

THEFEARPROJECT

THE FEAR PROJECT ACCREDITATION (LEVEL 3)

COURSE SYLLABUS, PROGRAMME OF STUDY AND WEEK BY WEEK INFORMATION

SANATION

PASSARÉ CONSULTANCY

The British Psychological Society

Chartered Psychologists

PASSARÉ CONSULTANCY

UNIT ONE:
IDENTIFYING HUMAN FEAR AND EMOTION



UNIT OUTCOMES

- **define 'psychological fear' and write a personal essay/passage (using their current knowledge) on 'Who am I?' in less than 500 words**
- **complete a psychological fear assessment and provide a response to their results in less than 300 words.**
- **the three terms 'fear', 'stress' and 'anxiety' in relation to human behaviour**
- **each of the five basic domains of fear identified by Karl Albrecht (existence, mutilation, separation, loss of autonomy and ego death) in relation to human behaviour**
- **the purpose (function) of 'fear' in humans and animals**

TOPIC / FOCUS

PSYCHOLOGICAL FEAR / WHO AM I?

NATURE & NURTURE / WHAT IS FEAR? / THE FEAR ESCALATOR



BRIEF DESCRIPTION

Learners will explore the concept of who they are in reference to their relationships, education, the workplace and society as a whole and why this may be causing them distress. They will write a short essay to express this.They will also be introduced to the concepts of psychological fear. Learners will complete a self-assessment and will receive a report which they will be required to analyse and provide a response to.

Learners will explore concepts which are used frequently in society to describe uncomfortable experiences and situations. We will look at what these words mean to the learners and how they impact on their decision making and experiences. Learners will complete exercises to be able to clearly differentiate between these frequently misused words to gain a new clarity and understanding of their experiences Learning check: ability to recall the components of psychological fear and differentiate between these and other key terms.

Learning check: ability to recall the components of psychological fear and differentiate between these and other key terms

WEEK 1



PRE ASSIGNMENTS

1 x 500 word essay (unit 1)

1 x personal self-assessment (unit 1)

LITERATURE



Albrecht, K., (2007) Practical Intelligence: The Art and Science of Common Sense.

Stewart (2019) Fk Fear – How to turn your life around when things don't go your way. Chapter 2 & 6**

PASSARÉ CONSULTANCY

UNIT ONE:
IDENTIFYING HUMAN FEAR AND EMOTION



UNIT OUTCOMES

- **the six basic emotions according to G.W. Parrott (joy, surprise, love, fear, anger and sadness) in relation to human behaviour**

- **the two terms 'vulnerability' and 'excuses' in relation to human behaviour**

TOPIC / FOCUS

WHAT ARE EMOTIONS?

THE DIFFERENCE BETWEEN EMOTIONS & FEELINGS



BRIEF DESCRIPTION

Learners will consider the research into emotions and explore their purpose. They will also look at the relationship between emotions, thoughts and feelings and how not understanding this relationship can lead to irrational decision-making and unnecessary consequences.

Learners will explore the excuses they make for their actions and behaviour, why they use them and how to stop using them so they can make productive decisions in their relationships, education and workplace.

Learning check: ability to differentiate between key terms incorrectly used interchangeably and awareness of their own excuses and vulnerabilities.

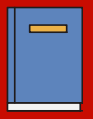
WEEK 2



ASSIGNMENTS

1 x self-assessment review (unit 1)

LITERATURE



Parrott, W. G. (2001). Emotions in Social Psychology.

Damasio, A. (2005) 'Feeling Our Emotions'

Stewart (2019) Fk Fear – How to turn your life around when things don't go your way. Chapter 6**

PASSARÉ CONSULTANCY

UNIT TWO:
UNDERSTANDING COGNITIVE SCHEMAS



UNIT OUTCOMES

- **the three terms 'self-esteem', 'self-confidence' and 'self-efficacy' in relation to human behaviour**
- **the differences between 'self-esteem', 'self-confidence' and 'self-efficacy' and how they relate to psychological fear in humans**
- **the three terms 'cognitive schemas', 'self-schemas' and 'cognitive dissonance' in relation to human behaviour**
- **Piaget's concepts of 'assimilation' and 'accommodation' in his theory of cognitive development and how these are used to incorporate psychological fear into thinking and behaviour**
- **watching a video (less than fifteen minutes) on any of the above terms and concepts and can identify two specific quotes that relate to psychological fear**

