are employed to address lifestyle behaviour change and co-morbid states of anxiety/depression associated with acute and chronic conditions. Becoming familiar with the delivery of psychological interventions in practice and how interventions differ in their orientation will help you to prepare for work in a health context when working with service users/patients/clients, health (and applied) psychology research, and further training. Comparative community, public, traditional, and third wave interventions (cognitive behavioural therapy and motivational interviewing) will be examined to support debate about both the application and limits of psychological interventions when addressing behaviour change and health and well-being outcomes. Individual factors which impact intervention work and outcomes will be appraised and discussed.</p>	

7 Indicative Content	
<p><i>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.</i></p> <ul style="list-style-type: none"> • Background of health psychology in promotion. • Developing health interventions. • Application of health interventions. • Cognitive behaviour therapy. • Motivational interviewing. • Health communication. • Behaviour change techniques. 	

8 Module Learning Outcomes	
On successful completion of the module, you will be able to:	
1	Synthesise theoretical and evidenced based research underpinning one psychological intervention.
2	Critically employ the assessment and formulation stage of a psychological intervention to a chosen health behaviour.
3	Critically appraise one psychological intervention in their application to a chosen health behaviour.
4	Appraise the limits of the psychological intervention in its application to the chosen health behaviour.

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	
	<ul style="list-style-type: none"> • Cane, J., & Wood, C.E. (2013). The behaviour change technique taxonomy (v1) of 93 hierarchically clustered techniques: building an international consensus for the reporting of behavior change interventions. <i>Annals of Behavioural Medicine</i>, 46 (1), 81-95. doi: 10.1007/s12160-013-9486-6. • Conner, M., & Norman, P. (2005). Predicting Health Behaviour (2nd edn) Buckingham. • Corrie, S., Townend, M., & Cockx, A. (Eds.). (2015). <i>Assessment and case formulation in cognitive behavioural therapy</i>. Sage. • Markland, D., Ryan, R. M., Tobin, V. J., & Rollnick, S. (2005). Motivational interviewing and self-determination theory. <i>Journal of social and clinical psychology</i>, 24(6), 811-831. • Michie, S., Van Stralen, M. M., & West, R. (2011). The behaviour change wheel: a new method for characterising and designing behaviour change interventions. <i>Implementation science</i>, 6(1), 1-12. • Rollnick, S., Miller, W. R., & Butler, C. (2008). <i>Motivational interviewing in health care: helping patients change behavior</i>. Guilford Press • Rutter, J. (2002). <i>Changing health behaviour: intervention and research with social cognition models</i>. McGraw-Hill Education (UK). • White, C. A. (2001). <i>Cognitive behaviour therapy for chronic medical problems: A guide to assessment and treatment in practice</i>. John Wiley & Sons Ltd.

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Module Summary Information

1	Module Title	Applied Research Methods in Health Psychology 2
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7066
5	Semester Taught	2

6 Module Overview	
This module builds on applied research methods in health psychology 1 (PSY7064) and continues to foster an evidenced based scholarly and professional approach to health psychology in practice. The core underlying principle of the module is to continue to build on the necessary research methods skillset and theoretical knowledge gained in semester one by developing your critical understanding and ability to select, apply and report advanced techniques for analysing quantitative and qualitative data. The module is designed to equip you with a conceptual and applied understanding of the role of quantitative and qualitative research methods in health psychology.	
The module will support your work on the health psychology dissertation module, as you will learn the fundamental knowledge and skills to critically appraise current research in health psychology, design a research project in health psychology, identify and critically evaluate appropriate data collection and analysis techniques and understand the professional ethical considerations. This module will present a range of quantitative and qualitative research analysis techniques in the context of health psychology as part of your stage one training in health psychology. You will develop theoretical, practical and applied research methods skills, which will support future training and work in health psychology and allied health professions both in the UK and overseas.	
<p>Study mode/delivery method(s): This module will have weekly 2-hour sessions, which will provide a flexible learning environment where a variety of learning modes will be used in a flexible manner (lectures, flipped/blended learning, qualitative and quantitative workshops and practical activities). Forum discussion activities, pre-session recordings, pre/post-wider reading available on Moodle (VLE) will further support this. These weekly activities will enable you to consolidate the knowledge and skills gained during class time and enhance decision-making, problem solving, development of research technique and autonomous learning skills.</p>	

7 Indicative Content	
This module builds on the semester 1 research methods module PSY7064, providing an overview of quantitative and qualitative approaches to data collection and analysis. 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:	

- Revisiting concepts from Applied Research Methods 1 (PSY7064)
- Phenomenology and Interpretative Phenomenological Analysis (IPA)
- Grounded Theory
- An introduction to Discursive Psychology, Discourse Analysis and Conversation Analysis
- Mixed methods research in Health Psychology
- Software such as Audacity, NVivo and SPSS
- Questionnaire design
- The statistical comparison of groups 2 (including ANOVA/ ANCOVA)
- Regression –multiple, logistic and multinomial
- Mediation and moderator analysis
- Evidence-based practice – systematic reviews and meta-analysis

8	Module Learning Outcomes On successful completion of the module, you will be able to:	
	1	Critically appraise current research in health psychology domains in order to identify a novel research question.
	2	Identify and critically evaluate appropriate data collection and analysis techniques in order to explore a qualitative research question in health psychology.
	3	Apply all relevant professional ethical guidelines and principles in designing and conducting qualitative health research.
	4	Identify, apply, and report appropriate quantitative 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 comments as appropriate (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	116	Private study will involve preparation for the module assignments. Further reading around advanced research methods in health psychology and 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. (2013). *Successful qualitative research: A practical guide for beginners*. sage.
- Ethics Committee of the British Psychological Society (2018) Code of ethics and conduct. <https://www.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct>
- Field, A. (2018). Discovering Statistics Using IBM SPSS (5th Edition). London: Sage.
- Hansen, E. C. (2020). Successful qualitative health research: a practical introduction. Routledge.
- Howitt, D. & Cramer, D. (2011) Introduction to Statistics in Psychology (5th ed.). Harlow: Prentice Hall. (Library E-book)
- Patton, M. Q. (2015). Qualitative Research & Evaluation Methods Integrating Theory and Practice (4th ed.). London: Sage.
- Rholeder, P., & Lyons, A. C. (2015). Qualitative research in clinical and health psychology. Basingstoke, UK: Palgrave Macmillan.

