



ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Psychology and Social Justice | | | | |
| Module Code | USPK6T-15-3 | Level | 3 | Version | 2 |
| Owning Faculty | Health and Applied Sciences | Field | Psychology | | |
| Contributes towards | BSc Hons Psychology + Psychology combinations | | | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | Module Type | Standard |
| Pre-requisites | None | | Co-requisites | None | |
| Excluded Combinations | None | | Module Entry requirements | N/A | |
| Valid From | September 2014 September 2017 (v2) | | Valid to | September 2014 | |

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| CAP Approval Date | 28/03/2014 01/02/2017 (v2) |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> (1) Demonstrate an understanding of the theoretical and methodological foundations of a range of approaches within justice-oriented psychology (assessed in component A) (2) Demonstrate an understanding of the historical, cultural and ideological influences and constraints on mainstream psychological theory, research and practice (assessed in component A) (3) Apply and evaluate critiques of mainstream psychological theories, methods and practices (assessed in component A) (4) Recognise and discuss key theoretical debates within justice oriented psychology (assessed in component A) (5) Demonstrate an awareness of the broader socio-cultural, political, ideological and historical context of justice oriented psychology (and justice oriented research and practice in other – related – social and health science) |

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| | <p>disciplines such as sociology, socio-legal studies, criminology, social anthropology, nursing) (assessed in component A)</p> <p>(6) Demonstrate an awareness of the socio-cultural issues that are the focus of justice-oriented psychological research and practice (particularly in relation to physical and mental health, race, gender, sexuality, and social class) (assessed in component A)</p> <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • Working in a team (small group activities) • Independent learning (preparation for in-class activities) • Written and oral communication skills (preparation for in-class activities, group discussions) |
| Syllabus Outline | <p>The content of the module may vary from year to year to take account of the expertise of staff and developments in the field. However the list below provides a summary of the potential content for this module:</p> <ul style="list-style-type: none"> • Introduction to the module • Physical and mental health and social justice (health inequalities, critiques of the biomedical model, working with diversity in psychological practice, disability) • Understanding difference, diversity and inequality (intersectionality, structuralist and post-structuralist theories of power) • Gender and social justice (the women's movement, sexism in psychology and the 'mismeasure of women', psychology of women, masculinities) • Sexuality and social justice (the lesbian and gay movement, homophobia and heterosexism in psychological theory and practice, affirmative 'gay' and LGBTQ psychology) • Race and social justice (civil rights and Black power, racism in psychology, whiteness and white privilege, post-colonial studies) • Social class and economic inequality • Critiques of the norms and values of mainstream psychology • Doing psychology differently (qualitative methods, discourse analysis, participatory methods, action research) • Coursework support and revision sessions |
| Contact Hours | <p>As a 15-credit module this module assumes 150 hours of study on the part of the student.</p> <p>Scheduled learning: There will be 36 hours of scheduled contact hours, delivered as weekly 3-hour teaching sessions over 12 weeks.</p> <p>Independent learning – Students are expected to spend 114 hours on independent learning tasks and preparation of assessments.</p> |
| Teaching and Learning Methods | <p>A variety of pedagogical approaches will be used with the aim of maximising the active engagement in the module content and developing understanding and critical analytic skills in the area of occupational psychology.</p> <ul style="list-style-type: none"> • Scheduled learning The teaching sessions will involve a variety of teaching and learning formats including lectures, small group activities, discussions and use of audio-visual materials (the teaching and learning methods will be adapted to the cohort size). |

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| | <ul style="list-style-type: none">• Independent learning includes hours engaged with essential reading, further reading and self-directed study, preparation for lectures and in-class activities, and assignment preparation and completion.• TEL: MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning. |
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Key Information Sets Information

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

| Key Information Set - Module data | | | | |
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| Number of credits for this module | | | | 15 |
| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours |
| 150 | 36 | 114 | 0 | 150 |

