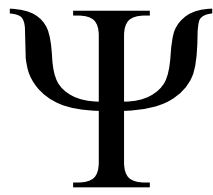


Ysgol Seicoleg
School of Psychology



BSc (Hons) Psychology

Module M4X00903 Applied Psychology

Module Handbook

Module M4X00903 Applied Psychology

Module Leader: Stacey Coleman

Contact Details:

Tel: 01792 482126

Email: stacey.coleman@uwtsd.ac.uk

Office: TA104a Psychology and Counselling building

This handbook has been designed to provide you with the necessary information required for your progression throughout the module. It is very important that you keep this in a safe place as it is your essential guide to module content and the learning outcomes required to complete the module.

Good luck with your studies. If you have any queries regarding this module, please contact the module leader.

Table of Contents

M4X00903 Applied Psychology: Module Information	4
Module Requirements	5
Applied Psychology	5
Module Core Text and Wider Reading	7
Lectures and Seminars	8
Module Series Information	10
Lecture 1: What is Applied Psychology?	13
Seminar 1: No Seminar !	13
Lecture 2: The Role of Research and Ethics	14
Seminar 2: Assessment Guidance	14
Lecture 3: Inclusion and Challenging Behaviour	15
Seminar 3: Research Ethics in Applied Psychology	15
Lecture 4: Psychology at Work	16
Seminar 4: Personality Characteristics and Job Choices	16
Lecture 5: Stress at Work	17
Seminar 5: The Acceptability and Preference of Psychological Treatments for PTSD.....	17
Lecture 6: Psychology and Health Promotion	18
Seminar 6: Predicting Engagement in the Water Keeps You Well Campaign	18
Lecture 7: Reward and Addiction	19
Seminar 7: Components of Addictions	19
Lecture 8: Delinquent and Criminal Behaviour	20
Seminar 8: Golden Balls	20
Lecture 9: Eyewitnesses and Cognitive Theory	21
Seminar 9: No Seminar – Poster feedback session available.....	21

M4X00903 Applied Psychology: Module Information

This is a Level 4 module and is intended to introduce you to the main fields within Applied Psychology, as well as the major theories, debates and areas of research relevant to these disciplines. Seminars will be focused around specific areas of sub-topics that may or may not be explicitly covered in lectures, as well as allowing you to discuss some of the theories and debates with your fellow classmates. Seminars, therefore, are an essential part of your learning for this module.

This handbook clearly sets out the requirements for your individual learning and it is expected that students will engage in all readings set out for lecture and seminar preparation.

Module Requirements

MODULE CODE:	M4X00903
TITLE:	Applied Psychology
MODULE LEADER:	Stacey Coleman
LEVEL:	4
SEMESTER:	2
CREDITS:	20

AIM(S)

The aims of this module are to:

- Introduce students to the various disciplines within Applied Psychology
- Provide students with an understanding of the ways in which theory and research can be applied to the concepts of individual, organisational and societal health
- Develop students' IT, groupwork and oral presentation skills

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

1. Recognise the different disciplines within applied psychology;
2. Describe how theories and models can be applied to improving individual, organisational and/or societal health;
3. Understand the role of research in applied psychology and associated practical, professional and ethical issues; and
4. The ability to present work through appropriate media.

Allocations of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning: • Lectures = 20 hours • Seminars = 20 hours	40	20%
Independent learning	160	80%
Total	200	100%

Assessment

Learning Outcomes	Assessment Criteria <i>To achieve each outcome a student must demonstrate the ability to:</i>
1. Recognise the different disciplines of applied psychology	Describe the role and function of the key disciplines of applied psychology
2. Describe how theories and models can be applied to improving individual, organisational and/or societal health	Identify appropriate theories and models for improving individual, organisational or societal health
3. Understand the role of research in applied psychology and the associated practical and ethical issues	Select appropriate qualitative and/or quantitative research designs and measures for a given applied research question
4. The ability to present work through appropriate media	Present work through the required media

This module will be assessed through two assessment components, each worth 50% of your overall module mark.

1. Your first assessment will be a 1,500 word academic poster that will be focused on a particular aspect and/or discipline within Applied Psychology.
2. Your second assessment will be a group seminar presentation. In groups of between 4 and 6 you will produce and deliver a presentation on the different disciplines of applied psychology. Each individual must present for 5 minutes and each student's contribution to the group presentation will be assessed individually.

Please see the individual Assessment Proformas on the Applied Psychology Moodle page for specific information regarding the assessment questions, requirements, and submission deadlines.

For this module you must submit both pieces of work for assessment and record a mark for each of the two elements of greater than zero, but to pass the module you required a combined mark of 40% or higher.