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Module Summary Information

1	Module Title	Professional Development in Health Psychology
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7067
5	Semester Taught	2

6 Module Overview	
<p>This module provides opportunities to engage in critical self-reflection on your skills and knowledge. Engagement in continual personal and professional development will aid your understanding of the contexts and frameworks that regulate the profession of health psychology. Keeping a reflective professional development journal is necessary for Stage 2 training and good practice when working in a health context. Your ongoing reflections during the course will help to inform the assessments for this module (a short presentation and a Reflective Development Report). You will reflect on your development and consider how you might address a health behaviour change assessment differently in light of the development of knowledge and skills, taking into consideration additional frameworks (e.g. policy, stakeholders, ethics).</p>	
<p>Study mode/delivery method(s) and alignment with the programme level Learning, Teaching & Assessment strategy</p> <p>This module will have weekly 2 hour sessions which will provide:</p> <p>A <i>flexible learning environment</i> including a variety of learning modes (e.g. lectures, small group activities, and “breakout” discussions). Learning and development will be supported by forum discussions, pre- and post-session activities and wider reading housed on our Virtual Learning Environments (e.g. Moodle and MS Teams). <i>Rich learning culture</i> activities will be student-centered where material will be discussed in relation to authentic health issues. Content is aligned to the core curriculum and skills in health psychology. You will be provided with continual feedback, which will feedforward to your summative assessment. This module promotes independent and autonomous learning where you will take an active role in completing pre- and post- session activities/readings and engage in learning activities and discussions. Formative learning activities will enable you to consolidate your learning and enhance critical thinking, reflection, and autonomous learning skills. Your personal and professional development will be at the forefront of our activities, enhancing your employability in health psychology and related fields.</p>	

7	Indicative Content
<p><i>Content may vary each academic year, as this module will be team-taught, and therefore staff changes may affect topics to be covered. However, a list of indicative content is listed below.</i></p>	
<p>This module allows students to engage in critical reflection through covering the following topics/ activities:</p> <ul style="list-style-type: none"> • The development of Health Psychology as a profession. • Historical origins to contemporary health-related policy. • Reflective frameworks and reflective practice: becoming a reflective practitioner. • Being reflexive and reflecting during the research process and in writing. • Reflecting on experiences and this programme <ul style="list-style-type: none"> - consideration of continual personal and professional development (CPD) needs - reflecting on what has worked/what students would change • Working in multi-disciplinary teams (professional skills) and ethical guidelines in practice, including ethical conduct and legislation that governs the work (boundaries, role) of a health psychologist and those applying psychology in health, and working with service users. • Ethical frameworks: practice and research (professional skills: autonomy and accountability). • Health psychology in practice: working in the NHS (behaviour change) / applied health settings (consultancy) • Communication, interpersonal communication and the self (professional skills) • Development and discussion of employability skills and future development needs 	

8	Module Learning Outcomes
On successful completion of the module, you will be able to:	
1	Critically appraise how you might approach behaviour change differently, based on the development of skills and knowledge attained on the course.
2	Discuss the application of policy, ethical, stakeholder, practice requirements and interpersonal factors to behaviour change initiatives.
3	Identify and discuss your continual professional development needs.
4	Apply your professional skills and your understanding of the assessment requirements via an oral presentation.

9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1-3	Reflective Development Report (3000 words) - 90%		
4			Individual oral presentation (7 minutes) (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	24	Lectures accompanied by seminar discussions and practical activities, including presentations and peer-assisted learning (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 assessment preparation	116	Private study will include directed learning readings/activities, preparation for the module assessment, and any other relevant activities to support learning and aid the development of personal and professional skills.
Total Study Hours:	200	

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> • British Psychological Society. (2007). New Ways of Working for Applied Psychologists in Health and Social Care: Working Psychologically in Teams. Leicester, UK. http://www.wiltshirepsychology.co.uk/Working%20Psychologically%20in%20Teams.pdf • British Psychological Society (2014). Code of Human Research Ethics, Leicester, UK.BPS Code of Human Research Ethics (2nd edition, 2014) BPS • British Psychological Society. (2017). Practice Guidelines. Leicester, UK. BPS Practice Guidelines (2017) BPS • 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 • Department of Health. (2014). Wellbeing Why it matters to health policy. London: Author.https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277566/NarrativeJanuary_2014_.pdf • Health and Care Professions Council (2016). Standards of conduct, performance and ethics. London: Author. https://www.hcpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/ • Health & Care Professions Council (2015). Standards of proficiency: Practitioner psychologists. London.standards-of-proficiency---practitioner-psychologists.pdf (hcpc-uk.org) • Johns, C. (2013). Becoming a Reflective Practitioner (4th ed.). Oxford: Wiley-Blackwell. 	