TOPIC / FOCUS

COGNITIVE PSYCHOLOGY / SELF PERCEPTION

SELF PERCEPTION APPLIED



BRIEF DESCRIPTION

Learners will learn the difference between these concepts which are often used interchangeably and why not understanding the difference can lead to problems with mental well-being

Learning check: ability to differentiate between key terms incorrectly used interchangeably and awareness of their own self-perception and it's social and mental impact.

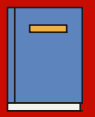
Learners will be introduced to cognitive psychology concepts such as schemas, assimilation, accommodation and dissonance in order to trace patterns in their own thinking, self-talk and experience.

Learners will be able to identify examples of these terms related to themselves and also apply these to new scenarios they may find themselves in Learners will understand how schemas form the foundation of their reactions, feelings and identity. They will identify which schemas may need recalibration in order to change their own behaviour.

Learning check: ability to understand how cognition operates and the difference between assimilation and accommodation and which leads to more cognitive dissonance and why.

WEEK 3

LITERATURE



Piaget's Theory of Cognitive Development

Stewart (2019) Fk Fear – How to turn your life around when things don't go your way. Chapter 2 and 5**

PASSARÉ CONSULTANCY

UNIT TWO:
UNDERSTANDING COGNITIVE SCHEMAS



UNIT OUTCOMES

- **why 'self-schemas' can trigger psychological fear and can give three examples of 'self-schemas' that they hold of themselves**
- **why cognitive dissonance is linked to psychological fear and two examples of experiencing cognitive dissonance themselves**
- **discussing personal examples relating to their own psychological fear (ie based on their own experiences or fear assessment results) in a small group (less than six people) or one-to-one**
- **why 'patience' (ie deferred gratification) and 'discipline' (training to follow a code, rules or behaviour) positively influences the achievement of goals in education, the workplace or interpersonal relationships.**
- **the automatic nature of the 'subconscious mind' and the role of the cognitive concept known as the 'fundamental idea' in human thought and behaviour.**

TOPIC / FOCUS

NEGATIVE SELF PERCEPTION, SHARING & EXPOSING VULNERABILITY



BRIEF DESCRIPTION

Learners will focus on how their thoughts about themselves can become habitual and thus their experiences of stress, anxiety and psychological fear can also become habitual. They will learn about how the brain uses narrative to construct their sense of the world and how dependent we are on the 'stories' we create – regardless of the consequences.

Learners will explore the uncomfortable experience of cognitive dissonance that challenges their beliefs, attitudes, desires and memory of experiences. Learners will consider that exposing themselves to vulnerable discomfort reveals cognitive schemas about themselves and the world which need to change. This is a difficult and time-consuming process.

Learners will learn that it requires patience as they understand the true cognitive nature of the subconscious mind and the power of their fundamental idea to shape their experience and behaviour without them realising.

Learning check: ability to differentiate between subconscious and conscious thinking, and be able to apply their clarity in distinction to real world situations by highlighting positive suggestions for change.

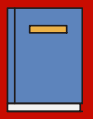
WEEK 3



ASSIGNMENTS

1 x check understanding of key terms document (unit 1 & 2)

Submit highlighted impactful parts of The Fear Project Book Sample (Unit 2)



LITERATURE

Mar, R. A. (2018) Stories and the Promotion of Social Cognition.

Kahneman, D. (2011) Thinking, Fast and Slow.

