



University of the
West of England

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Psychology of Appearance and Embodiment				
Module Code	USPK68-15-3	Level	3	Version	1
Owning Faculty	Health and Life Science	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		Valid to	September 2020	

CAP Approval Date	28/03/2014
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Part 2: Learning and Teaching	
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 and critical awareness of current psychological perspectives on appearance and embodiment theory, research and practice (component A); 2. identify strengths and weaknesses in the existing literature on appearance and embodiment (component A); 3. demonstrate critical awareness of methodologies and methods used to study appearance and embodiment (component A and B); 4. debate current issues in psychology and appearance (Component A)
Syllabus Outline	<p>The module will discuss:</p> <ul style="list-style-type: none"> • The development of the study of appearance & embodiment within social and health psychology; what do we mean by embodiment?; why should we study embodiment and appearance? . • Different epistemological perspectives in studying appearance • Normalising & pathologising appearance • Socio-cultural issues, including the influence of the media • Dominant appearance norms • Choosing to alter and manipulate appearance • Links between body image and health behaviours

	<ul style="list-style-type: none"> • Appearance issues amongst those who are visibly different: what do we mean by visibly different? • Causes and consequences of visible difference, theories and models of adjustment • Interventions around body image <p>Students will develop skills in:</p> <ul style="list-style-type: none"> • Effective written communication • Integration of information from different source and perspectives • Critical evaluation based on appreciation of multiple perspectives 																									
Contact Hours	<p>As a 15-credit module this module assumes 150 hours of study on the part of the student. This will include:</p> <ul style="list-style-type: none"> • 36 hours of scheduled learning typically delivered through 12 x 3 hour workshops. The scheduled learning may include lectures, seminar discussion, workshop tasks and films. • 114 hours of independent learning. 																									
Teaching and Learning Methods	<p>A variety of approaches will be used with the aim of maximising the active engagement of students. These may include:</p> <ul style="list-style-type: none"> • Lectures • Seminars • Workshops <p>Scheduled learning: Students will participate in a lectures, seminars and workshops which will orientate students to the key issues, debates and concepts in a given area.</p> <p>Independent learning: Students will engage in independent thinking and research in relation to particular topics and engage in class, and assessment preparation.</p> <p>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.</p>																									
	<p>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.</p> <table border="1" data-bbox="464 1626 1362 2018"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which</p>	Key Information Set - Module data					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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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:			
Written exam assessment percentage		70%	
Coursework assessment percentage		30%	
Practical exam assessment percentage			
			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 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 **core reading** will be indicated clearly, along with the method for accessing it. 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.

Further reading is expected for this module, and this will be indicated clearly. Students will be required to rely heavily on journal articles to support their learning and completion of assignments and students will be pointed towards relevant journals which they can access through relevant library databases. This module handbook will provide a list of books that give an excellent overview of issues that are discussed during the course and these are all available in UWE library. Further references will be supplied throughout the course as necessary.

Indicative Reading List

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 the module guide or through BlackBoard.

Cash, T.F. & Smolak, L. (2011) *Body Image: a handbook of theory, research and clinical practice*. London: The Guilford Press.

Dittmar, H. (2008) *Consumer culture, identity and wellbeing*. Hove: Psychology Press.

Grogan, S. (2008) *Body image: Understanding body dissatisfaction in men, women and children*. London: Routledge.

Malson, H., & Burns, M., (2009) *Critical feminist approaches to eating disorders*. Hove: Psychology Press.

Rumsey, N., & Harcourt, D. Eds. (2012) *The Oxford Handbook of the Psychology of*

Appearance. Oxford: Oxford University Press.

Journals: a wide range of social and health psychology journals cover topics relevant to this module. In particular students should look at publications in *Body Image: An International Journal of Research*.

Part 3: Assessment

Assessment Strategy	<p>Assessment in this module has been chosen to encourage reflection, critical analysis and evaluation as well as to allow students to demonstrate their mastery of the module learning outcomes.</p> <ul style="list-style-type: none"> • Component A will be a seen 1-hour exam that will allow students to demonstrate all of the key learning objectives. This assessment satisfies the controlled assessment condition requirement for the module. The students will select from a range of questions which require them to discuss various perspectives on a specific issue within appearance and embodiment. The exam will assess broad understanding of the different conceptualisations, methodologies and perspectives used in the literature. It will also allow students to demonstrate an in-depth understanding of a particular appearance related topic. • Component B is a 1000 word reflection on a personal challenge to an appearance norm and a discussion of how this relates to a piece of research on the same topic. This will allow students to really engage in the course material and demonstrate critical awareness of methodologies and methods used to study appearance and embodiment
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Identify final assessment component and element					
% weighting between components A and B (Standard modules only)	<table border="1"> <tr> <td style="background-color: #e0e0e0;">A:</td> <td style="background-color: #e0e0e0;">B:</td> </tr> <tr> <td style="text-align: center;">70</td> <td style="text-align: center;">30</td> </tr> </table>	A:	B:	70	30
A:	B:				
70	30				

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Seen 1 hour exam	70%
2.(etc)	
Component B Description of each element	Element weighting (as % of component)
1. Reflection and article critique	30%
2.(etc)	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Seen 1 hour exam	70%

2.(etc)	
Component B Description of each element	Element weighting (as % of component)
1. Reflection and article critique	30%
2.(etc)	
<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>	