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Module Summary Information

1	Module Title	Developing Counselling Practice: Theory, Ethics & Context
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7071
5	Semester Taught	2

6 Module Overview	
This is the second of three modules across the year focussing on key areas relevant to the counselling of children and young people. It focuses primarily on the content and practical processes to support you starting out in clinical practice. The legal and ethical context introduced in <i>Initial Counselling Practice</i> will be considered in practice, and theory will be applied to the process of assessing the presenting issues and needs of clients, and developing a counselling plan.	
During this module you will continue to develop practical communication skills and competence with creative and play media via regular practical workshops. You will be required to continue with individual personal therapy, and this will be monitored within this module during the second semester. Self-development, reflection and resilience is a strong focus throughout the module, and the ability to manage the complex relationship dynamics frequently triggered by undertaking counselling work with children will be carefully managed and supported.	
The process of starting out in practice is core to this module, and you will be supported in this process both by the course team and by the placement context and on-going supervision of your work.	

7 Indicative Content	
<i>Legal & Ethical Issues:</i>	<ul style="list-style-type: none"> • Deeper exploration of professional codes of ethics and practice • The laws and key policy areas related to children, including the most current legislation • Government and local guidance policies and procedure and how they apply in the wider working environment • Safeguarding and Child Protection – practice applications • The impact of disclosure, the ability to manage consequences and access necessary support • Recognising limits of competence and when to refer on
<i>Theories and Assumptions:</i>	<ul style="list-style-type: none"> • A model of theory, practice, process and therapeutic relationship • The philosophical underpinning of how children develop; challenges or difficulties that may be encountered and a theory of change • Case formulation and psychotherapeutic counselling plan • Implications of theoretical concepts with reference to practice settings, duration of work and client age • Factors contributing to the life and experience of the child client • Introduction to modes of assessment
<i>Key Practice Skills:</i>	<ul style="list-style-type: none"> • Appropriate use of supervision • The use of self and managing and facilitating complex relational boundaries

- Self-management and the appropriate expression of emotional warmth towards clients
- The complexity of merging and separation, especially in respect of the developing child
- Transitions, information and support management and the psychotherapeutic process
- Further exploration of appropriate language skills
- An introduction to augmentative/ supplementary communication
- Modes of non-verbal communication with children including behaviour, behavioural enactments and the use of metaphor and imagery
- Exploration of creative methods & therapeutic play
- The dynamics of power in relation to the therapeutic process with children
- Empathy, enquiry and attunement in respect of the relationship between presenting issues and the life experiences and development of the child within their context
- The use of technology in child psychotherapeutic counselling

Process and Relationship:

- Safe management of the child psychotherapeutic counselling setting and space
- The child's inner world and its impact on the therapeutic relationship and external world
- Exploration of different types of therapeutic relationship and understand their impact and purpose
- Modality specific relational processes & skill with relational dynamics
- Self-reflective process in recognition of the necessity for psychological maturity
- Personal therapy and the awareness of the potential for distress arising from working with children
- Enquiry into and processing of relevant unresolved issues such as attachment needs, dependency, and the dynamics of power
- Presence, status and professionalism in counselling children

8 Module Learning Outcomes	
On successful completion of the module, students will be able to:	
1	Apply practical competence in ethical thinking and practice, incorporating a critical evaluation of informing legal and ethical principles
2	Creatively and reflectively develop and refine your integrative case formulation framework based on clinical practice
3	Autonomously adapt practical counselling skills with children and young people, integrating reflective practice and a synthesised theoretical framework
4	Manage, deliver and critically evaluate counselling sessions with children through a synthesis of understanding, self-reflection and collaborative solution formation

9 Module Assessment			
Learning Outcome	Coursework	Exam	In-Person
1 and 2	1600 word Essay 40%		
1, 3 & 4			Skill assessment 60% (2400 word equivalent)

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	1 x 1 hr lecture per week 1 x 2 hr small group case discussion seminar per week 1 x 2 hr skills based workshop per week
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	49	14 hrs self-funded personal therapy 30 hrs client placement 5 hrs case supervision
Private Study (PS) includes preparation for exams	91	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* (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* 5th 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. (1990) *Dibs in Search of Self: Personality Development in Play Therapy* London: Penguin

Ayling, P. (2019) *Becoming and Being a Play Therapist: Play Therapy in Practice*. New York: Routledge

Baylin, J. & Hughes, D. (2016) *The Neurobiology of Attachment-Focused Therapy* New York : Norton

Boyd Webb, N., ed. (2015) *Play Therapy with Children and Adolescents in Crisis*. 4th ed. New York: Guilford Press

Cassidy, J. and Shaver, P.R., eds. (2008) *Handbook of Attachment: Theory, Research and Clinical Applications*. 2nd ed. New York: Guilford Press

Garvey, D. & Zeedyk, S. (2017) *Nurturing Personal, Social and Emotional Development in Early Childhood : A Practical Guide to Understanding Brain Development and Young Children's Behaviour*. Jessica Kingsley Publishers.