Stewart (2019) Fk Fear – How to turn your life around when things don't go your way. Chapter 2 and 5**

PASSARÉ CONSULTANCY

UNIT THREE: PRACTICALLY APPLYING KNOWLEDGE ABOUT FEAR



UNIT OUTCOMES

- **The terms 'social value' and 'worth' in relation to human behaviour**
- **why there is a difference between 'social value' and 'worth' and the learner can apply examples of the difference to either education, the workplace or interpersonal relationships**
- **why there is a difference between 'fear' and 'anxiety' (psychological fear) and the learner can apply examples of the difference to either education, the workplace or interpersonal relationships**

TOPIC / FOCUS

PERCEPTION (VALUE V WORTH) / PERSONAL STOCK EXCHANGE



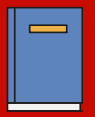
BRIEF DESCRIPTION

Learners begin to explore the difference between value and worth and the damage that misinterpreting these terms can have on their self-esteem and mental health

Learners are taught strategies to identify situations related to value and situations related to worth and how to minimise the negative effects

Learning check: ability to understand the difference between value and worth, how not recognising this can negatively affect self-esteem. Learners can differentiate between situations of value and worth.

WEEK 4



LITERATURE

Twenge, J. M., & Foster, J. D. (2010). Birth cohort increases in narcissistic personality traits among American college students, 1982-2009,

Steers, M. N., Wickham, R. E. and Acitelli, L. K. (2014) Seeing Everyone Else's Highlight Reels: How Facebook Usage is Linked to Depressive Symptoms.

Stewart (2019) Fk Fear – How to turn your life around when things don't go your way. Chapter 9 and 10**

PASSARÉ CONSULTANCY

UNIT THREE: PRACTICALLY APPLYING KNOWLEDGE ABOUT FEAR



UNIT OUTCOMES

- **each of Karl Albrecht's 'five basic fears' (existence, mutilation, separation, loss of autonomy and ego-death) and the learner can apply psychological examples to either education, the workplace or interpersonal relationships.**
- **contribute to a discussion of psychological fear and suggest practical management strategies in small groups (less than six people)**
- **an event exploring psychological fear (minimum three hours) which provides the learner with the opportunity to apply their knowledge and speak about their own experiences.**

TOPIC / FOCUS

BUILDING MENTAL FORTITUDE - WILLPOWER

WEEK 4

BRIEF DESCRIPTION



Learners will be able to identify where the majority of their psychological fear manifests using their self-assessment report and personal experiences to support this.

Learners will begin to apply their knowledge to personal situations, exposing their vulnerability and identifying how they intend to make adaptions in their personal relationships, education and workplace

Learners will share their psychological fear and vulnerabilities with others in an attempt to pass on ideas and also gather strategies that they can attempt to use in real life situations and to inform their self-monitoring plan later on in the programme.

Learners explore the concepts of pressure and expectation and discuss their experiences of it with others and how this relates to their psychological fear

Learning check: ability to apply all the distinctions from the previous weeks in a group discussion and exploration of their personal circumstances.

LITERATURE



Albrecht, K., (2007) Practical Intelligence: The Art and Science of Common Sense.

Stewart (2019) Fk Fear – How to turn your life around when things don't go your way. Chapter 2 and 5**

PASSARÉ CONSULTANCY

UNIT THREE: PRACTICALLY APPLYING KNOWLEDGE ABOUT FEAR



UNIT OUTCOMES

- **the terms 'willpower', 'resilience' and 'implementation intention' in relation to human behaviour**
- **identify at least three 'psychological fears' from a written scenario provided by the trainer using appropriate knowledge of 'willpower' and 'resilience' to suggest areas of development**
- **why 'implementation intention' can aid behaviour modification and the development of habits and the learner can apply at least two examples of doing so themselves**

TOPIC / FOCUS

LEARNING ABOUT AND BUILDING WILLPOWER, DISCIPLINE AND RESILIENCE



BRIEF DESCRIPTION

Learners are introduced to the psychological concepts, research, strategies and examples which encourage the habits of learning from hardship and negative experience to become stronger, and also delaying gratification in order to benefit at a later stage

Learners will apply this new knowledge to real-life situations and discuss how they could mirror the behaviours

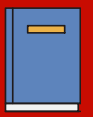
Learning check: ability to apply all the distinctions from the previous weeks and incorporate the new key terms that will be used to address and recalibrate automatic thoughts in the fundamental idea.

WEEK 5



ASSIGNMENTS

1 x presentation of personal development (unit 3 & 4)



LITERATURE

Baumeister, et al. (1998). Ego depletion: is the active self a limited resource?

Gollwitzer, Peter. (1999). Implementation Intentions: Strong Effects of Simple Plans.

