



MODULE SPECIFICATION

Code: USPJMF-30-1

Title: Professional Skills for Psychologists

Version: 1

Level: 1

UWE credit rating: 30

ECTS credit rating: 15

Module type: Standard

Owning Faculty: Health and Life Sciences

Department: Psychology

Faculty Committee approval: Quality and Standards Committee

Date: February 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:

The student will be able to:

- 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;
- 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;
- indicate awareness of aspects of social diversity, ethics and research methodologies relevant to professional skills;
- begin developing their critical evaluation skills in interpreting evidence;
- develop critical reflection skills regarding on 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;
- demonstrate an awareness of their own strengths and weaknesses in relation to the professional skills developed in psychology;
- write a personal action plan addressing their personal priorities in terms of skill development.

Syllabus Outline:

This module will introduce students to a range of skills and attributes which can be seen as essential to success in Psychology. 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 & social intelligence as well as reflective practice. 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.

This module will also meet the requirements of the University's Graduate Development Programme at

level 1, and will prepare students for the work based module at level 2.

Teaching and Learning Methods:

Lectures will outline the background concepts and issues relating to personal skills and attributes. Tutorials/seminars and workshops will give students the opportunity to carry out a wide range of experiential activities designed to foster insight into their own personal skill and attribute levels. Some of these activities may develop into the online arena. 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.

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:

Recent editions of the following:

Becker, L., & Van Emden, J. (2004). *Presentation Skills for Students*. Basingstoke: Palgrave Macmillan.

British Psychological Society Code of Conduct. - http://www.bps.org.uk/the-society/code-of-conduct/code-of-conduct_home.cfm (accessed 18/11/2010).

Ciarrochi, J., Forgas, J.P., & Mayer, J.D. (2001). *Emotional intelligence in everyday life : a scientific inquiry*. Hove : Psychology Press.

Cottrell, S. (1999). *The Study Skills Handbook*. Basingstoke: Palgrave Macmillan.

Cottrell, S. (2003). *Skills for Success: The Personal Development Planning Handbook*. Basingstoke: Palgrave Macmillan.

Cottrell, S. (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument*. Basingstoke: Palgrave Macmillan.

Fouad, N.A., Grus, C.L., Hatcher, R.L., Kaslow, N.J. Hutchings, P.S., Madson, M., Collins, F.L., Jr. & 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.

Goleman, D. (2006) *Social Intelligence: the new science of human relationships*. New York: Bantam Books

Hughes, M., Patterson, L.B., & Bradford Terrell, J. (2005). *Emotional Intelligence In Action: Tools and Techniques for Individuals and Groups*. San Francisco: Pfeiffer.

Assessment:

Weighting between components A and B (standard modules only) A: 25% B: 75%

FIRST ATTEMPT

First Assessment Opportunity

Component A (*controlled*)

Description of each element

CW1 Group presentation (including peer and self review)

Element Wt (Ratio)

(*within Component*)

1

Component B

Description of each element

CW2 Portfolio

CW3 Action Plan

Element Wt (Ratio)

(*within Component*)

Final Assessment 9

1

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

Component A (*controlled*)

Description of each element

CW4 Reflective essay

Element Wt (Ratio)

(*within Component*)

1

Component B

Description of each element

CW2 Portfolio

Element Wt (Ratio)

(*within Component*)

Final Assessment 1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is required.

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