- Holmes, J. (2014) *John Bowlby and Attachment Theory*. 2nd ed. Hove: Routledge
- Hughes, D.A. (2018) *Building the Bonds of Attachment: Awakening Love in Deeply Troubled Children*. 3rd. Oxford: Rowman & Littlefield
- Siegel, D.J. (2020) *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are*. 3rd ed. New York: Guilford Press
- Stallard, P. (2005) *A Clinician's Guide to Think Good-Feel Good: Using CBT with Children and Young People*. Chichester: Wiley
- Sanders, M.R. & Thompson, G. (2021) *Polyvagal Theory and the Developing Child: Building Healthy Brains, Kids, Families and Communities: Systems of Care for Strengthening Kids, Families and Communities*. New York: Norton
- Turner, T. (2019) *2,4,6,8 This is How We Regulate*. Pesi Publishing
- Verliefde, E. and Stapert, M. (2008) *Focusing with Children: The art of communicating with children at school and at home*. Herefordshire: PCCS Books

Module Specification

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Module Summary Information

1	Module Title	The Mental, Emotional & Psychological Health and Disease of Children & Young People
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7072
5	Semester Taught	2

6	Module Overview
During this second semester module you will explore the range of complex presenting issues of child clients, their underlying causes, precipitating and maintaining factors and some of the ways these can be addressed in counselling practice. The module will be taught alongside <i>Developing Counselling Practice</i> and <i>Cultural, Familial and Contextual Dynamics</i> and will coincide with starting counselling practice.	
Mental Health diagnostic systems will be reviewed in the context of national guidelines and the aims and intentions of counselling practice in order to equip you with the knowledge and understanding necessary to work with the complexity of child and young person mental health and distress. A focus on protective factors, resilience and a strengths based approach will be integrated into both theory and practice throughout the module and the course.	
Themes around neurodiversity, neurobiology and attachment theory from the semester one module <i>Child and Young Person Development</i> will be picked up and expanded here to support your understanding of the needs of young people and how to address them in counselling.	

7	Indicative Content
<p><i>Mental Health & Pharmacology:</i></p> <ul style="list-style-type: none"> • Ways in which mental health difficulties and neuro-developmental conditions emerge and present in children and/or young people • Social, psychological, family and biological factors associated with the development and maintenance of mental health problems • The incidence and prevalence and presentation of mental health presentations across different cultures, ethnicities and social classes • Overview of diagnostic criteria for child and adolescent mental health conditions specified in the main classifications systems • The range of presenting issues of children and young people referred to counselling • Medications commonly prescribed in children and young people's psychopharmacology, and the conditions for which they are used • National guidance, such as the National Institute for Health and Care Excellence (NICE) regarding the role of medication for children and young people with mental health problems. • Sensitivity to the existential impact of climate emergency and of social and political events on the health and well-being of children and young people 	
<p><i>Abuse, risk & safeguarding:</i></p> <ul style="list-style-type: none"> • An understanding of abuse and neglect and keeping abreast of how harm to children can be inflicted; for example, FGM, cyber bullying, on-line grooming, radicalisation, ritual abuse, sexting • The subtleties and signs of abuse in terms of affect and of physical, emotional, mental symptoms, as well as part of the therapeutic communication process 	

- Risk factors associated with abuse and neglect including parental, social and risk factors associated with the individual child/ young person
- Behaviours of parents / carers associated with abuse and/or neglect
- Clinical risk assessment
- Suicide ideation and self-harm

Trauma informed practice:

- Factors contributing to the life and experience of the child client.
- The impact of early and current adverse events such as abuse, neglect and trauma
- Working with a child who has experienced adverse events using play in therapy
- Trauma informed schools and communities

Fostering resilience:

- The role of good physical health, high self-esteem, secure attachments and higher levels of social support promote wellbeing and emotional resilience
- Protective factors
- Psycho-education resilience building interventions and activities

8 Module Learning Outcomes On successful completion of the module, students will be able to:	
1	Critically evaluate concepts of the mental health, mental dis-ease and pharmacological treatment of young people with reference to the latest professional and statutory guidance as applied to children, taking account of life experience, developmental stage and socio-cultural status
2	Manage risk and safeguarding competently and ethically based on a critical evaluation of indicators of abuse, neglect, trauma and other dangers and the diversity of contributing factors
3	Demonstrate a trauma informed perspective based on the systematic analysis of interrelated and divergent factors contributing to mental health crises in children and young people
4	Undertake innovative and competent practice in fostering therapeutic attachment, promoting resilience and identifying and encouraging protective factors within an overall strengths-based perspective to the mental and psychological distress

9 Module Assessment			
Learning Outcome	Coursework	Exam	In-Person
1, 2, 3 & 4	4000 word Essay 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	60	1 x 1 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	12	12 hrs online activities	
Private Study (PS) includes preparation for exams	128	Reading, self-study and assessment preparation	
Total Study Hours:	200		

11 Key Texts and Online Learning ResourcesCore 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* (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* 5th 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:

Brooke, S.L. (2015) *The creative therapies and eating disorders*. Springfield: Charles C. Thomas

Cohen, J.A., Mannarino, A.P. and Deblinger, E. (2019). 2nd ed *Treating Trauma and Traumatic Grief in Children and Adolescents*. New York: Guilford Press

Dyregrov, A. (2008) *Grief in Children: A Handbook for Adults*. 2nd ed. London: Jessica Kingsley

Gil, E. (2017) *Posttraumatic Play in Children – What clinicians need to know*. New York: Guildford Press

Goldstein, S. & DeVries, M (2017) *Handbook of DSM-5 Disorders in Children and Adolescents* Springer International Publishing AG

Hawton, K. and Rodham, K. (2006) *By Their Own Hand: deliberate self-harm and suicidal ideas in adolescents*. London: Jessica Kingsley

Selekman, M.D. (2017) *Working with High-Risk Adolescents: A Collaborative Strengths-Based Approach* New York: Guilford press

Thompson, M., Hooper, C. Laver-Bradbury, C. & Gale, C. (2012) *Child and Adolescent Mental Health : Theory and Practice* (2nd ed) Taylor & Francis Group Ebook

Timimi, S. (2009) *A Straight-Talking Introduction to Children's Mental Health Problems*. Herefordshire: PCCS Books

