# MODULE SPECIFICATION

| Part 1:  Basic Data | | | | | | |
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| Module Title | Interpersonal Psychology | | | | | |
| Module Code | USPSTW-15-1 | | Level | 1 | Version | 1.3 |
| Owning Faculty | Health and Applied Sciences | | Field | | Psychology | |
| Department | Health and Social Sciences | | | | | |
| 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 | | | |
| Valid From | 01/09/2014 | | Valid to | | 01/09/2020 | |

| CAP Approval Date | 28/03/2014 |
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| Part 2:  Learning and Teaching | |
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| Learning Outcomes | On successful completion of this module students will be able to demonstrate:<br><br>• An understanding of the theory and perspectives of interpersonal issues (Component A & B)<br>• A practical ability to learn, solve problems, communicate and work within a group setting (Component A & B)<br>• Critical reflection skills related to the topic of emotional intelligence and its personal and professional significance in the practice of psychology; students will also be aware of alternative conceptualisations of interpersonal perception and communication (Component B)<br>• Demonstrate an awareness of their own strengths and weaknesses in relation to interpersonal skills (Component A & B) |
| Syllabus Outline | This module will introduce students to a range of interpersonal skills and attributes which can be seen as essential to success in Psychology. These include areas such as: task management, learning skills, problem solving, academic writing and communication, effective presentations, emotional intelligence, and working with others.  Moreover, this module is intended to provide students with an understanding of the theoretical underpinnings of the topic material and practical skills for future success.<br><br>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 a reflection on these activities and these will be used as the basis for a personal development plan. |
| Contact Hours | Students are typically expected to have 3 hours of contact time per week over a 12-week period of study.  Contact time comprises of a mixed model of instruction that includes lectures, seminars/practicals and online activities/sessions delivered within a virtual learning environment (e.g., online lectures, asynchronous discussions, virtual classrooms, etc.).<br><br>Contact time is primarily based on in-class sessions with half of the time being based on lecture-based sessions and the other half on seminar/practical-based sessions. |

| Teaching and Learning Methods | A variety of pedagogical approaches are used to ensure the active engagement of students.  Scheduled learning includes lectures, seminars, practical classes and workshops.  Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. |
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| | Lectures will outline the background concepts and issues relating to Interpersonal Psychology.  Seminars or workshops will give students the opportunity to carry out a wide range of experiential and learning activities designed to foster insight into the topic material. Some of these activities may develop into the online arena. Students will progress through an incremental pattern of feedback on seminar activities. |
| | Students will be enabled to use Blackboard, the university supported virtual learning environment, to organise and communicate their learning material.  Students will be able to engage with the material, other students and members of staff through this system and make use of the various functionalities built into the Blackboard (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.).  Moreover, students will be able to communicate with their instructors using university sponsored tools (such as Lync). |
| 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**

| Number of credits for this module | | | | 15 | |
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| 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

| Total assessment of the module: | | | |
|---|---|---|---|
| Presentation | | | 50% |
| Portfolio | | | 50% |
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| 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. |
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| | 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. |
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| | 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. |
| | A detailed reading list will be made available through relevant channels, e.g. module handbooks, Blackboard, etc. As part of the research, students will be expected to read and reference widely. Student learning will be supported through 'Blackboard' - the University's E learning space. Copies of recommended text books, scientific papers and relevant magazines are available through the library. |
| Indicative Reading List | Becker, L., & Van Emden, J. (2004) *Presentation Skills for Students.* Basingstoke: Palgrave Macmillan. |
| | Ciarrochi, J., Forgas, J.P., & Mayer, J.D. (2001) *Emotional intelligence in everyday life: a scientific inquiry.* Hove : Psychology Press. |
| | Cottrell, S. (2003) *Skills for Success: The Personal Development Planning Handbook.* 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 model for understanding and measuring competence in professional psychology across training levels. *Training and Education in Professional Psychology.* 3 (Supplement), pp.5-26. |
| | 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. |

| Part 3: Assessment | |
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| Assessment Strategy | Students must provide evidence of the theoretical underpinnings of the topic material and practical skills of interpersonal psychology. This includes areas such as communication, emotional intelligence, resilience and teamworking for example. |
| | Such evidence will take the form of a reflection log portfolio based on their learning throughout the module. The portfolio provides flexibility and scope for a range of evidence of learning. The detailed contents required for the reflection log portfolio will be clearly indicated to students through an assessment briefing handbook at the beginning of the module and supported through formative activities/workshops mid way through the module. |
| | There will also be a group based presentation required on an interpersonal psychology topic. Again, full assessment information will be provided in the assessment briefing handbook. In terms of resits, if students need to resit the presentation they will undertake an individual presentation. For practical reasons, it would be difficult to manage / organise a group presentation at the resit stage as the number of students who need to do a resit would be unpredicatable. |

| Identify final assessment component and element | | | |
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| **% weighting between components A and B** (Standard modules only) | | **A:** **50** | **B**: **50** |

| **First Sit** | |
|---|---|
| **Component A** (controlled conditions) <br> **Description of each element** | **Element weighting** <br> **(as % of component)** |
| 1.Group Presentation (15-20 minutes) | 100 |
| **Component B** <br> **Description of each element** | **Element weighting** <br> **(as % of component)** |
| 2. Reflection Log Portfolio (1500 words) | 100 |

| **Resit (further attendance at taught classes is not required)** | |
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| **Component A** (controlled conditions) <br> **Description of each element** | **Element weighting** <br> **(as % of component)** |
| 1. Individual Presentation (10 minutes) | 100 |
| **Component B** <br> **Description of each element** | **Element weighting** <br> **(as % of component)** |
| 2. Reflection Log Portfolio (1500 words) | 100 |
| 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. | |