



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Professional Skills for Psychologists: Contemporary Issues and Skills				
Module Code	USPJMFM-30-1	Level	1	Version	1.2
Owning Faculty	Health and Life Sciences	Field	Psychology		
Contributes towards	Psychology - BSc(Hons)				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	n/a	
Valid From	September 2012		Valid to	September 2018	

<b>CAP Approval Date</b>	10 October 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to address Contemporary Issues in Psychology from which students will be able to:</p> <ul style="list-style-type: none"> <li>reflect on the range of professional and study skills they will need to be successful on a psychology degree focusing on communication skills, research skills and personal and professional development;</li> <li>understand the relevance of professional skills such as communication, computer literacy, data handling, information retrieval, working with primary sources team working, and problem solving in wide range of practice;</li> <li>indicate awareness of aspects of social diversity, ethics and research methodologies relevant to professional skills;</li> <li>begin developing their critical evaluation skills in interpreting evidence;</li> <li>develop critical reflection skills regarding the notion of emotional and social intelligence and its personal and professional significance in the practice of psychology, and be aware of alternative conceptualisations of interpersonal perception and communication;</li> <li>demonstrate an awareness of their own strengths and weaknesses in relation to the professional skills developed in psychology;</li> <li>write a personal action plan addressing their personal priorities in terms of skill development, focussing on developing and producing a professional CV in active preparation in finding work/voluntary experience for L2 module: Psychology in Practice</li> </ul>
Syllabus Outline	<p>This module will introduce students to a range of skills and attributes which can be seen as essential to success in Psychology, whilst engaging in specific Psychological Perspectives. These include areas such as, task management, academic writing, working in groups, effective presentations, critical and creative thinking, problem solving and inter-personal skills. In relation to the latter they will be introduced to concepts of emotional &amp; social intelligence as well as reflective practice, including learning about understanding and using feedback, own feedback and giving feedback. During the module students will have the opportunity to take part in a number of experiential activities designed to allow them to explore their own strengths and weaknesses. Students will compile a portfolio which includes reflection on these activities and these will be used as the basis for a personal development plan.</p> <p>Successful completion of the module will develop graduate skills at level 1, and will prepare students for the work based module at level 2.</p>
Contact Hours/Scheduled Hours	19 hours of lectures are timetabled, with a 2 hour workshop every week.

Teaching and Learning Methods	<p>A variety of pedagogical approaches will be used with the aim of maximising the active engagement of students and developing students' practical research and critical analytic skills:</p> <p><b>Scheduled Learning:</b> Lectures will outline the background concepts and issues relating to Contemporary Issues in Psychology and drawing on personal skills and attributes. Workshops will give students the opportunity to carry out a wide range of experiential activities designed to introduce explicit skills (e.g. referencing) as well as foster and develop insight into their own personal skill and attribute levels (e.g. learning and studying; writing and developing arguments).</p> <p>Students will be asked to keep a portfolio containing commentaries and notes on these activities together with personal reflections. Finally they will be guided towards devising a personal action plan and a professional CV in readiness for finding a placement for their L2 module: Psychology in Practice.</p> <p><b>Independent Learning</b> will form a key component of the course as students will be expected to engage with essential reading, to prepare for workshop activities, and to engage in independent study using appropriate academic sources (e.g. journals and other primary sources). This independent learning will be essential for students to complete assignments and enhance their knowledge and understanding of key topics on the Contemporary Issues in Psychology as well as the skills they will be developing.</p>
Reading Strategy	<p>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.</p> <p>Any <b>essential reading</b> will be indicated clearly, along with the method for accessing it, e.g. students will be expected to purchase a course textbook.. This guidance will be available via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If <b>further reading</b> 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.</p>
Indicative Reading List	<p><b>Recent editions of the following:</b></p> <p>Becker, L., &amp; Van Emden, J. (2004). Presentation Skills for Students. Basingstoke: Palgrave Macmillan.</p> <p>British Psychological Society Code of Conduct. - <a href="http://www.bps.org.uk/the-society/code-of-conduct/code-of-conduct_home.cfm">http://www.bps.org.uk/the-society/code-of-conduct/code-of-conduct_home.cfm</a> (accessed 18/11/2010).</p> <p>Ciarrochi, J., Forgas, J.P., &amp; Mayer, J.D. (2001). Emotional intelligence in everyday life : a scientific inquiry. Hove : Psychology Press.</p> <p>Cottrell, S. (1999). The Study Skills Handbook. Basingstoke: Palgrave Macmillan.</p> <p>Cottrell, S. (2003). Skills for Success: The Personal Development Planning Handbook. Basingstoke: Palgrave Macmillan.</p> <p>Cottrell, S. (2005). Critical Thinking Skills: Developing Effective Analysis and Argument. Basingstoke: Palgrave Macmillan.</p> <p>Fouad, N.A., Grus, C.L., Hatcher, R.L., Kaslow, N.J. Hutchings, P.S., Madson, M., Collins, F.L., Jr. &amp; Crossman, R.E. (2009). Competency benchmarks: A developmental model for understanding and measuring competence in professional psychology. Training and Education in Professional Psychology. Vol 3, S5-S26.</p> <p>Goleman, D. (2006) Social Intelligence: the new science of human relationships. New York: Bantam Books</p> <p>Hughes, M., Patterson, L.B., &amp; Bradford Terrell, J. (2005). Emotional Intelligence In Action: Tools and Techniques for Individuals and Groups. San Francisco: Pfeiffer</p>

### Part 3: Assessment

This module is assessed on the basis of 25% Multiple Choice Questions (controlled conditions) and 75% coursework. This will include:

**Component A (controlled):** Students will be assessed through a Multiple Choice Questions exam (25% of module mark)

**Component B (coursework):** Students will be assessed through a portfolio of 4 elements.

Element 1 contributes 35% to module marks, Element 2 30%, Elements 3 and 4 contribute 5% each to module marks.

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>25</b>	<b>75</b>

<b>First Sit</b>	
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Multiple Choice Questions	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Element 1 Video Presentation	45%
2. Element 2 Essay	40%
3. Element 3 Learning Journal	7.5%
4. Element 4 Time Log and Reflective Diary	7.5%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Multiple Choice Questions	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Element 1 Extended Essay	45%
2. Element 2 Essay	40%
3. Element 3 Reflective Essay	7.5%
4. Element 4 Time Log Diary	7.5%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.