

<b>Module code</b>	PSY730	<b>Level</b>	7
<b>Module title</b>	<b>Conceptual and Applied Psychology</b>		
<b>Status</b>	Core		
<b>Teaching Period</b>	Autumn		
<b>Courses on which the module is taught</b>	MSc Psychology (Conversion)		
<b>Prerequisite modules</b>	NA		
<b>Notional learning hours</b>	200	<b>Credit value</b>	20
		<b>ECTS Credits</b>	10
<b>Field trips?</b>	<i>There will be field trip(s) which be covered by the fees (i.e., museum tickets)</i>		
<b>Additional costs</b>	<i>Students will have to cover personal expenses (travel, meals, etc.)</i>		
<b>Content notes</b>	NA		

## 1. Module description

The module begins with the early philosophical and historical background that led to the emergence of Psychology as a discipline, including historical figures that have contributed to conceptualising and framing ideas. You will contribute to core debates about such topics as nature-nurture, free will versus determinism, and the mind-body problem applied to contemporary, real-world issues. You will progress to investigation of applied psychologies, which may include Health, Educational, Forensic, Sport, or Environmental Psychology.

At the end of this module, you will be able to apply advanced interpersonal and team skills to contribute to group work and personal development. You will be capable of organising and communicating information on Psychological contemporary issues and topics and present it to professional audiences.

## 2. Learning Outcomes

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

### **Collaboration (MLO1)**

Lead and negotiate ideas to solve challenges in real-world contemporary topics in Psychology.

### **Innovation (MLO2)**

Combine different ideas and approaches to enhance professional environments in Psychology, applying intellectual curiosity and originality.

### **Professional development (MLO3)**

Evaluate and select opportunities and articulate an action plan for your continuing professional development within Applied Psychology.

### **Communication (MLO5)**

Communicate a comprehensive understanding about psychological concepts and theories persuasively both orally and in writing in multicultural and international settings.

### 3. Learning and teaching methods, and reasonable adjustments

This module will balance active learning with practical and experiential activities to consolidate and apply knowledge. Learning sessions will involve a range of different approaches and theories central to the discipline; you will be involved in individual and group activities, class discussions and debates, and independent reading. The combination of these activities will help you acquire, communicate, and appraise disciplinary knowledge and skills.

<b>Learning hours</b>			<b>200</b>
<b>Directed learning</b>			<b>48</b>
Workshops/ classes/ seminars/ lead events	Supervision	Studio time	Other
48	0	0	0
<b>Guided/Self-guided learning</b>			<b>152</b>

Reasonable adjustments will depend on a Student Support Agreement and will acknowledge accrediting body requirements. In urgent or serious situations, reasonable adjustments might be required before the Student Wellbeing & Disability Team has been able to complete a full assessment. This will usually be where a student has a severe or urgent condition and either communicates this condition to a member of staff or their behaviour is suggestive of an adjustment need. Staff may put temporary reasonable adjustments in place to support the student. These adjustments must then be promptly communicated to the Student Wellbeing & Disability Team by the staff member who made the temporary adjustments. The Student Wellbeing & Disability team will capture and confirm appropriate reasonable adjustments (which may include changing the temporary adjustments, adding in other adjustments and outlining the period of time for which they apply) in a Student Support Agreement ('SSA').

### 4. Assessments and weighting, reasonable adjustment, and feedback methods

#### Assessment component 1:

Group Presentation

Weight (%): 50%

Word count or equivalent: a maximum of 15 minutes

You will be asked to work in a group to present opposing sides of a key debate in Psychology and clearly communicate your arguments orally and visually. The presentation will be followed by questions and answers from the audience. Further information on the group presentation will be provided in the assessment brief.

#### Assessment component 2:

Reflective Report

Weight (%): 50%

Word count or equivalent: a maximum of 2000 words

You will be asked to write a report on an applied topic in Psychology, reflecting on your opportunities for your continuing professional development combining different approaches within Psychology.

Mapping of assessment tasks:

Assessment components	LO1	LO2	LO3	LO5
Group Presentation	X			X
Reflective Report		X	X	

The above assessment components are summative. Students will have the opportunity for formative assessment and feedback before each summative assessment.

## 5. Indicative resources

Brysbart, M. & Rastle, K. (2021). *Historical and Conceptual Issues in Psychology* (3<sup>rd</sup> ed.). Pearson Education Limited.

Davey, G.C. (2023). *Applied Psychology* (2<sup>nd</sup> ed.). Wiley Blackwell Publications.

Garnham, W. (2022). *Applied Psychology for Foundation Year: Key Ideas for Foundation Courses*. Routledge.

Hughes, B. (2022). *A Conceptual History of Psychology*. Bloomsbury Publishing.