



MODULE SPECIFICATION

Code: USPJMG-30-1

Title: Psychology in Action

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:

- compare and contrast the ways in which applied psychologists draw on psychological concepts, theories/perspectives and research studies to explain a range of social, personal and organizational topics.
- evaluate the application of psychological concepts, theories and explanations by drawing on empirical research studies.
- differentiate psychological from non-psychological approaches within social, personal and organizational topics.
- have an in-depth understanding of one area of applied psychology.

Syllabus Outline:

The aims of the module are:

To introduce students to the way psychologists and psychological perspectives can address range of social, personal and organizational problems.

To illustrate how applied psychology draws on and integrates psychological theories to research and make interventions in social, personal and organizational topics

To provide examples of the career paths that applied psychologists can take, whether inside or outside of the Health Professions Council (HPC) regulatory framework.

To achieve this end, the module will be stratified into teaching blocks, representing health psychology, mental health (including clinical and counseling psychology), forensic psychology, occupational/organizational psychology, sport/exercise psychology and educational psychology, in addition to generic critical thinking skills. Although these blocks relate to the HPC protected professional titles, emphasis will be given on the role psychology (and psychology graduates) can play in these spheres of activity more broadly than this.

Teaching and Learning Methods:

Lectures will outline the background concepts and issues relating to psychology in action. Seminars and workshops will give students the opportunity to carry out a wide range of experiential and learning activities designed to foster insight into the role of psychology in everyday settings. Some of these activities may develop into the online arena. Students will progress through an incremental pattern of feedback on seminar activities. An initial assignment will be completed for formative self-reflection against known criteria. The second formative assessment will use the same criteria for peer feedback. The third will utilize formative feedback from academic staff, and the final assessed piece of coursework will be summatively assessed on the same criteria.

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:

The most recent editions of the following:

- Coolican, H. (1996; 2007) Applied Psychology. London: Hodder & Stoughton
Crisp, R. (ed.) (2010) The Psychology of Social and Cultural Diversity. Chichester: Wiley-Blackwell
Davey, G. (2011): Introduction to Applied Psychology (BPS Textbooks in Psychology) London, BPS.
Fennis, B.M. & Stroebe, W. (2010) The Psychology of Advertising. Hove: Psychology Press
Hodgetts, D., Drew, N., Sonn, C. Stolte, O., Waimarie, L. & Curtis, C. (2010) Social Psychology and Everyday Life. Basingstoke: Palgrave Macmillan
Stewart I. Donaldson, S., Csikszentmihalyi, M., & Nakamura, J. (2011) Applied Positive Psychology: Improving Everyday Life, Schools, Work, Health and Society (Applied Psychology Series) London: Routledge

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 Student group presentation including individually moderated marks

Element Wt (Ratio)

(*within Component*)

1

Component B

Element Wt (Ratio)

Description of each element
CW2 Essay portfolio

(within Component)
Final Assessment 1

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

Component A (*controlled*)

Description of each element
EX1 Exam on topic of presentation

Element Wt (Ratio)
(within Component)
Final Assessment 1

Component B

Description of each element
CW2 Essay portfolio:

Element Wt (Ratio)
(within Component)
1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is not required.

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