Walker, S. (2019) *Supporting Troubled Young People: A practical guide to helping with mental health problems*. St Albans: Critical Publishing

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Module Summary Information

1	Module Title	Diversity, Cultural, Familial & Contextual Dynamics
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7073
5	Semester Taught	2

6 Module Overview	
<p>This module supports the explicitly stated course inclusive ethos and philosophy of the course by providing a focussed counterpoint to the traditional euro-centric perspective of counselling theory. It does so by promoting an attitude of self-reflection and exploration of counsellor unconscious bias and an depth contextual inquiry. Further exploration of personal attitudes and the experience of the impact of discrimination will be supported by your ongoing personal therapy, offering essential personal development and increasing your capacity to work with the issues presented by child clients.</p> <p>The complex status and position of children and young people as relatively powerless and lacking personal autonomy within the wider context of their families, peer and social group and cultural background create a range of challenges for the counsellor offering support to the individual child or young person. This requires high levels of awareness and sensitivity and the ability to balance competing agendas in the best interests of the child as client. This module will support the exploration of these issues and will enable you to develop the self-awareness and skill to manage these complex dynamics.</p>	

7 Indicative Content	
<ul style="list-style-type: none"> • The dynamics of groups and families • The position of the child in the family or caring network, as well as the wider social context • The relative importance of peer and community influence • Relationships between counsellors and the parents and carers of their clients • Inter-disciplinary and multi-agency and multi-professional work with children and young people • Different types of professional and therapeutic contract • Potential impact on clinical work of the systems and organizational dynamics in which it takes place • Framework for decisions regarding case referral including keeping abreast of changes to effective cross-agency referral processes • Changing professional terms, abbreviations and acronyms used within different agencies • Equality and diversity theory, cultural competence and cultural humility and of the principles and provisions of the equality legislation as a minimum benchmark for understanding these issues • Diversity and equality criteria, language and terminology • Bias in the theory and culture of counselling in respect of cultural, racial, socio-economic, gendered, heteronormative and dis/ability • Unconscious bias and its impact on issues of children and childhood • The dynamics of privilege, poverty, oppression, marginalisation, assumption and culture as they impact psychic and social development, and shape the child's life experience and access to education • The impact of discrimination dynamics and power differentials on the therapeutic process and relationship. • Anti-discriminatory and anti-oppressive practice and working with difference. • General and specific issues and challenges that impact children, adults, couples, families, organisations, and communities due to inequalities and discrimination. 	

- Role of the counsellor in reducing the harm and trauma caused by discriminatory practice and insensitivity to power differentials within therapeutic, service provision, training and supervisory frames
- The advocacy role of the counsellor and the voice and needs of the child
- Understanding the role of advocacy and being able to recognise when it is needed
- Potential barriers to the therapeutic process emerging from the life experience, worldview, cultural background and spiritual beliefs of the counsellor

8 Module Learning Outcomes	
On successful completion of the module, students will be able to:	
1	Critically evaluate personal competence in balancing co-operative partnerships in the context of the young client's care and support system with the individual therapeutic client relationship and contract
2	Undertake multi-professional communication and interaction to safeguard the child client and promote their best, based on in depth reflection and critical review of practice
3	Creatively and skilfully manage the contextual dynamics within at least two different placement types based on in depth understanding and analysis
4	Evidence advanced skill and sensitivity to difference, diversity and intersectionality in all its forms, based on critical and reflective awareness of own and others' unconscious bias and of embedded contextual factors

9 Module Assessment			
Learning Outcome	Coursework	Exam	In-Person
1, 2 & 3	2000 word Essay 50%		
1, 2, 3 & 4			20 minute presentation 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	60	1 x 1 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	12	12 hrs online activities	
Private Study (PS) includes preparation for exams	128	Reading, self-study and assessment preparation	
Total Study Hours:	200		

11 Key Texts and Online Learning ResourcesCore 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 (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* 5th 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:

Barker, P., Chang, J. (2013) *Basic family therapy* Wiley Blackwell

Beattie, M., Lenihan, P. & Dundas, R. (2018) *Counselling Skills for Working with Gender Diversity and Identity*. London: Sage

Kerr, C. (ed) (2015) *Multicultural family art therapy*. London: Routledge

Pack-Brown, S.P. (2003) *Ethics in a Multicultural Context*. London: Sage

Sanders, M.R. & Thompson, G. (2021) *Polyvagal Theory and the Developing Child: Building Healthy Brains, Kids, Families and Communities: Systems of Care for Strengthening Kids, Families and Communities*. New York: Norton

Schmidt Neven, R. (2010) *Core Principles of Assessment and Therapeutic Communication with Children, Parents and Families: Towards the promotion of Child and Family Wellbeing*. London: Routledge

Smith-Adcock, S. & Tucker, C. (2017) *Counselling Children and Adolescents: Connecting Theory, Development, and Diversity*. London: Sage

Sue, D.W. & Sue, D. (2013) *Counselling the Culturally Diverse*. John Wiley & Son

Wilson, K. & Bell, M. (2003) *The Practitioner's guide to working with families*. Basingstoke: Palgrave Macmillan

Wrench, K. (2013) *Life Story Work With Children Who Are Fostered or Adopted: Creative Ideas and Activities*. London: Jessica Kingsley.

