LONDON SOUTH BANK UNIVERSITY

Applications in Psychology
(Including Professional Development Planning)

PSY_1_AIP

Department of Psychology
Faculty of Arts and Human Sciences

Level 1, Semester 1: 2008/9

become what you want to be

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1.0 UNIT DETAILS

Unit Title:	Applications in Psychology
Unit Level:	One
Unit Reference Number:	PSY_1_AIP
Credit Value:	1
Student Study Hours:	150
Contact Hours:	25 (11 lectures + 3 one hour PDP sessions)
Private Study Hours:	125
Pre-requisite Learning (If applicable):	None
Co-requisite Units (If applicable):	None
Course(s):	BSc Psychology, Single Honours
Year and Semester	Year 1, Semester 1
Unit Coordinator:	Dr Rachel Wilcock
UC Contact Details (Email, Room)	Room E341 extension block, wilcockr@lsbu.ac.uk Extension Number 5857 Officer hours 1 to 3 on a Thursday
Teaching Team & Contact Details (If applicable):	Lecturers: Dr Christopher Sterling: E343B sterlicm@lsbu.ac.uk Dr Asli Niazi: E343A niazia@lsbu.ac.uk Ms Jacqui Lawrence: E344 lawrencj@lsbu.ac.uk Level 1 PDP: Dr Daniel Frings: E343C fringsd@lsbu.ac.uk
Subject Area:	Psychology
Summary of Assessment Method:	Career portfolio and two coursework essays of 750 words each.

2. SHORT DESCRIPTION

The purpose of this course is to provide the theoretical underpinning of and information on a number of chartered psychology careers. This information will provide students with an idea of the careers open to them early in the course. The seminar time associated with the course will be devoted introducing students to the requirements and principles of Professional Development Planning (PDP). There will be three lectures (one of which will take place in semester two) and opportunities for consultations.

3. AIMS OF THE UNIT

- To introduce Level 1 students to the origins and theoretical aspects of careers in psychology.

- To look at the diagnostic and intervention aspects of careers in the various disciplines.

- To explain the scope of the various psychology disciplines.

- To provide students with information about training for those careers.

- To provide students with support in finding out further information about careers, writing a CV and completing a reflective statement.

- To introduce students to PDP.

4. LEARNING OUTCOMES

a. Knowledge and Understanding
- Define and introduce five professional disciplines in psychology.
- Explain the origins of the various disciplines.
- Outline the theoretical underpinnings of various professional disciplines in psychology
- Describe the diagnostic and intervention methods and/or practical applications of psychology each discipline uses.

b. Intellectual Skills
- Write a reflective statement
- Complete a PDP self-evaluation and set goals and an action plan.

c. Practical Skills
- Carry out research into career opportunities
- Write a CV

d. Transferable Skills
- The ability to make critical judgements and evaluations.
- Sensitivity to contextual and interpersonal factors.
- Effective verbal and written communication
- Operate as independent and pragmatic learners

5. ASSESSMENT OF THE UNIT

40%: Career folder to contain (indicative):
CV
Letter of application
Work placement information

60%: Two 750-word coursework essays
The essays will be based on the academic content of the lectures. These essays will require students to relate knowledge of the theory and practice related to careers in psychology to hypothetical 'real life' scenarios.

Details on submission of coursework

Coursework deadlines are published on Psychology notice boards. It is your responsibility to ensure that you are aware of these dates. All coursework must be submitted to the Faculty Office in Borough Road (B266).

1. When handing in coursework, you must:
• complete the coursework submission form and attach it to the front of your coursework;
• take the coursework to the Faculty Office. Your submission form will be date stamped and a receipt issued. Please keep all receipts. You must not hand coursework to your unit co-ordinator or other lecturer.

2. Unless you have obtained a formal extension from your year tutor, coursework submitted:
> • up to two weeks after the deadline date will receive a maximum mark of the pass mark (40%);
> • more than two weeks after the deadline will not be marked.

3. Extensions are only granted for valid reasons (see Course guide). Concrete evidence (e.g. medical certificate) will normally be required by the Year Tutor. If you want an extension of the deadline date, you must:
> • get a copy of the form for late submission from the Faculty Office;
> • fill in Part A of the form, giving reasons why you cannot meet the existing deadline date;
> • supply the Year tutor with relevant documentary evidence;
> • ask the Year Tutor to fill in Part B – the decision whether to agree the request rests with the Year Tutor;
> • attach the form to the front of your coursework when you submit it (keep a copy for your records).
> • each extension form is only valid for one piece of coursework. The maximum extension is two weeks.

The Faculty Office is at times very busy, especially when course work is due to be submitted or handed back. Staff in the Office endeavour to do their best to give support and answer individual student requests. In return, it is expected that students exercise patience and behave courteously whilst waiting at the counter. In all social exchanges in the classroom and in the university as a whole, students and staff are expected to follow the guidelines of acceptable behaviour as outlined in the University Equal Opportunities Document. A copy of this document is available for reference in the Faculty office and the Student Handbook contains a summary of its core principles.

