

Module Title:	Psychology and Positive Change	
Language of Instruction:	English	
Credits:	5	
NFQ Level:	8	
Module Delivered In	1 programme(s)	
Teaching & Learning Strategies:	The learning outcomes detailed above will be achieved through the following teaching methodologies: 1. Lectures - interactive communication of knowledge and ideas from the lecturer to the student, using Powerpoint presentations, with ongoing questions and discussion encouraged. 2. Case Studies - students will discuss and evaluate scenarios related to lecture content. 3. Active & collaborative learning - students will be encouraged to reflect on cases from their work experience in the context of new material presented. They will be encouraged to share queries, ethical dilemmas and learning with their class, with due respect to confidentiality for all involved. This will enable them to make the theory-practice link under the guidance of the lecturer. This will also develop their analytical, reflective and communication skills.4. Group work & class discussion: students will work together in small groups.5. E-Learning — It is envisaged that the module will be supported with on-line learning materials including discussion boards. 6. Self-Directed Independent Learning through reading of books, peer-reviewed journal articles, policy documents, governmental publications and international best practice guidelines.	
Module Aim:	The aim of this module is to develop a theoretical framework to guide understanding of psychological distress and to examine the role of assessment, formulation and therapeutic interventions in the area of mental health and challenging behaviour. Emphasis will be placed on the role of positive psychology in practice.	
Learning Outcomes		
On successful completion of this module the learner should be able to:		
LO1	Demonstrate a clear understanding of the critical importance of professional skills for mental health in social care practice.D1 p2 p19 p20 p21 p22; D2 p13 p14 p15; D4 p4 p5; D5 p1 p12 p13 p19	
LO2	Analyse theoretical perspectives to understandings of mental health and mental illness and intervention.D1 p3 p5 p8 p10; D2 p3 p4 p12; D3 p1 p3 p6 p8; D4 p4; D5 p1 p4 p5 p6 p7 p8 p10 p11 p13 p16	
LO3	Evaluate current and alternative approaches to understanding challenging behaviour and demonstrate an ability to apply these approaches in practice.D1 p3 p5 p8 p10 p22; D2 p2 p12 p17; D3 p1 p3 p8; D4 p4; D5 p1 p4 p5 p6 p7 p8 p10 p11 p13 p16	
LO4	Apply a positive psychology approach to professional practice D1 p5 p23; D2 p12; D3 p6; D4 p4; D5 p1 p4 p5 p6 p7 p8 p12 p13 p16 p19	
Pre-requisite learning		
Module Recommendations This is prior learning (or a practical skill) that is recommended before enrolment in this module.		
9695	PSYC C3402	Psychology of Mental Health and Neurodiversity
Incompatible Modules These are modules which have learning outcomes that are too similar to the learning outcomes of this module.		
No incompatible modules listed		
Co-requisite Modules		
No Co-requisite modules listed		
Requirements This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.		
No requirements listed		

Module Content & Assessment

Indicative Content

Mental Health, Mental Illness and Interventions

• Range of psychological theories and perspectives for mental health and illness will be explored, including dual continua model, biopsychosocial approach, diathesis stress model, power threat meaning framework, beyond classification systems. • Explanations – Biological, Neurodevelopmental, • Psychological, social and cultural. • Voices of the service user • Specific experiences of depression, anxiety, eating disorders, autism, trauma related responses Evidence based psychological interventions • Advances and developments in intervention and support • Person centered interventions D1 p3 p5 p8 p10; D2 p3 p4 p12; D3 p1 p3 p6 p8; D4 p4; D5 p1 p4 p5 p6 p7 p8 p10 p11 p13 p16

Challenging Behaviour

• Disability: Definition, Prevalence. • Case studies, Assessment, Formulation & Intervention • Understanding distress • Enabling Environments • Examining own role in team • Reactive strategies • Behaviour management models • Applied Behaviour Analysis ABA • Care plans • Response to specific issues: Autism, ADHD, Emotional/ Behavioural difficulties, Learning Disability, Children in Care, Older Adults. D1 p3 p5 p8 p10 p22; D2 p2 p12 p17; D3 p1 p3 p8; D4 p4; D5 p1 p4 p5 p6 p7 p8 p10 p11 p13 p16

Professional Skills

• Self Care • Reflective practice • Role of supervision • Multidisciplinary teamwork • Evidence based practice • Active Listening • Sign posting D1 p2 p19 p20 p21 p22; D2 p13 p14 p15; D4 p4 p5; D5 p1 p12 p13 p19

Positive Psychology

• Growth and Fixed Mindsets • Character Strengths and Virtues • Resilience • Application of theory to practice D1 p5 p23; D2 p12; D3 p6; D4 p4; D5 p1 p4 p5 p6 p7 p8 p12 p13 p16 p19

Critical Awareness

To embed critical thinking skills across all content specifically related to equality, diversity and inclusion.

Assessment Breakdown

	%
Continuous Assessment	100.00%

Continuous Assessment

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Written Report	Students will be provided with case studies and practical applications of psychological theory to assess learning across the 4 LO's. D1 p2 p3 p20 p21 D2 p4 p13 p14 p15 p17 D3 p 6 D5 p1 p4 p5 p6 p19	1,2,3,4	100.00	n/a

No Project

No Practical

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

Module Workload

Workload: Full Time		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	12 Weeks per Stage	3.00
Independent Learning Time	15 Weeks per Stage	5.93
Total Hours		125.00

Module Delivered In

Programme Code	Programme	Semester	Delivery
CW_HHPSC_B	Bachelor of Arts (Honours) in Professional Social Care Practice	7	Mandatory