University of the West of England
BRISTOL

MODULE SPECIFICATION

Code: USPJMU-30-2   **Title:** Psychology in Practice   **Version:** 1

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

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:**

Contributes towards: BSc (Hons) Psychology

Pre-requisites:
> USPJMG-30-1 Psychology in Action
> USPJMF-30-1 Professional Skills for Psychologists

Co-requisites:
> None

Entry requirements:
> N/A

Excluded combinations:
> USPJLG-20-3 Psychology in the Community

Learning outcomes:

The student will be able to:

> - demonstrate a reflective awareness of their own strengths and needs in relation to the key transferable skills of problem solving, communication and team working;

> - demonstrate a reflective awareness of their own strengths and needs in relation to skills specific to activities undertaken;

> - demonstrate the ability to apply psychological theory critically to real world situations;

> - demonstrate a critical awareness of the value of psychology to a variety of contexts;

> - demonstrate a critical understanding and awareness of reflective practice and its application in psychology.

Syllabus outline:

Professional Skills for Psychologists (level 1 module) will prepare students for the work based module at level 2. Students will need to log a minimum number of hours as indicated in the module handbook (normally 100 hours) engaged in a variety of possible activities. Students will be expected to justify the relevance of the activity in relation to their career aspirations and the learning outcomes for the module.

Students will arrange the activity for themselves with the support of university facilities to help as appropriate within agreed guidelines described in the module handbook. To qualify, activity must take place between the teaching block 2 at level 1 through to the end of level 2.

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.

Teaching and learning methods:

Following recruitment onto the module students will be invited to attend introductory sessions scheduled for those who will be engaging with activities during the summer vacation. The introductory sessions will be repeated for those undertking activity after that time. During these sessions students will be provided with material on reflective learning, guidelines for the completion of the assessments, and allocated a supervisor.

Relevant material and support will be made available on line. A minimum of hours (normally 3 hours) of individual or group 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.

This guidance will be available in the module handbook, via the module information on Blackboard and through any other vehicle deemed appropriate by the module/programme leaders.

Indicative Reading List:

> Due to the nature of the module a variety of psychology resources may be relevant, depending on the context of the activity. Literature on reflective learning and practice educational settings, and organisational processes will also be recommended as this will be used for writing the assessment, for example:
>
> Cottrell, S. (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument*. Basingstoke: Palgrave Macmillan.
>
> Orford J. (2008). *Community psychology: challenges, controversies and emerging consensus*, Wiley, Chichester.
>
> Schön, D. (1983). *The Reflective Practitioner: how professionals think in action*. Basic Books, New York.
>
> White, S. (2006). *Critical reflection in health and social care*. Open University, Maidenhead, Berkshire.
>
> Handy, C. (1985). *Understanding Organisations*, Penguin Books, London.

Assessment

Weighting between components A and B (standard modules only)   A: 100%   B: 0%

ATTEMPT 1

First Assessment Opportunity (Sit)
Component A
Description of each element   **Element weighting**

CW 1 Integrative reflection on the student's activities undertaken as part of the module, (this will apply relevant psychological theory and research to their work based experience) - 3000 words

Second Assessment Opportunity (Resit) (further attendance at taught classes is not required)
Component A
Description of each element   **Element weighting**

CW 1 Integrative reflection on the student's activities undertaken as part of the module, (this will apply relevant psychological theory and research to their work based experience) - 3000 words

<u>**EXCEPTIONAL**</u> **SECOND ATTEMPT (Retake): Attendance at taught classes is not required.**

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