



MODULE SPECIFICATION

Code: USPJLG-20-3 **Title:** Psychology in the Community **Version:** 7

Level: 3 **UWE credit rating:** 20 **ECTS credit rating:** 10

Module type: Project

Owning Faculty: Health and Life Sciences **Field:** Psychology

Faculty Committee approval: Quality and Standards Committee **Date:** March 2011

Approved for Delivery by: N/A

Valid from: September 2011 **Discontinued from:**

Pre-requisites:
None

Co-requisites:
None

Entry Requirements:
N/A

Excluded Combinations:
None

Learning Outcomes:

Students will demonstrate a reflective awareness of their own strengths and needs in relation to the key transferable skills of problem solving, communication and team working (assessment component A, element 1).

Students will demonstrate a reflective awareness of their own strengths and needs in relation to skills specific to activities undertaken (assessment component A, element 1).

Students will demonstrate the ability to apply psychological theory critically to real world situations (assessment component A, element 2)

Students will demonstrate a critical awareness of the value of psychology to society (assessment component A, element 2)

Syllabus Outline:

Students will need to log a minimum of 100 hours engaged in paid, unpaid work or voluntary activities normally within health, social care, and educational settings. Ideally the experience should be in the same setting for each student throughout.

Students will arrange the activity for themselves using central university facilities to help as appropriate within agreed guidelines described in the module handbook.

To qualify, activity must take place between June, Week 45 (End of summer assessment period) through to Easter vacation, Week 35 the following year.

Students will be allocated to a named member of teaching staff who will act as supervisor and, in conjunction with the module leader, offer support and advice regarding assessment. Only in exceptional circumstances will the supervisor be expected to make contact with the organisation in which the activities are taking place.

Prior to embarking on the activities students will receive input on the following topics to provide a theoretical basis that emphasises the need to see the person within the social context for the critical analysis of their experience:

Psychology and the community,
Theories of person in context, institutional selves,
Psychological problems in the community,
Social resources, social support,
Social resources, power and control,
Research methods, action research,
Understanding and changing organisations,
Evaluating services.

Teaching and Learning Methods:

Following recruitment onto the module following Module Preference Day in the spring term of level 2, students will be invited to attend introductory sessions scheduled before week 45 for those who will be engaging with activities during the summer vacation. The introductory sessions will be repeated during week 10. During these sessions students will be provided with material on reflective learning, guidelines for the completion of the assessments, and a lecture and seminar programme covering issues addressing the theoretical content of the module.

Relevant material will be made available on line via Black Board. A minimum of 3 Hours of individual or groups tutorial support with the supervising member of the teaching staff will be offered to students during the course of their activities. Supervision during the summer vacation period will be offered subject to availability and agreement with teaching staff.

Reading Strategy:

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List:

Literature on reflective learning and practice within health, social care and educational settings, and organisational processes, for example:

Schön, Donald 1983, *The Reflective Practitioner: how professionals think in action*: Basic Books, New York.

White, Sue. 2006, *Critical reflection in health and social care*; Open University, Maidenhead, Berkshire.

Handy Charles 1985 (or most recent edition) *Understanding Organisations*, Penguin Books, London.

Literature on the theoretical underpinnings of community psychology and research methods, for example:

Orford, J. 2008, *Community psychology: challenges, controversies and emerging consensus*, Wiley, Chichester.

Tumme, R. and Turner T, 2008, *Critical Issues in Mental Health*, Palgrave Macmillan, Basingstoke.

Gubrium, J. F., Holstein, J. A., 2001, *Institutional Selves, Troubled Identities in a Postmodern World*, Oxford University Press, Oxford.

Coghlan, D and Brannick, T, 2005, *Doing Action Research in Your Own Organisation*, 2nd Edition, Sage, London.

Journals

Journal of Community Psychology

American Journal of Community Psychology

Assessment:

Weighting between components A and B (standard modules only) A: 100% B:

FIRST ATTEMPT

First Assessment Opportunity

Component A (*controlled*)

Description of each element

CW1 Portfolio - indicating evidence for achievement of learning outcomes

CW2 Critical Incident Analysis (2000 words) **FINAL ASSESSMENT**

Element Wt (Ratio)

(*within Component*)

1

1

Component B

Description of each element

Element Wt (Ratio)

(*within Component*)

Second Assessment Opportunity (further attendance at taught classes is not required)

Component A (*controlled*)

Description of each element

CW3 Portfolio - indicating evidence for achievement of learning outcomes

CW4 Critical Incident Analysis (2000 words) **FINAL ASSESSMENT**

Element Wt (Ratio)

(*within Component*)

1

1

Component B

Description of each element

Element Wt (Ratio)

(*within Component*)

SECOND (OR SUBSEQUENT) ATTEMPT Attendance at taught classes is required.

Specification confirmed by**Date**
(Associate Dean/Programme Director)