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Module Summary Information

1	Module Title	Applying Skills to Working with Children
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7079
5	Semester Taught	2

6 Module Overview	
This optional module has been designed for students who do not yet have a substantial amount of professional experience in a field relevant to child psychology. The module will introduce you to influential models and theories of critical reflection and support you as you reflect on your progress to date as a learner, your current skills, and your development needs. These reflections will inform the creation of your personal action plan for your continued personal and professional development.	
Teaching on this module is student-led and you will be allocated to an Action Learning Set. Each week you will attend a meeting with your Action Learning Set where you will discuss and apply relevant principles of critical reflection. The module team will also provide weekly readings.	
Critical reflection is now widely acknowledged as a fundamental skill for practitioners working in many areas of health, social care, and education. Good critical reflection skills will enhance your future performance as an educator or psychological practitioner. More broadly, developing strong critical reflection skills will allow you to honestly appraise your performance in many areas, recognise your strengths and development needs, and use your personal and professional experiences to improve performance and work towards your long-term goals and aspirations.	

7 Indicative Content	
This optional module has a strong employability focus.	
With guidance from the module team students will:	
<ul style="list-style-type: none"> ○ Identify areas of applied child psychology in which they wish to pursue a career ○ Reflect on the skills required for people working in these areas ○ Reflect on their current skills and identify their personal development needs ○ Develop an action plan for enhancing their skills in relation to their career aspirations 	

8	Module Learning Outcomes On successful completion of the module, you will be able to:
1	Reflect critically on your academic and transferable skills
2	Reflect critically on your progress as a learner
3	Develop an action plan for your continued personal and professional development
4	Apply research, theory, and your personal reflections to planning for your future career

9 Module Assessment			
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1 – 4	Reflective log (3,000 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	<i>Action Learning Set meetings 2 hr x12</i>
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	48	<i>Completing recommended reading, maintaining reflective log, preparing for weekly Action Learning Set meetings</i>
Private Study (PS) includes preparation for exams	128	<i>Students work independently to apply the principles and models of critical reflection introduced on the module to their development as a learner and their future career aspirations</i>
Total Study Hours:	200	

11 Key Texts and Online Learning Resources	
Bassot, B. (2016). The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection.	Abingdon: Routledge
Reflective Practice	
Professional Development in Education	
Issues in Teachers' Professional Development	
Journal of Inter-professional Education and Practice	
HCPC Standards of Proficiency for Practitioner Psychologists, available at: https://www.hcpc-uk.org/standards/standards-of-proficiency/practitioner-psychologists/	

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Module Summary Information

1	Module Title	Child and Adolescent Clinical Psychology
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7080
5	Semester Taught	2

6 Module Overview	
<p>This module will enable you to develop a critical awareness of the issues and debates relating to mental health in childhood and adolescence. The module will examine psychological, social, cultural and biological influences in the development of different mental health conditions. We will focus in-depth on some of the more prevalent mental health conditions observed in childhood and adolescence, e.g., anxiety. In doing so, we will examine diagnostic criteria and approaches taken towards assessment, the impact of different mental health conditions on cognitive and social development, effective methods of intervention, and strategies for preventing mental health difficulties, fostering resilience, and supporting good mental wellbeing. 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 in this area.</p> <p>By engaging with the module and completing the assessments you will demonstrate an advanced knowledge of etiology, diagnosis, intervention, and prevention in relation to different mental health conditions. The module will involve class discussion and the application of knowledge gained from lectures and seminars to individual case studies in order to give a strong applied focus to your learning.</p> <p>As well as a core understanding of mental health in childhood and adolescence, you will also develop transferrable skills in listening, communicating complex and sensitive information to different audiences, and critical evaluation of 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.</p>	

7 Indicative Content	
<p>This module will cover topics relating to child and adolescent wellbeing and mental health.</p> <p>Content will include:</p> <ul style="list-style-type: none"> ○ Mental Health in children and adolescents ○ Developmental Psychological Disorders (DSM-V) ○ Why it is important to focus on mental health in children and adolescence ○ Diagnosis, assessment, and intervention ○ Issues relating to inclusivity, equality, and anti-discriminatory practice ○ Practicalities of working with children with mental health issues ○ Contemporary issues and debates (e.g., impact of the coronavirus pandemic) 	

8	Module Learning Outcomes
On successful completion of the module, you will be able to:	
	1 Critically discuss causes and impacts of mental health difficulties in childhood/adolescence
	2 Understand in depth the process of diagnosis and assessment of psychopathology in childhood and adolescence
	3 Apply relevant theoretical concepts and empirical research to individual case studies
	4 Critically evaluate the evidence base for mental health and wellbeing interventions

9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1 – 4	Case report (2,000 words: 60%)		
2, 3, 4			Presentation (Individual, 15 mins: 40%)

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

- American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders (5th Edition). Washington, DC.
- Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2017). Treating Trauma and Traumatic Grief in Children and Adolescents (2nd Edition). The Guilford Press.
- Cooper, R. (2014). Diagnosing the Diagnostic and Statistical Manual of Mental Disorders (5th Edition). Karnac.
- Faulconbridge, J., Laffan, A., Hunt, K. P., & Brennan, S. (2019). Improving the Psychological Wellbeing of Children and Young People: Effective Prevention and Early Intervention Across Health, Education and Social Care. Jessica Kingsley Publishers.
- Glazzard, J., & Mitchell, C. (2018). Social Media and Mental Health in Schools. Critical Publishing.
- Glazzard, J., & Trussler, S. (2019). Supporting Mental Health in Primary and Early Years: A Practice Based Approach. SAGE.
- Goldstein, S., & DeVries, M. (2017). Handbook of DSM-5 Disorders in Children and Adolescents. Springer.
- Mainstone-Cotton, S. (2017). Promoting Young Children's Emotional Health and Wellbeing: A Practical Guide for Professionals and Parents. Jessica Kingsley Publishers.
- McDougall, T. (2017). Children and Young People's Mental Health: Essentials for Nurses and Other Professionals. Routledge.
- Redsell, S., & Hastings, A. (2010). Listening to Children and Young People in Healthcare Consultations. Radcliffe Publishing.
- Thambirajah, M. S. (2005). Case Studies in Child and Adolescent Mental Health. Radcliffe.
- Wilmshurst, L. (2018). Child and Adolescent Psychopathology: A Casebook (4th International Student Edition). SAGE.