Stewart (2019) Fk Fear – How to turn your life around when things don't go your way. Chapter 7 and 8**

PASSARÉ CONSULTANCY

UNIT FOUR:
SELF-SABOTAGE & SELF-CONTROL



UNIT OUTCOMES

- **the terms 'self-sabotage' and 'self-control' in relation to human behaviour**
- **research into 'creating permanent habits' and 'maximising willpower' in relation to human behaviour**
- **why psychological processes (including perception of the stimulus and a perceived inability to cope) trigger physical anxiety symptoms in humans**

TOPIC / FOCUS

THE COMFORT ZONE – SELF-SABOTAGE

WHY WE STRUGGLE TO COPE / OPTIMAL STRATEGIES



BRIEF DESCRIPTION

Learners will expose their vulnerabilities and experiences about how they self-sabotage their own progress. The stories they use, the excuses and the blame they place on 'emotions'

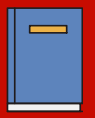
Learners will identify a particularly significant habitual thought and behaviour that they would like to adapt. They will trace this as far back as they can into their fundamental idea to identify a 'recalibration sentence'

Learners will then explore the research into habit making and begin making their own plan to recalibrate their mind by creating a plan of action to form a new habitual thought (based on their recalibration sentence) to implant into their fundamental idea and replace the previous negative thought processes

Learning check: ability to identify their own methods of self-sabotage and devise and use suggested strategies to implement self-control.

Learners will explore which thoughts, language and situations trigger negative anxiety responses from them and will begin to use strategies to minimise this by firstly, highlighting errors in their own thinking, self-talk and reactions which have sabotaged progress and self-growth in the past.

WEEK 6



LITERATURE

Lally, P. et al (2010), How are habits formed: Modelling habit formation in the real world.

Dweck, C. S. (2006) Mindset: The New Psychology of Success.

Stewart (2019) Fk Fear – How to turn your life around when things don't go your way. Chapter 6, 7 and 8**

PASSARÉ CONSULTANCY

UNIT FOUR:
SELF-SABOTAGE & SELF-CONTROL



UNIT OUTCOMES

- describe two instances where the learner has personally perceived a situation incorrectly, which led to a physically anxious response in a presentation
- describe three instances where the learner has used negative language that contributed to self-sabotage of their intended behaviour in a presentation
- explain the 'three c's' (commitment, challenge and control) related to developing resilience and self-control in humans a minimum of eight hours
- exploring the concepts of psychological fear via discussion, videos and reading to develop ideas for self-control

TOPIC / FOCUS

HARDINESS TRAINING



BRIEF DESCRIPTION

Learners will use this session to construct their presentation to feedback to the group. Learners will work on identifying, weakest, strongest and representative strategies that are automatic when things do not go their way. They will then work on identifying and/or creating optimal strategies to replace their automatic use

Learning check: ability to catch their own negative thoughts and language that sabotage their progress and make suggestions to replace them and begin using them.

Learners will learner about the psychological stress management technique of hardiness. They will separate the three key components and explore each in depth before identifying strategies that complement their approach to behaviour modification that they will use in their self-monitoring plan later on

Learners will engage in dedicated hours of independent discovery related to self-control, this can involve discussion, recommended reading, practising of techniques to develop automaticity or engaging with media content such as videos or audiobooks. This is to consolidate the terms that they have learned over the past few sessions and to become comfortable with the approach they will take to modify their own thoughts and behaviour

Learning check: demonstrate the additional exploration they have completed beyond the sessions and assessments.

WEEK 6

LITERATURE



Csikszentmihayli, M. (2000). Happiness, flow, and economic equality.

Vohs, K., et al. (2005). Self-regulation and self-presentation: regulatory resource depletion impairs impression management and effortful self-presentation depletes regulatory resources.

Kobasa, S. C. (1979) Personality and resistance to illness.

