

<b>Module code</b>	PSY625	<b>Level</b>	6
<b>Module title</b>	Psychological Literacy in Action	<b>Credit value</b>	20
<b>Common/Core/Elective</b>	Core	<b>ECTS Credits</b>	10
		<b>Notional learning hours</b>	200
<b>Courses on which the module is taught</b>	BA (Hons) Psychology	<b>Teaching Period</b>	Autumn

### 1. Module description

How can psychology help us build a better world? Psychological literacy refers to the ability to use psychology across personal, community, societal and global settings to the positive benefit of self and others and represents a core outcome of an undergraduate education in psychology. In this module you will examine how psychological literacy focuses on a holistic topic that spans theory, practice, research and real-world contexts, with increasing reflective, critical and evaluative depth. For example, you might explore the contemporary and growing field of trauma, which is informed by developmental psychology and psychoanalytic theory, and represented by widely varied empirical research. Trauma operates across the lifespan in individual, local and global contexts such as war, pandemic, and the environmental crisis, and is addressed through psychosocial and humanitarian practice interventions. Diverse discourses of trauma (for example victimhood, survivorship, resilience) can be found to impact lived experience represented in art and literature.

### 2. Learning outcomes

*Upon successful completion of this module you will be able to:*

#### **Discipline Knowledge (MLO 07)**

Critique and synthesise multiple theories, concepts, empirical understandings, and real-world issues relevant to a holistic topic of focus.

#### **Interdisciplinary Perspectives (MLO 09)**

Integrate perspectives from within and outside of psychology to consider multi-faceted issues.

#### **Human and Environmental Impact (MLO 10)**

Evaluate the impact of human activity, including your own, on people and on the environment to foster psychological literacy.

### 3. Learning and teaching methods

This module will adopt a critical approach by engaging with a holistic topic that brings together theory, practice, research, and the wider world. Classroom sessions will use a variety of learning and teaching methods to facilitate understanding in principles and applications of psychology to real-world events, including group activities, topic-based debates, and independent research and literature searching.

Learning hours	
Directed learning	48 hours
Workshops/classes	48
Guided/Self-guided learning	152 hours
Total	200 hours

#### 4. Assessment, formative feedback and relative weightings

##### Assessment: Essay

**Weight (%):** 100%

**Word Count or Equivalent:** 3000 words

This module will be assessed by a formal academic written essay that offers an in-depth critical synthesis of relevant theories, concepts, and empirical findings applied to a current and real-world and multi-faceted issue. This essay will demonstrate your ability to apply psychological theory and knowledge, to think critically about different perspectives critical thinking, and to show ethical awareness, respect for diversity, information literacy and effective written communication.

This summative assessment will be preceded by an opportunity for formative assessment accompanied by formative feedback.

#### Mapping of assessment tasks for the module

Assessment tasks	MLO7	MLO9	MLO10	
Essay	X	X	X	

#### 5. Indicative resources

Banyard, P. (2002) *Psychology in practice*. Hodder Education.

Cranney, J., and Dunn, D.S. (Eds.). (2011). *The psychologically literate citizen: Foundations and global perspectives*. Oxford University Press.

Gold, S. N., (Ed.) (2017). *APA handbook of trauma psychology*. APA Books.

Kagan, C., Burton, M., Duckett, P., Lawthom, R., & Siddiquee, A. (2019). *Critical community psychology: Critical action and social change*. Routledge.

Miller, G. A. (1969). Psychology as a means of promoting human welfare. *American Psychologist*, 24(12), 1063.

*Psychological Trauma: Theory, research, practice and policy*:  
<https://www.apa.org/pubs/journals/tra>

Robinson, O. (2013). *Development through adulthood: An integrative sourcebook*. Palgrave Macmillan.

Sontag, S. (2001). *Illness as metaphor and AIDS and its metaphors*. Macmillan.