Students may be required to provide an electronic copy of written work submitted. In such instances, the individual student will be written to requesting electronic submission. Failure to provide electronic copy within TWO WEEKS of a written request will result in the work being deemed an incomplete submission, and no mark will be given. The work will then have to be referred for a capped mark. When extenuating circumstances have already been accepted for a unit, this will not negate the proper investigation of any component of that unit for any allegation of academic misconduct, nor the subsequent imposition of any appropriate penalty for proven misconduct.

6. FEEDBACK

Feedback will normally be given to students 20 working days after the submission of an assignment.

7. INTRODUCTION TO STUDYING THE UNIT

a. Overview of the Main Content

Week	Lecture 1.00pm	PDP
1	Introductory lecture RW	Private study
2	Forensic Psychology RW	Private study
3	Forensic Psychology RW	Private study
4	Educational Psychology CS	First PDP Lecture DF
5	Educational Psychology CS	PDP Consultation
6	Health Psychology AN	PDP consultation
7	Health Psychology AN	PDP consultation
8	Counselling Psychology JL	Second PDP Lecture DF
9	Counselling Psychology JL	PDP consultation
10	Clinical Psychology JL	Private Study
11	Clinical Psychology JL	Private Study
12	Private study	Private study

b. Overview of Types of Classes

The unit will consist of 11 lectures. In addition, there will be three lectures on PDP (one in week 4, one in week 8, and one in semester two) and the opportunity to have consultations about PDP.

c. Importance of Student Self-Managed Learning Time

Students should make the most of the self-managed learning time associated with this unit to reflect on what they wish to achieve during their time at LSBU, to gather material for their career portfolio and to put together their curriculum vitae. Students should also reflect on how the other topics they study in other units fit into the various applications presented during the lectures.

d. Employability

This unit will provide students with background information about careers in Psychology. Student will learn about the origins of forensic, occupational, educational, counselling and clinical psychology. The areas will be clearly defined before students are given information on how to proceed in a career in the various areas outlined above. Finally, students will be given advice on how to best construct a CV which will form part of one of the assessments for this unit.

e. Equality and Diversity

Equality and diversity is addressed in the teaching of the unit and through the delivery of unit materials. Lectures will highlight interventions used in all areas of Applied Psychology that aim to help people from different backgrounds and with different needs. It is recognised that students enrolled are likely to have different academic backgrounds and differing amounts of work experience. The aim of PDP tutorials is to have discussions with a small numbers of students in a supportive environment. Those students with less experience, for example, on CV writing will receive as much support as they need whilst students with more experience will be pointed to reading that will stretch and challenge them . Furthermore, students will be encouraged to help each other in discussions in PDP tutorials according to their strengths. Blackboard will be used this year which will enable students with visual impairments or dyslexia to print out course materials in an appropriate format.

8. <u>THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT</u>

8.1   LECTURE PROGRAMME

The lectures on each topic will have a similar structure. Educational Psychology will be used as an example:

1. Definition of the area of Educational Psychology.
2. Origins of Educational Psychology
      Cognitive Development
      Language Development
      Moral Development
      Personal Development
      Social Development
      Individual Differences
3. Practical Aspects of Educational Psychology
      Assessment
      Intervention
4. Career options and pathways in Educational Psychology.

8.2   Professional Development Planning (PDP)

<u>What is PDP?</u>

PDP is a process in which all students in Higher Education are required to participate. The objective is to provide you with a framework through which you can understand what and how you learn and appreciate the skills you will be developing. In turn, this will help you to plan, review and take responsibility for your own learning, performance and achievements.

A range of skills has been identified that you will need to develop and reflect on during the course. These skills will help you not only to achieve your potential during the course but will help you with your career once you leave, whether you decide to become a professional psychologist or not. This will help you enormously when applying for jobs as a graduate. For example, it may not have occurred to you that when writing up a research report, you will also be developing skills in organising information in a similar to manner to, say, a business report that contains background

information, numerical data and finally recommendations for action. Similarly, in seminar discussions, or when working in groups to plan a presentation, you are developing teamwork skills that are essential in virtually every employment environment.

What does PDP involve?

As part of your PDP you will compile your Professional Development Record (PDR). You should add to this throughout your degree course.

Your PDR will include:
- Skills checklists
- Personal Plans (related to the course and your career!)
- Reflective self-evaluations of your personal contribution to each semester's units.
- Your Applications in Psychology coursework.

In addition you can include items such as feedback from assessments from any of your courses, evidence of skills learned and details of any work experience.

Your PDR should be put in a ring-folder (which you will need to purchase), with dividers so that you can add relevant materials throughout the course. You should bring your PDR to each PDP session that you have.

LECTURE 1
During this lecture you will be introduced to PDP. Specifically you will learn about the career portfolio assessment, you should complete the Skills Checklist for New Psychology Students attached in Appendix 1 of this Unit Guide, and complete a Professional Plan based on the Skills Checklist so that, by the end of the lecture, you will have reflected on and evaluated your skills and achievements to date, set goals for the semester and produced an action plan.