Module Core Text and Wider Reading

Davey, G (Ed.) (2011). *Applied Psychology*. London: BPS Blackwell.

The core text for this module is the Davey (2011) book and it is this book that the suggested chapter readings are related to on page 10. Each lecture will come with suggested additional readings where appropriate. The suggested wider reading list below also contains good sources of information for your study of this topic. In some cases, suggested readings will be placed on Moodle that may be useful to you for certain topics covered in this module.

Wider Reading List

Arnold, J. (2010). *Work psychology: Understanding human behaviour in the workplace* (5th ed.). Harlow: Financial Times Prentice Hall. (2005 4th edition E-book also available.)

Ayers, S., & de Visser. (2011). *Psychology for Medicine*. London: SAGE.

Bayne, R., & Jinks, G. (2013). *Applied Psychology: Research, Training and Practice* (2nd edition). London: SAGE.

Bennett, P. (2011). *Abnormal and clinical psychology: An introductory textbook*. (3rd ed.). Berkshire: Open University Press. (E-book also available).

Davey, G. (2014). *Psychopathology: Research, assessment and treatment in clinical psychology*. (2nd ed.). London: BPS Blackwell.

Morrison, V., & Bennett, P. (2012). *An introduction to health psychology* (3rd ed.). Harlow: Pearson. (E-book also available.)

Lectures and Seminars

This is a Level 4 module and is intended to introduce you to the main fields within Applied Psychology, as well as the major theories, debates and areas of research relevant to these disciplines. Seminars will be focused around specific areas of sub-topics that may or may not be explicitly covered in lectures, as well as allowing you to discuss some of the theories and debates with your fellow classmates. Seminars, therefore, are an essential part of your learning for this module.

This handbook clearly sets out the requirements for your individual learning and it is expected that students will engage in all readings set out for lecture and seminar preparation.

Readings

Readings and preparation for this module are set out in the Module Information section of this handbook and are essential. There is one core text that has multiple copies available in the Townhill library. Some weeks will require you to engage with a chapter, or a number of chapters, from this book; please ensure you are aware of what is being covered each week and prepare accordingly.

Readings beyond the core text for this module can be found through the University library system. When a reading is not widely available (e.g., a book chapter) it will be made available to you on the module Moodle site. However, journal articles that are freely available through the University system will not be made available on Moodle: you will need to retrieve them for yourself.

Lectures and seminars can only provide you with a scaffold of information – it is your wider reading that will help you to develop a comprehensive understanding of the topics discussed in lectures as well as knowledge of the applied application of these to each of the fields of Applied Psychology. It is suggested that you carry out the essential readings as we go along as this will enhance your understanding of the overall topics. It is often best to consolidate your learning by reading the text again; not only will this help you learn it will give you the information to digest any information provided in the lecture/seminar in your own way.

This module has been structured in such a way that the readings and lectures/seminars are integrated; someone who has prepared by carrying out the reading, attending the lecture and then reviewed the material should develop a good understanding of the material. A student who attends the lecture but does not carry out any of the readings will, in all likelihood, struggle to even understand what is being talked about in the lecture; they certainly will not develop the knowledge that will be required at more advance levels of their degree.

Please note: Lectures will start promptly at 9:05am on Mondays. Late entry will only be permitted at points where the academic staff feel it is appropriate, as it is unfair on students who have arrived on time when their lecture is disrupted by late-attending students. Please note that no materials will be repeated for those arriving late.

At **Level 4** it is expected that students will demonstrate the following qualities:

- Be able to write in well-formed English sentences, paragraphs and essays so as to present arguments in a clear and effective manner.
- Be able to speak in a direct, coherent and effective fashion.
- Be able to find relevant information to inform written and oral communication.
- Understand how to gain information through the use of library facilities.
- Be able to work individually.
- Begin to understand the theoretical concepts behind the forms of knowledge encountered in their study.
- Understand the difference between, and relationship between, primary and secondary data.
- Be able to acquire computer and other IT skills.

The following pages set out the lecture structure for this module. This handbook and the associated Moodle folder should be used to keep track of what is being covered each week and what you are required to do to prepare for lectures and seminars each week.

