

Module Title	Introducing Real World Psychology
Programme(s)/Course	BSc Psychology, BSc Psychology (Clinical), BSc Psychology (Child Development)
Level	4
Semester	1
Ref No:	
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 Coordinator [Name + e mail address]	Dan Frings fringsd@lsbu.ac.uk
Parent Department	Psychology
Parent Course	BSc Psychology
Description [100 words max]	<p>This module provides students with the opportunity to explore how theories, approaches and evidence from psychology have been applied to the real world. The module will first introduce students to the notion of applied psychology as a discipline, 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. Students will then be presented with a number of topics that have been important for understanding how people behave in the ways they do in the real world. Such topic areas will include the application of biological, learning, and emotional aspects of behaviour. In addition, the topic areas presented and explored in this module will inform students about a diverse range of psychology-related employment opportunities. Study in each of these will provide a framework for advanced study at level 5. In addition to knowledge, the module will provide the opportunity for students to develop skills relating to accessing, assimilating and communicating information, be introduced to a variety of assessment techniques that will be encountered on the course, and develop and be aware of the type of skills that are likely to enhance employability. Finally, the module will provide a focus for placements as a valuable way of gaining experience, and therefore enhancing employability. Students will be introduced to the (voluntary) Departmental Placement scheme; students who already undertake relevant paid or voluntary work and students who undertake less relevant work will be encouraged to reflect on the skills and experiences provide by such opportunities.</p>
JACS Code	C800
Aims	<p>The module aims to provide students with the opportunity to:</p> <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

	<p>emotional explanations for behaviour</p> <ul style="list-style-type: none"> • 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	<p>On successful completion of this module, students will:</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 <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Identify and understand relevant concepts e.g. how psychology is applied to the real world and the issues such applications raise • Identify strengths and weaknesses of key approaches <p>Practical Skills:</p> <ul style="list-style-type: none"> • Write essays and reports (through your coursework preparation) • Prepare and deliver a PowerPoint presentation (through in-class activities) <p>Transferable Skills:</p> <ul style="list-style-type: none"> • <i>Sourcing:</i> Use a variety of electronic and other sources to access relevant material. • <i>Effective reading:</i> Understand how to use written information from a variety of sources • <i>Time management:</i> Meet course deadlines and achieve independent study goals. • <i>Planning and execution:</i> Organise and prepare work to the required standards. • <i>Personal development:</i> <ul style="list-style-type: none"> ○ Have confidence to participate in seminars and group discussions. ○ Use feedback to understand and participate in reflecting on their learning ○ Identify relevant skills developed through voluntary or paid work/placements • <i>Taking responsibility:</i> To act as independent learners with guidance • <i>Employability awareness:</i> To have an understanding and awareness of career pathways in psychology
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 & 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</p>

	<p>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>
<p>Indicative content</p>	<p>Applying Psychology</p> <p>Session 1: What is applied psychology?</p> <ul style="list-style-type: none"> • Defining the discipline • Why applied evidence is important • What do applied psychologists do? <p>Session 2: Where and how is psychology applied?</p> <ul style="list-style-type: none"> • Areas where it is not applied or applied incorrectly / misapplied (e.g. media coverage) • The profession of psychology. • Psychologists in general graduate entry professions. <p>Session 3: What do you want to be? Career aspirations and goals. Guided teaching through self-managed learning and learning support (Self defined career route planner {Blackboard exercise?}, personal tutoring discussion, identifying skills developed through work/placements, where to find out about careers information – internal and external). Link to choosing assessment area.</p> <p>Session 4: How has biology been applied to psychology?</p> <p>Session 5: How has biological psychology been applied to the real world?</p> <p>Session 6: Being a biological psychologist in the real world</p> <ul style="list-style-type: none"> • Guest lecture – neuropsychologist and rehabilitation. <p>Session 7: How has associative learning theory been applied to psychology in the real world?</p> <ul style="list-style-type: none"> • Phobias <p>Session 8. How has social learning theory been applied to psychology in the real world?</p> <ul style="list-style-type: none"> • Aggression <p>Session 9: Psychologists applying learning theories in the real world</p> <ul style="list-style-type: none"> • Guest lecture - Educational Psychology/Speech and Language Therapy <p>Session 10: How are theories of emotions relevant in the real world?</p> <p>Session 11: How have theories of disordered emotions been applied in psychology?</p> <ul style="list-style-type: none"> • Guest lecture - Clinical Psychology • Introduction to DSM
<p>Assessment method</p>	<ul style="list-style-type: none"> • Summative assessment (worth 100% of module mark) <ul style="list-style-type: none"> ○ Portfolio including; ○ 2 x 1000 word reports on scenarios (week 11) – how would a clinical/biological/educational psychologist explain behaviour? (Students choose from 3 or 4 different scenarios, e.g. phobia, depression, recruitment). Students can receive feedback on a draft of the first report (e.g. draft of report 1 submitted by week 6). ○ 1 X 200 word personal reflection on use of feedback • Formative assessment <ul style="list-style-type: none"> ○ Essay plan (for below) ○ 1 x 1000 word draft of one of the summative reports. • Formative – embedded skills development <ul style="list-style-type: none"> ○ Essay/report plans, writing reports, using feedback, referencing,

	<p>note taking, summing, oral presentations and revision skills.</p> <ul style="list-style-type: none"> ○ receive peer and tutor feedback ○ assess and reflect on level of understanding ○ orally present
Indicative Reading	<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>
Other Learning Resource:	<p>Relevant journals Neuropsychology Journal of Autism and Developmental Disorders Journal of Intellectual Disability Research Journal of Applied Psychology Journal of Applied Social Psychology Health Psychology Journal of Experimental Psychology: Applied Applied Cognitive Psychology Psychology, Crime and Law Journal of Consulting and Clinical Psychology Journal of Counselling Psychology Journal of Abnormal Psychology Journal of Occupational and Organisational Psychology Journal of Educational Psychology</p> <p>External Websites http://bps.org.uk/careers/careers_home.cfm - BPS Careers Website http://www.apa.org/careers/resources/index.aspx - APA Careers Website http://www.prospects.ac.uk/options_psychology_your_skills.htm - Prospects Careers Advice Website http://www.iaapsy.org/ - International Association for Applied Psychology</p> <p>Internal Websites http://www.lsbu.ac.uk/clsd/careers/ - CLSD Careers Website https://blackboard.lsbu.ac.uk/webapps/portal/frameset.jsp - Departmental Employability and Skills Developmental page on Blackboard</p>