Stewart (2019) Fk Fear – How to turn your life around when things don't go your way. Chapter 7 and 8**

PASSARÉ CONSULTANCY

UNIT FOUR:
SELF-SABOTAGE & SELF-CONTROL



UNIT OUTCOMES

- **discuss their own psychological fear and self-sabotage with a trainer, mentor, teacher, coach, psychologist or other professional in a one-to-one setting**
- **discussion on self-sabotage in a small group (less than six people) to find 'new' adaptive strategies to psychological fear and anxiety they can use**
- **a personal skills challenge set by the trainer in a supported (with assistance) and familiar (known to them) environment to avoid self-sabotage and develop and strategies of self-control**

TOPIC / FOCUS

EXPOSE VULNERABILITY 2 - PROGRESSION

PERSONAL CHALLENGE 1 (FAMILIAR & SUPERVISED ENVIRONMENT)



BRIEF DESCRIPTION

Learners will have an individual appointment with a professional about their psychological fear and their automatic habits of self-sabotage. The session is designed to identify areas that they will target and bring to the class sessions with confidence that they will address them

All learners will share their experiences and look for 'optimal strategies' to reduce psychological fear and negative anxiety in their thinking

Learning check: ability to speak about their learning journey in group and one-to-one settings, demonstrating use of new language, awareness of their habitual methods of self-sabotage and new strategies to address them.

Learners will be set a personal challenge related to either their personal relationships, education or the workplace. The challenge is designed to provoke a level of discomfort which raises arousal but not enough to disable growth and development.

Learners should find the challenge takes them out of the comfort zone and places them in a 'growth mindset' zone. The challenge is not designed to be so uncomfortable that it negates progress. Learners should attempt to recognise automatic attempts of self-sabotage and be able to disable them using a range of strategies.

WEEK 7

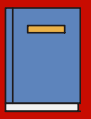


ASSIGNMENTS

1 x personal appointment with their tutor (unit 4)

1 x Personal Skills Challenges in familiar/unfamiliar environments (unit 4) - graded

LITERATURE



Hogan, P. (2011). Affective Narratology: The Emotional Structure of Stories.

Stewart (2019) Fk Fear – How to turn your life around when things don't go your way. Chapter 6, 7, 8, 9 and 10**

PASSARÉ CONSULTANCY

UNIT FIVE: LEARNING RESILIENCE AND SELF-MONITORING

UNIT OUTCOMES



- **Angela Duckworth's book 'Grit' and identified practical strategies to employ for their own resilience**
- **the book on 'psychological fear' by Martyn Stewart and identified practical strategies to employ for their own resilience**
- **any repetitive responses to psychological fear and why (if negative) they restrict the learners' resilient behaviours, shown in a presentation**
- **monitor their actions and language for repetitive negative behaviours they may use in response to their own psychological fear to inform a self-monitoring plan of action**

TOPIC / FOCUS

CHALLENGE: RECALIBRATING THE SUBCONSCIOUS MIND – SELF CONTROL

CHALLENGE: RECALIBRATING THE SUBCONSCIOUS MIND – MONITORING, MISTAKES AND BAD HABITS



BRIEF DESCRIPTION

Learners will be introduced to the concept of resilience and the psychological research that maximises it. Learners will aim to identify thought processes that make resilience a challenge to assess how they can recalibrate themLearners will share examples of occasions where they showed little resilience and occasions when they did.

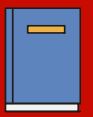
Learners will attempt to identify the thought processes necessary to energise resilience before taking part in a range of activities that will test and assess their resilience.

Learners will understand that resilience can be built and that personality can be adapted in order to overcome negative perspectives on relationships, education and the workplace.

Learners will explore the aspects of their personality, persona and identity that they do not normally consider. They will listen to criticism, judgement, opinions and where they lack social value. They will monitor the things they say, feel, think and do in response, to help generate ideas and suggestions in their period of recalibration.

WEEK 8

LITERATURE



Duckworth, A. (2016). Grit: The Power of Passion and Perseverance.

Muraven, M., & Baumeister, R. (2000). Self-regulation and depletion of limited resources: does self-control resemble a muscle?