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

| Total assessment of the module: | |
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| Written exam assessment percentage | 100% |
| Coursework assessment percentage | 0% |
| Practical exam assessment percentage | 0% |
| | 100% |

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 websites 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 with the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Essential reading

There is no (one) textbook associated with this module and students are not required to purchase any texts; however, for those students who wish to purchase some books, students will be supplied (via Blackboard) with a short list of books, which are *recommended* for purchase. There will be at least two essential readings associated with each of the teaching sessions (with the exception of the revision session), and these will be made available to students via Blackboard wherever possible (if it is not possible to digitise some

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| | <p>sources these will be made available to students as a resource pack).</p> <p>Further reading</p> <p>At this level of study, further reading is encouraged and required for successful completion of the assignments. Some further reading will be listed for each lecture, but independent sourcing of materials is strongly encouraged. A list of journals (available in the library or open access) that exclusively or routinely publish research on psychology and social justice (e.g., <i>Discourse & Society</i>, <i>Feminism & Psychology</i>) will be supplied, for this purpose, and students will be given clear guidance on how to access these resources.</p> |
| Indicative Reading List | <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via Blackboard.</p> <p>Latest editions of:</p> <p>Clarke, V., Ellis, S. J., Peel, E. & Riggs, D. <i>Lesbian, gay, bisexual, trans and queer psychology: An introduction</i>. Cambridge: Cambridge University Press.</p> <p>Fox, D., Prilleltensky, I. & Austin, S. Eds. (<i>Critical psychology: An introduction</i> . London: Sage.</p> <p>Rose, N. <i>The psychological complex: Psychology, politics and society in England 1869-1939</i>. London: Routledge & Kegan Paul.</p> <p>Shulman, H. & Watkins, M. <i>Towards psychologies of liberation</i>. Basingstoke: Palgrave Macmillian.</p> <p>Smith, J., Harre, R. & Van Langenhove, L. Eds, <i>Rethinking methods in psychology</i>. London: Sage.</p> <p>Toporek, R. L., Gerstein, L., Fouad, N., Roysircar, G. & Israel, T. Eds. <i>Handbook for social justice in counseling psychology: Leadership, vision and action</i>. Thousand Oaks, CA: Sage.</p> <p>Journals:</p> <p><i>Feminism & Psychology</i></p> <p><i>Discourse & Society</i></p> <p><i>Theory & Psychology</i></p> <p><i>Journal of Community and Applied Social Psychology</i></p> |

| Part 3: Assessment | |
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| Assessment Strategy | <p>The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the modules Learning Outcomes are attained, as described below. Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom.</p> <p>Summative assessment: Exam (component A), which will assess all the learning outcomes.</p> <p>The Controlled Conditions assessment comprises a seen 2-hour exam at the end of teaching block. The exam is designed to test both the breadth of the students' subject knowledge, and their understanding of key concepts.</p> <p>Formative assessment/feedback: opportunities for students to gain</p> |

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| | <p>feedback on their developing understandings and knowledge and their critical evaluation skills will be embedded throughout the module (e.g. in group discussions and small group activities students will be required to share their understandings and skills with teaching staff, and teaching staff will provide them with feedback on the appropriateness/level of their understandings and skills). Further formative feedback will be given on (optional) essay plans, in preparation for the exam.</p> <p>Assessment criteria for the exam will be clearly stated in the module handbook.</p> |
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| Identify final assessment component and element | | |
| % weighting between components A and B (Standard modules only) | A: 100% | B: |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Seen exam (2 hours) | 100% | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. | | |

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| Resit (further attendance at taught classes is not required) | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Seen exam (2 hours) | 100% | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. | | |
| <p>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.</p> | | |

FOR OFFICE USE ONLY

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| First CAP Approval Date | 28 March 2014 | | | |
| Revision CAP Approval Date | 01/02/2017 | Version | 2 | Link to RIA 4057 |