Module Specification

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Module Summary Information

1	Module Title	Educational Psychology in Practice
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7081
5	Semester Taught	2

6 Module Overview	
This module aims to equip you with core knowledge and skills relevant to the practice of Educational Psychology. We will discuss the structure and principles underlying different educational systems and explore the ways in which psychological research and theory can contribute to best practice in different educational settings.	
You will learn about different psychological perspectives on learning and education as well as the ways in which Educational Psychologists may assess and support the learning of children with Special Educational Needs and Disabilities (SEND). The module will also help you to appreciate the inter-relationships between different theoretical perspectives in developmental and cognitive psychology and specialised areas of applied work within the education sector. Cultural differences in education will also be considered alongside an appreciation of the role of multiculturalism in schools. Professional standards such as a commitment to anti-discriminatory practice will be emphasised throughout.	
The module will involve class discussion and the application of knowledge gained from lectures and seminars to individual case studies in order to give a strong applied focus to your learning. You will also develop transferrable skills in communicating complex and sensitive information to different audiences and the critical evaluation of research evidence. Completing this module will help to prepare you for job roles in educational settings and for further postgraduate training and careers in Educational Psychology.	

7 Indicative Content	
This module will provide an overview of the role played by Educational Psychologists.	
<p>Content will include:</p> <ul style="list-style-type: none"> ○ What is Educational Psychology? ○ Education systems and policy in the UK and internationally ○ Theories of learning and motivation ○ Educational Assessment: <ul style="list-style-type: none"> ○ Quantitative assessment, e.g., standardised tests ○ Qualitative assessment e.g., interviews ○ Observation and teacher/parent reports ○ Special Educational Needs and Disabilities (SEND): <ul style="list-style-type: none"> ○ Dyslexia and other literacy difficulties ○ Developmental Language Disorder ○ Dyscalculia ○ Precocious/gifted children ○ Issues relating to diagnosis and assessment ○ Intervention and inclusivity ○ Contemporary issues and debates 	

- Becoming an Educational Psychologist
 - Postgraduate training in Educational Psychology
 - Professional ethics and standards (e.g., anti-discriminatory practice)

8	Module Learning Outcomes
1	Understand the details of the roles and responsibilities of an Educational Psychologist
2	Critically understand educational assessment and the diagnosis of SEND
3	Apply relevant theoretical concepts and empirical research to individual case studies
4	Critically evaluate the evidence base for educational interventions

9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1 – 4	Assessment report (2,000 words: 60%)		
2, 3, 4			Individual Presentation (15 minutes: 40%)

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 ResourcesTextbooks

- Cline, T., Gulliford, A., & Birch, S. (2015). Educational Psychology (2nd Edition). London: Routledge.
- Dowling, M. (2014). Young Children's Personal, Social and Emotional Development (4th Edition). London: SAGE Publications.
- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2018). Learning Disabilities: From Identification to Intervention. New York: The Guilford Press
- Frederickson, N. & Cline, T. (2002). Special Educational Needs, Inclusion and Diversity: A Textbook. Buckingham: OU Press.
- Gray, C., & MacBlain, S. (2015). Learning Theories in Childhood. (2nd ed.). London: SAGE Publications.
- Hodkinson, A. (2016). Key Issues in Special Educational Needs & Inclusion. London: Sage
- Hooper, J. (2012). What Children Need To Be Happy, Confident and Successful: Step by Step Positive Psychology to Help Children Flourish. London: Jessica Kingsley.
- Kelly, B., Woolfson, L., & Boyle, J. (2008). Frameworks for practice in Educational Psychology: A Textbook for Trainers and Practitioners. London: Jessica Kingsley Publishers.
- Long, M., Wood, C., Littleton, K., Passenger, T. & Sheehy, K (2010). The Psychology of Education (2nd Edition) Abingdon, Oxon: Routledge.
- MacBlain, S. (2014). How Children Learn. London: Sage
- Miller, A., & Cline, T. (2008). Educational Psychology: Topics in Applied Psychology. London: Hodder Education.
- Reynolds, D. (2010). Failure-free education? The Past, Present and Future of School Effectiveness and School Improvement. London: Routledge, 2010.
- Thomas, G. & Loxley, A. (2007) Deconstructing Special Education and Constructing Inclusion (2nd Edition). Buckingham: Open University Press.
- Willingham, D. T. (2009). Why don't students like school? San Francisco: Jossey Bass.
- Woolfolk, A. (2016). Educational Psychology (14th, New International Edition). London: Pearson.

Journals

- British Journal of Educational Psychology

British Educational Research Journal

Educational and Child Psychology

Educational Psychology

Educational Psychology in Practice

Journal of Educational Psychology

Journal of School Psychology

Psychology in the Schools

School Psychology International

Government reports

DfES (2006). A Review of the Functions and Contribution of Educational Psychologists in England and Wales in the Light of Every Child Matters: Change for Children. London: DfES.

DfE (2012). Support and Aspiration: A New Approach to Special Educational Needs and Disability: Progress and Next Steps. London: DfE.

DfE (2014) Special Educational Needs and Disability Code of Practice: 0 to 25 years. London: DfE.