Stewart (2019) Fk Fear – How to turn your life around when things don't go your way. Chapter 7 and 8**

PASSARÉ CONSULTANCY

UNIT FIVE: LEARNING RESILIENCE AND SELF-MONITORING

UNIT OUTCOMES



- **complete Rotter's locus of control personality test and actively engage in practical activities to improve towards a higher 'internal' locus of control score**
- **at least three situations when 'anxiety' (psychological fear) was incorrectly identified and labelled as 'fear' by the learner and the reason for doing so, shown in a presentation**
- **to score a minimum of 80% on a test of psychological fear related content (ie worry, anxiety, panic) to inform a self-monitoring plan of action**
- **write a self-monitoring plan of actionincluding topics such as focus, self-talk and the 'three c's' (commitment, challenge and control) related to developing resilience**

TOPIC / FOCUS

CHALLENGE: HABIT FORMATION – PLANNING / SELF-REGULATION



BRIEF DESCRIPTION

Learners will assess their perception of control over the things that happen in their life. This will be linked to their views of a growth mindset and psychological fear (especially those overly concerned with autonomy).

Learners will actively analyse their previous assessments and activities to see where they can move their Locus of Control up towards high internal and identify situations where they make excuses related to external locus and fixed mindset approaches.

Learners will demonstrate their knowledge, understanding and application of the fear project programme by passing a multiple-choice test to demonstrate their progress.

Learners will use all of their self-assessments, research, programme notes, discussions, presentations, personal challenge feedback to inform their own self-monitoring commitment plan. They will challenge themselves to face discomfort, identifying strategies they will use to maximise willpower and resilience in order to carry out the plan (Stewart – ATLAS and conscious competence).

WEEK 9

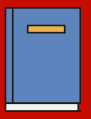


ASSIGNMENTS

1 x personality assessment (unit 5)

1 x multiple choice test on psychological fear (unit 5) - graded

LITERATURE



Twenge, J. M. (2017) iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy – and Completely Unprepared for Adulthood.

Kobasa, S. C. (1979) Personality and resistance to illness.

Stewart (2019) Fk Fear – How to turn your life around when things don't go your way. Chapter 7, 8 and 9**

PASSARÉ CONSULTANCY

UNIT FIVE: LEARNING RESILIENCE AND SELF-MONITORING

UNIT OUTCOMES

- **a minimum of twelve hours exploring the concepts of psychological fear via discussion, videos and reading to assist the development of their own self-monitoring**

- **plan a personal skills challenge set by the trainer in an unsupported (without assistance) and familiar (unknown to them) environment to test learned strategies of resilience**

TOPIC / FOCUS

CHALLENGE: HABIT FORMATION – DOING/TAKING ACTION

PERSONAL CHALLENGE 2 (FAMILIAR & UNSUPERVISED ENVIRONMENT)



BRIEF DESCRIPTION

Learners will engage in dedicated hours of independent discovery related to all topics they have covered in order to prepare for their self-monitoring plan, this can involve discussion, recommended reading, practising of techniques to develop automaticity or engaging with media content such as videos or audiobooks. This is to consolidate the terms that they have learned over the past few sessions and to become comfortable with the approach they will take to modify their own thoughts and behaviour.

Learners will be set another personal challenge related to either their personal relationships, education or the workplace. The challenge is designed to provoke a level of discomfort which raises arousal but not enough to disable growth and development. Learners should find the challenge takes them out of the comfort zone and places them in a 'growth mindset' zone. The challenge is not designed to be so uncomfortable that it negates progress. It should be a progression from the previous challenge.

WEEK 9

ASSIGNMENTS

1 x self-monitoring plan outline (unit 5)

1 x Personal Skills Challenges in familiar/unsupported environments (unit 5) - graded

LITERATURE

Schwartz, B. (2004) Paradox of Choice

Stewart (2019) Fk Fear – How to turn your life around when things don't go your way. Chapter 6, 7, 8 and 9**

PASSARÉ CONSULTANCY

UNIT SIX: BUILDING RESILIENCE TO PSYCHOLOGICAL FEAR



UNIT OUTCOMES

- **Malcolm Gladwell's '10,000 hours concept' in the book 'Outliers' and apply it to their own daily self-development.**
- **extract information from an academic source (ie journal, book or video) demonstrating positive approaches to psychological fear and model a suggested behaviour**
- **how using effective 'self-talk' improves their preparation for anxiety provoking situations; demonstrated using a personal example**
- **why at least three practical strategies they have used have been effective in minimising the negative impact of psychological fear on their own behaviour**

TOPIC / FOCUS

COMMITMENT: INNER RECALIBRATION (REPEAT)

COMMITMENT: APPLYING POSITIVE SELF TALK 2



BRIEF DESCRIPTION

Learners explore the concept of practice towards mastery. What types of practice are effective, how it can be maximised and how it can be related to their experiences of relationships, education or the workplace to improve their mental state and any resulting behaviour. They will stress the importance active practice over passive practice.

