



## MODULE SPECIFICATION

**Code:** USPJMX-30-2                      **Title:** Psychology Applied                      **Version:** 1

**Level:** 2                      **UWE credit rating:** 30                      **ECTS credit rating:** 15

**Module type:** Standard

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

**Faculty Committee approval:** Quality and Standards Committee                      **Date:** November 2010

**Approved for Delivery by:** N/A

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

**Pre-requisites:**

USPJLS-30-1 Introduction to Psychology  
USPJL7-30-1 Research Design and Analysis

**Co-requisites:**

None

**Entry Requirements:**

N/A

**Excluded Combinations:**

USPJMG-30-1 Applied Psychology

**Learning Outcomes:**

The student will be able to:

- identify and describe the range and focus of professional psychological roles;
- locate the roles of professional psychologists within their broader subject context;
- recognise potential applications of psychological theories and concepts within their major study discipline;
- evaluate the contribution of psychological theory and disciplinary practice across the lifespan;
- discuss lay / public perceptions of Psychology and the role of psychologists;
- discuss the social and cultural impact of psychological theories, concepts and applications over time;
- appreciate the impact of applied psychology from a historical perspective.

**Syllabus Outline:**

Note:

The students on this module will all be studying psychology as a minor. At present the majors available to such students are Criminology and Sociology. This will influence decisions about choice of topics and the detail in which they are addressed. There will be some flexibility given that groups of students will be able to exercise a degree of choice over what they present in the student-led seminars.

Indicative syllabus:

- The roles and disciplinary contexts of professional psychology - Clinical, Counselling, Educational, Health, Forensic, Occupational, Sport and Exercise, Neuropsychology, Teaching and Research.
- Applications of the sub disciplines of Psychology - e.g. Social Psychology (sex and gender; identity); Developmental Psychology (lifespan approaches); Cognitive and Biological Psychology (stress and coping, ageing and dementia, pain and suffering).
- The theoretical and methodological relationships, commonalities and contrasts, between Psychology,

Criminology and Sociology: Including the psychology of criminal behaviour; sociological critiques of psychology, theoretical commonalities (e.g. symbolic interactionism, functionalism, social constructionism, critical social theory)

- The history of applied psychology (including the social and cultural impact of psychology and lay perceptions of Psychology).

### Teaching and Learning Methods:

Lectures, workshops, seminars (including student-led seminars), guided study.

### 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:

Ainsworth, P. (2000). Psychology and Crime: myths and reality. Harlow: Longman.

Bayne, R. & Horton, I. (eds.) (2003) Applied psychology: Current issues and new directions. London: Sage.

Bekerian, D.A. & Levey, A.B. (2005). Applied psychology: Putting theory into practice. Buckingham: Open University Press.

Coolican, H. (ed.) (2007). Applied Psychology (2<sup>nd</sup> edition). London: Hodder Arnold.

Hartley, J. & Branthwaite, A. (2000). The Applied Psychologist. (2<sup>nd</sup> edition). Buckingham: Open University Press.

Hayes, N. (2010). Understand Applied Psychology. London: Hodder Education

Howitt, D. (2009). Introduction to Forensic and Criminal Psychology. Harlow: Pearson Education.

Rosenberg, M., & Turner, R. (1990). Social Psychology: sociological perspectives. New York: Transaction Publishers.

### Assessment:

**Weighting between components A and B (standard modules only) A: 50% B: 50%**

### FIRST ATTEMPT

#### First Assessment Opportunity

Component A ( <i>controlled</i> )	Element Wt (Ratio) ( <i>within Component</i> )
Description of each element	
EX1 Examination (1 hour)	Final Assessment 1
CW1 Group Seminar Presentation	1

<b>Component B</b>	<b>Element Wt (Ratio)</b>
Description of each element	<i>(within Component)</i>
CW2 Essay	1
CW3 Seminar Reflection	1

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

<b>Component A</b> <i>(controlled)</i>	<b>Element Wt (Ratio)</b>
Description of each element	<i>(within Component)</i>
EX1 Examination (1 hour)	Final Assessment 1
CW4 Timed Essay (seen)	1

<b>Component B</b>	<b>Element Wt (Ratio)</b>
Description of each element	<i>(within Component)</i>
CW2 Essay	1
CW3 Seminar Reflection	1

**EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is required.**

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