HCPC. (2012). Standards of Conduct, Performance and Ethics. London: HCPC.

Module Specification

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Module Summary Information

1	Module Title	Working with Adverse Childhood Experiences (ACEs), Distress and Trauma
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7088
5	Semester Taught	2

6 Module Overview	
<p>This second semester module focuses on the range of mental health difficulties experienced by clients seeking counselling. The learning gained in PSY4034 Introduction to Psychopathology in the first year and in PSY5069 Interpersonal Neurobiology in the second year of the BSc Psychology and Counselling will be brought together and refined in this module. Understanding of the importance of adverse childhood experiences (ACEs) and trauma on adult mental health will form a key component of this module enabling you to identify and explore appropriate interventions with clients whilst recognising approaches and interventions that are <i>not</i> indicated for trauma related distress. Additionally, you will consider the role and value of the formal diagnostic processes of ICD and DSM for your counselling practice, and for the wider healthcare system. You will consider the role of counselling provision within this wider system, and the value and possibility of multi-professional, multi-disciplinary co-operation and collaboration in client case management. Medical model treatment processes and the use of medication to psychological distress will be considered with reference to counselling practice, and you will undertake a critical consideration of the personal, social and cultural implications of current practices. In particular, you will explore and critically evaluate counselling in the context of the medical model including how and when to refer to statutory services or other appropriate professionals.</p>	

7 Indicative Content	
	<ul style="list-style-type: none"> • Diagnostic systems • Adverse childhood experiences • Medicalisation • The use of medication • Trauma and on-going psychological distress • Multi-professional co-operation • The mind-body connection • Counselling interventions to support mental well-being

8 Module Learning Outcomes	
On successful completion of the module, students will be able to:	
1	Demonstrate a critical awareness of the diagnostic systems and their professional usage within the UK Mental Health Services and counselling practice, and the current debates within the wider professional forum about treatment efficacy, evidence and research
2	Demonstrate a thorough understanding of the inter-relatedness of psychological and physical illness and recognise that symptoms of physical illness may be indicative of the mental pain/distress/state of the client and vice versa.
3	Critically evaluate the lifelong impact of adverse childhood experiences (ACEs), and developmental trauma on mental and physical health and distress in adulthood, and of how counselling interventions can be applied in support of this.
4	Articulate a critical awareness of the range of medications routinely used for the management and treatment of psychological and make informed decisions about referral and the compatibility of counselling/psychotherapy and psychopharmacological interventions in conjunction with other professionals.

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

Module Specification

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Module Summary Information

1	Module Title	Multi-disciplinary and Diversity Issues in Counselling Practice
2	Module Credits	20
3	Module Level	7
4	Module Code	PSY7089
5	Semester Taught	2

6 Module Overview	
<p>This module places the process of individual counselling with a distressed client in a wider social, and cultural context, and explores the potential of this process to make a difference. The knowledge base of this module will draw on the content explored in year 6 of the BSc in PSY6095 Applied Social Psychology and will focus on locating counselling practice in the real world. Societal inequalities and their impact on mental health, as well as cultural help seeking mores will be considered, and you will be supported to gain an insight into the interaction of socio-economic, political and cultural factors on individual well-being. The potential for inter-professional co-operation between mental health professionals as considered in Legal and Ethical Applications of Counselling in semester 1 to include an exploration of wider and alternative ways to support health and well-being. Whereas individual counselling practice is premised on an intrinsic model of intervention, this module will challenge that perception, and support students to widen their perspective.</p> <p>During this final semester of the course, this module will also consider 'what happens next' for you. This will include an exploration of the advantages and pitfalls of setting up in private practice and will encourage and support students in establishing themselves in paid employment as they proceed toward full professional accreditation with BACP.</p>	

7 Indicative Content	
<p>This module is undertaken in the context of a supervised clinical placement which may inform content. Therefore the content will include but is not limited to the subjects summarised below:</p> <ul style="list-style-type: none"> • The role and value of counselling from a social and political perspective • The impact of the context in which counselling delivery takes place • Considerations for lone working and preparation for private practice • Help-seeking from the perspective of cultural diversity • The impact of belonging to a minority group • Vulnerability, minority status and intersectionality • Potential for multi-disciplinary working 	

8	Module Learning Outcomes On successful completion of the module, students will be able to:	
	1	Critically reflect on the role and function of counselling in society and on the impact of national politics in relation to mental health service provision and client wellbeing.
	2	Work in multidisciplinary teams with other professionals and participate effectively to maximise therapeutic outcomes as appropriate.
	3	Demonstrate an in-depth understanding of the ways in which diversity, cultural difference and disenfranchisement may affect client identity, the manifestation and recognition of distress and the role that social, institutional and the therapist's own bias may play in working with these clients
	4	Critically appraise the influence and relevance of socio-economy, class, gender, disability, age, culture, religion, race and sexuality and the intensifying impact of intersectionality on mental health and distress, and the potential of counselling practice within this context

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

10 Breakdown Learning and Teaching Activities			
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11 Key Texts and Online Learning Resources

- 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.
- Douglas, A. (2008) Partnership Working London: Routledge.
- Gilchrist, A. (2004) The well-connected community : a networking approach to community development Bristol: Policy Press.
- Glasby, J. & Dickenson, H. (2008) Partnership Working in Health and Social Care. Bristol: Policy Press.
- 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
- Peck, E. & Dickenson, H. (2008) Managing and leading in inter-agency settings Bristol: Policy Press.
- Somerville, P. (2016) *Understanding community*. (2nd ed) Bristol: Policy Press.