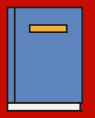
Learners will explore the power of language and the central nature of self-talk in everything that they think, feel and do. The importance in self-talk in maintaining current thought processes or recalibrating thoughts to generate new skills or behaviours.

Learners will apply strategies throughout the duration of their programme to improve their self-talk. They will demonstrate which words have the biggest impact (both positive and negative) on their own development and which have been the most influential in changing their circumstances.

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WEEK 10

LITERATURE



Gladwell, M. (2011) Outliers: The Story of Success.

Hogan, P. (2011). Affective Narratology: The Emotional Structure of Stories.

Stewart (2019) Fk Fear – How to turn your life around when things don't go your way. Chapter 7**

PASSARÉ CONSULTANCY

UNIT SIX: BUILDING RESILIENCE TO PSYCHOLOGICAL FEAR



UNIT OUTCOMES

- **a minimum of thirty hours reading, listening to audio, watching videos to regularly challenge themselves to address their own self-identified psychological fear**
- **using a psychological fear assessment to inform their own self-monitoring plan of action and then putting it into practice**
- **complete a self-monitoring plan of action they have constructed and fulfil a commitment to it for a minimum of 66 days**

TOPIC / FOCUS

COMMITMENT: SELF MONITORING IN ACTION



BRIEF DESCRIPTION

Learners will engage in dedicated hours of independent discovery related to all topics they have covered in order to prepare for their self-monitoring plan, this can involve discussion, recommended reading, practising of techniques to develop automaticity or engaging with media content such as videos or audiobooks. This is to consolidate the terms that they have learned over the past few sessions and to become comfortable with the approach they will take to modify their own thoughts and behaviour

Learners will use all of their self-assessments information to inform and target the specific areas of their own psychological fear that will be addressed in their plan.

Complete their self-monitoring plan for 66 days, each day monitoring and signposting their thoughts, feelings and behaviour to recalibrate thoughts in their subconscious fundamental idea. This will be the focus of their plan.

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WEEK 11

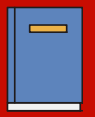


ASSIGNMENTS

2 x Personal Skills Challenges in familiar/unfamiliar environments (unit 5 & 6) – graded

Compile a list of videos, books, journals, speeches, activities, that have helped you on your fear project accreditation and learning path.

LITERATURE



Lally, P. et al (2010), How are habits formed: Modelling habit formation in the real world.

Stewart (2019) Fk Fear – How to turn your life around when things don't go your way. Chapter 7, 8 and 9**

PASSARÉ CONSULTANCY

UNIT SIX: BUILDING RESILIENCE TO PSYCHOLOGICAL FEAR



UNIT OUTCOMES

- **write an essay on 'Who am I?' without using definitive identifying characteristics of 'What I am' i.e. gender, ethnicity, occupation. Minimum 500 words**
- **a personal skills challenge set by the trainer in a supported (with assistance) and unfamiliar (unknown to them) environment based on real-life challenges in their own self-monitoring plan**
- **a personal skills challenge set by the trainer in an unsupported (without assistance) and unfamiliar (unknown to them) environment based on real-life challenges in their own self-monitoring plan.**

TOPIC / FOCUS

WHO AM I? - REVISITED

PERSONAL CHALLENGE 3 & 4 (SUPERVISED / UNSUPERVISED IN UNFAMILAIAR ENVIRONMENT)



BRIEF DESCRIPTION

Learners will explore the concept of their identity, they will explore the components of both 'who' they are and 'what' they are in relation to their relationships, education, the workplace and society as a whole. They will utilise what they have learned across the duration of the course, where their distress was coming from and target the areas in 'who they are' that can project them forward. They will write a short essay to express this without referring to the 'what they are' part of their identity.

