

MODULE DESCRIPTOR

Module Title	Introducing Real World Psychology
Course Title	BSc (Hons) Psychology (and pathways), BSc (Hons) Psychology with Criminology
School	<input checked="" type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Psychology
Parent Course (if applicable)	BSc (Hons) Psychology
Level	4
Module Code (showing level)	PSY_4_IWP
JACS Code (completed by the QA)	
Credit Value	20 CAT Points
Student Study Hours	Contact hours: 33 Student managed learning hours: 167
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	Eleni Vangeli vangeli@lsbu.ac.uk
Short Description (max. 100 words)	<p>This module provides students with the opportunity to explore how theories, approaches and evidence from psychology have been applied to the real world. It will introduce students to applied psychology as a discipline, and what is required for entry into the professions recognised by the British Psychological Society, and also those employment opportunities that are appropriate for those who do not wish to pursue a career as an applied psychologist. Topic areas will include the application of biological, and learning aspects of behaviour. Students will have the opportunity to develop employability skills relating to accessing, assimilating and communicating information.</p> <p><i><u>Inclusive practice:</u></i> Assessment in this module has been designed to provide all students with the opportunity to demonstrate their knowledge, understanding and skills to the best effect. Specific aspects of inclusive practice include: making assessments available as soon as possible, and usually from the start of the module; providing coursework support in seminars and lectures; providing opportunities for coursework support in Psychology Drop-in support sessions; providing formative experience of each assessment method before it is used to assess summatively; providing optionality in the choice of topic.</p> <p><u>This module assesses the following BPS core domains:</u> Biological psychology; Developmental psychology; Individual differences in psychology; Conceptual and historical issues in psychology; and Applied psychology.</p>
Aims	The module aims to provide students with the opportunity to:

	<ul style="list-style-type: none"> ☐ Explore the field of applied psychology, its historical development and current approaches. ☐ Develop an understanding of the relationship between theory and practice in psychology. ☐ Develop an understanding of the application of biological, learning and emotional explanations for behaviour. ☐ Develop an understanding and awareness of career pathways for psychology students. ☐ Explore their own career goals and motivations. ☐ Acquire the skills needed to access relevant literature, write essays and perform assessments in this and subsequent modules ☐ Develop, and be aware of, relevant knowledge and understanding required for study at Level 5. ☐ Develop, and be aware of, key skills related to critical thinking required at Level 5.
Learning Outcomes (4 to 6 outcomes)	<p>On successful completion of this module, students will be able to:</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> ☐ Describe the application of biological, learning and emotional processes in explaining human experience and behaviour in the real world. <p>Critical thinking:</p> <ul style="list-style-type: none"> ☐ Identify strengths and weaknesses of key approaches and have an awareness that the knowledge base used by practitioners is open to debate and change. <p>Communication:</p> <ul style="list-style-type: none"> ☐ Demonstrate effective oral and written communication <p>Employability:</p> <ul style="list-style-type: none"> ☐ Have an awareness of career pathways in psychology which will help them to identify their career aspirations.
Employability	<p>Once you have passed this module you will have demonstrated the ability to understand complicated concepts and communicate them to non-experts in a meaningful way. You will have done this through your presentations during the course, and during in-class activities. This skill is valuable for your employment as most graduate levels jobs will, at some stage, involve you making presentations.</p>
Teaching and learning pattern	<p>11 learning and teaching sessions comprising a mixture of lectures, workshops, small group discussion, and self-reflection activities which may include a variety of formative activities and assessments. There will also be a focus in this module of providing a series of guest lectures, where psychologists who are working in particular areas will talk to students both in terms of the relevant subject area, but also focusing on their chosen career path.</p>
Indicative content	<p>Applying Psychology</p> <p>Session 1: What is applied psychology?</p> <p>Session 2: Where and how is psychology applied?</p> <p>Session 3: How has social learning theory been applied to psychology in the real world?</p> <p>Session 4: How has associative learning theory been applied to psychology in the real world?</p> <p>Session 5: Developmental approaches to psychology in the real world.</p>

	<p>Session 6: How has biological psychology been applied to the real world?</p> <p>Session 7: Psychopharmacological and psychological treatment approaches</p> <p>Session 8: What is critical thinking and how can you do it?</p> <p>Session 9-11: Psychology professions: Applications of theory in practice</p>
<p>Assessment method (Please give details – of components, weightings, sequence of components, final component)</p>	<p>Summative assessment (worth 100% of module mark)</p> <p>☑ Individual poster portfolio comprised of two elements, a poster (600 words) and annotated bibliography (1000 words). The weighting of the marks is 70% for the poster and 30% for the annotated bibliography.</p> <p>Formative assessment:</p> <ul style="list-style-type: none"> • Students will have the opportunity to have feedback on a draft annotated bibliography and a draft poster. • Students will also have the opportunity to gain feedback on a group poster and presentation task (on a different topic to the summative assessment)
<p>Mode of resit assessment (if applicable)</p>	<p>Resubmission of portfolio assessment using feedback given with the aim to improve the mark, or submission for the first time.</p>
<p>Indicative Sources (Reading lists)</p>	<p>Core reading: Davey, G. (2011). <i>Introduction to Applied Psychology</i> (BPS Textbooks in Psychology). Oxford: Blackwell</p> <p>Optional reading: Coolican, H., Cassidy, T., Dunn, O., & Sharp, R. (2007). <i>Applied Psychology</i>. London: Hodder Education.</p>
<p>Other Learning Resources</p>	<p>Applied Cognitive Psychology Health Psychology Journal of Abnormal Psychology Journal of Applied Psychology Journal of Autism and Developmental Disorders Journal of Consulting and Clinical Psychology Journal of Counselling Psychology Journal of Educational Psychology Journal of Experimental Psychology: Applied Journal of Intellectual Disability Research Journal of Occupational and Organisational Psychology Neuropsychology</p> <p>External websites: http://bps.org.uk/careers/careers_home.cfm http://www.apa.org/careers/resources/index.aspx http://www.prospects.ac.uk/options_psychology_your_skills.htm http://www.iaapsy.org/</p>