WEEK 5-7 CONSULTATIONS
During these weeks you will have the opportunity for consultation on your career portfolio and your professional development plans.

LECTURE 2
During this lecture you will consider different learning styles and exam skills (including revision skills).

WEEK 9 CONSULTATIONS
This week you have the opportunity for consultation on material covered in the second lecture.

LECTURE 3 & CONSULATATIONS
These will take place in Semester 2. You will be advised of the date and time. You will complete a reflective self-evaluation of your own contribution to your Semester 1 units and generally reflect on and discuss the progress you have made during the course so far, including whether or not you have achieved the goals set in your Professional Plan.

9. LEARNING RESOURCES

There are a number of books which you may find useful, and there are copies in the library. Davey et. al. is a core text in many units, so it is a good idea to buy this book. The Applied Psychology textbook and book on CVs are being offered as a bundle in the University book shop Blackwells. i.e. It is cheaper to buy both together than buy each one separately.

Bekerian, D. A. & Levey, A. B., (2005). Applied Psychology. Oxford: OUP. Key text. This book covers forensic, counselling and occupational psychology well, and also refers to clinical psychology. However, it does not include a section on educational psychology.

Davey, G., Albery, I., Chandler, C., Field, A., Jones, D., Messer, Moore. D., & Sterling C. (2004) Complete Psychology. London: Hodder & Stoughton.

Leigh, J. (2004). CVs and Job Applications. Oxford: OUP. Key text.

When a book is designated a key text it means that there is at least one copy in the library which is either for reference or overnight loan only.

Additionally, individual lecturers are likely to suggest additional readings in their lectures which they will give you references for at that time.

SKILLS CHECKLIST FOR NEW PSYCHOLOGY STUDENTS

PDP Group number_____   Student number _____

1. Information searching	How confident am I about doing this? Not at all confident Very confident				
Accessing the university library (LISA) from on and off the campus	1	2	3	4	5
Using LISA electronic databases	1	2	3	4	5
Identifying relevant information	1	2	3	4	5
Finding recent information	1	2	3	4	5
Using electronic and printed information	1	2	3	4	5
Correctly acknowledging information sources in an assignment	1	2	3	4	5
2. Career management	How confident am I about doing this? Not at all confident Very confident				
Finding advice related to work experience/careers/jobs	1	2	3	4	5
Finding the best sources of advertisements for jobs	1	2	3	4	5
Achieving the necessary academic results	1	2	3	4	5
Writing a curriculum vitae	1	2	3	4	5
Writing a letter supporting a job application.	1	2	3	4	5
Being effective at an interview	1	2	3	4	5
3. Information Technology	How confident am I about doing this? Not at all confident Very confident				
Using IT to produce text documents	1	2	3	4	5
Using IT to produce numerical data such as spreadsheets, graphs	1	2	3	4	5
Using new software packages such as SPSS (statistical package)	1	2	3	4	5
Using email	1	2	3	4	5
Using IT to produce presentation materials	1	2	3	4	5
Using Blackboard	1	2	3	4	5
4. Communication	How confident am I about doing this? Not at all confident Very confident				
Taking part in discussions					
(a) one to one	1	2	3	4	5
(b) in a small group	1	2	3	4	5
(c) in a large group	1	2	3	4	5
Making presentations to a group	1	2	3	4	5
Writing essays	1	2	3	4	5
Writing reports	1	2	3	4	5
Working cooperatively with others	1	2	3	4	5
Respecting the views of others	1	2	3	4	5
5. Learning how to learn	How confident am I about doing this? Not at all confident Very confident				
Managing time effectively	1	2	3	4	5
Identifying gaps in one's knowledge and taking steps to fill them effectively	1	2	3	4	5
Differentiating between material that should be memorised and material that should be understood.	1	2	3	4	5
Identifying learning strategies that suit me.	1	2	3	4	5
Understanding the requirements of assignments (e.g. instructions, marking criteria)	1	2	3	4	5
Taking useful notes	1	2	3	4	5
Selecting main points from lectures/texts and combining them in a meaningful way (synthesising)	1	2	3	4	5

Reading effectively and critically	1	2	3	4	5
Planning revision for exams	1	2	3	4	5
Writing exam answers that demonstrate knowledge and discuss and critically evaluate as appropriate?	1	2	3	4	5

	How confident am I about doing this?				
6. Numeracy skills	Not at all confident			Very confident	
Collecting numerical data by measurement, observation and counting	1	2	3	4	5
Recording data in tables or graphs	1	2	3	4	5
Doing calculations such as averages and percentages	1	2	3	4	5
Understanding statistics	1	2	3	4	5
Choosing the correct statistical test	1	2	3	4	5

Additional skills:
Write a few words next to each of the headings below which reflect how you rate yourself on the following skills that will help to maximise your employability (see Don't Panic p. 21 for more detailed definitions):

Teamwork

Motivation

Enthusiasm

Leadership

Commitment

Organisational skills

Problem solving

Social confidence