Learners will be set TWO other personal challenges, both in unfamiliar environments related to either their personal relationships, education or the workplace. The challenge is designed to provoke a level of discomfort which raises arousal and encourages the learner to take personal autonomy and control about how they are going to adapt to the situation and move forward. The challenges will intentionally take them out of the comfort zone and encourage a 'growth mindset' immediately. The challenge is designed to address some of the learner's psychological fear and should be a progression from the previous challenges.

WEEK 12



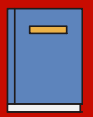
ASSIGNMENTS

1 x research extraction and model behaviour (unit 6)

1 x completed 66 day self-monitoring commitment (unit 6) - graded

1 x minimum 500 word essay at the end (unit 6)

LITERATURE



Stewart (2019) Fk Fear – How to turn your life around when things don't go your way. Chapter 6, 7, 8, 9 and 10**

PASSARÉ CONSULTANCY

ASSESSORS AND FACILITATORS UNIT

UNIT OUTCOMES

- **the main guidelines in the British Psychological Society's (BPS) Code of Human Research Ethics (2014) such as confidentiality, right to withdraw, deception, informed consent and protection from harm**
- **at least three additional cognitive psychology theories related to thought and behaviour modification including Piaget's theories of cognitive development**
- **complete all six units of The Fear Project accreditation, undertaking a minimum of 50 hours of research or activities related to The Fear Project, ie events, conferences, discussion, mentoring**
- **efficiently assess, record and monitor the progress of their own group of learners completing The Fear Project Unit One**
- **apply to group sessions the main guidelines in the BPS Code such as confidentiality, right to withdraw, deception, informed consent and protection from harm**

TOPIC / FOCUS

FACILITATE INDEPENDENT AND UNSUPERVISED FEAR PROJECT SESSIONS TO A PROFESSIONAL STANDARD



BRIEF DESCRIPTION

Potential facilitators will demonstrate that they can select appropriate groups, assess, plan and prepare a session to adequately introduce the fear project to others whilst showing high awareness of the learners unique circumstances.

Potential facilitators will demonstrate that they can lead a session on the fear project using the skills, knowledge and strategies from this programme.

Potential facilitators will be assessed on their ability to use the skills developed by completing The Fear Project accreditation (Level 3) to deliver, monitor and evaluate group sessions.

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WEEK +

ASSIGNMENTS

1 x use the fear project unit one resource pack to lead, prepare and deliver a session with a small group (4 - 12 people)

1 x pass an evaluative assessment of their fear project unit one session to a competent standard by an external assessor

LITERATURE

Stewart (2019) Fk Fear – How to turn your life around when things don't go your way.**

PASSARÉ CONSULTANCY

ASSESSORS AND FACILITATORS UNIT

UNIT OUTCOMES



- **use The Fear Project Unit One resource pack to lead, prepare and deliver a session with a small group**
- **pass an evaluative assessment of their Fear Project Unit One session to a competent standard by an external assessor**
- **write in less than 2000 words a proposal or essay about a group they would like to use The Fear Project accreditation with (ie schools, at-risk or support groups) to illustrate they understand the possible benefits for this particular group**
- **achieving or working towards an additional accreditation in psychology, coaching, mentoring, teaching or personal self-development**
- **working with people on a voluntary or paid one-to-one or group basis.**

TOPIC / FOCUS

FACILITATE INDEPENDENT AND UNSUPERVISED FEAR PROJECT SESSIONS TO A PROFESSIONAL STANDARD



BRIEF DESCRIPTION

Potential facilitators must demonstrate the capabilities to deliver sessions unsupervised in an ethical and professional manner.

Potential facilitators must have achieved or be working towards certification in a related field working with people (i.e. teaching) and must have experience, working with people so as to demonstrate social awareness, empathy, active listening and other skills necessary to support people.

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WEEK +



ASSIGNMENTS

1 x write a proposal or essay of a group they would like to use the fear project accreditation with (ie schools, at-risk or support groups) to illustrate they understand the possible benefits for this particular group in less than 2000 words

LITERATURE



Stewart (2019) Fk Fear – How to turn your life around when things don't go your way.**