Module Series Information

Date	Lecture Title	Seminar Topic	Preparation	Time Allocated
Monday 29 th Jan	What is Applied Psychology?	No seminar	Ch. 1	3 hours
Monday 5 th Feb	The Role of Research and Ethics	Assessment guidance and PowerPoint workshop	Ch. 6, 11, 16, 21, 26	8 hours
Monday 12 th Feb	Inclusion and Challenging Behaviour	Student guided seminar re: ethics in applied psychology	Ch. 18-20	4 hours Seminar prep = 6 hours
Monday 19 th Feb	Psychology at Work	Personality and job choices	Ch. 22 and 24	6 hours
Monday 26 th Feb	Stress at Work	Critical discussion of relevant journal article	Ch. 22 Arnold Ch. 12	6 hours Article reading – 4 hours
Monday 5 th March	Psychology and Health Promotion	Practical seminar – predicting engagement in the Water Keeps You Well Campaign	Ch. 9 and 10	4 hours
Monday 12 th March	Reward and Addiction	Critical discussion of the components of addictions	Davey (Psychopathology) Ch. 9 Griffiths (2005) article	8 hours
Monday 19 th March	Delinquent and Criminal Behaviour	Golden Balls	Ch. 12 and 16 Any catch up reading	4 hours 10 hours

Monday 26 th March	Eyewitnesses and Cognitive Theory	No seminar – poster feedback	Ch. 14	3 hours
Easter Break				
Monday 23 rd April	Group Presentations			

Suggested plan for Assessment One: Academic Poster		
Task	What it entails	Time assigned for task
General reading around topic area	Understand the question; key concepts related to the question; major issues related to the question; identify the two key papers you will be using to form the basis of your poster	8 hours
In-depth research of essay topic	Reading the two key papers; annotating with comments/notes; re-reading papers and forming basic arguments	Consolidation of info in journal articles = 12 hours
Creating first draft	Forming first draft of information to be included in poster; organising information into coherent paragraphs that fits to the structure of an academic poster; creating first version of poster layout.	10 hours
Creating second draft	Include most relevant information into poster; incorporate advanced arguments and information	6 hours
Creating final poster	Constructing the version that is to be submitted, complete with citations and full reference list	4 hours
Proofread and check	Proofread for structure and errors, check for presentation	4 hours
Total allocated to assessment = 44 hours		

Suggested plan for Assessment Two: Presentation		
Task	What it entails	Time assigned for task
Selection of applied disciplines and general reading around topic area	Selection of focus of the individual presentation; understand the question; explore key concepts related to the question; major issues related to the question	6 hours
In-depth research of essay topic	Reading key books and journal articles/papers; identifying and reading more advanced and contemporary articles	Basic info/ journal articles = 12 hours Advanced journal articles = 8 hours
Creating first presentation draft	Forming first draft of information to be included in presentation; organising information into coherent points that fit the structure of a presentation; creating first version of presentation; deciding upon main focus of arguments presented; checking requirements of presentation according to assessment proforma	10 hours
Creating second presentation draft	Include most relevant information into presentation; incorporate advanced arguments and information; check focus on role of research and ethics	6 hours
Creating final version of presentation	Constructing the version that is to be submitted, complete with citations and full reference list. Include design where appropriate. Practice!	4 hours
Proofread and check	Proofread for structure and errors, check for presentation; practice again.	4 hours
Total allocated to assessment = 50 hours		

Lecture 1: What is Applied Psychology?

In the first lecture for this module you will be introduced to the aims and learning outcomes for the applied psychology module. We will discuss the distinction between applied psychology and ‘basic’, or experimental, psychology using a number of empirical examples.

We will begin to look at the role of research within applied disciplines and will continue this in greater detail next week.

This lecture will end with guidance for the assessments for this module. You will be given specific tasks in relation to keeping on track with assessments for this module at appropriate time points throughout. By next weeks’ lecture, you will need to submit the names of each member of your group for the group presentation, as well as a brief description of which discipline you will be focusing your presentation on.

Essential Reading:

Davey, G (Ed.) (2011). *Applied Psychology*. London: BPS Blackwell. **Chapter 1.**

Additional Reading:

Bayne, R., & Jinks, G. (2013). *Applied psychology: Research, training and practice*. (2nd ed.). London: Sage. Chapter 5.

Seminar 1: No Seminar !

There will be no seminar this week but you will be expected to use this time to become familiar with the two assessment proformas for this module, as well as the module handbook.

Lecture 2: The Role of Research and Ethics

In this lecture we will be focusing on the most commonly recognised disciplines within applied psychology and start to introduce the professional and ethical standards expected of psychologists who work in these fields. We will be discussing the role of research in applied fields and will start to plan how some of this information can be used in preparation for the assessments for this module.

Essential Reading:

Davey, G (Ed.) (2011). *Applied Psychology*. London: BPS Blackwell. **Chapter 1.**

Additional Reading:

Bayne, R., & Jinks, G. (2013). *Applied psychology: Research, training and practice*. (2nd ed.). London: Sage. Chapter 2.

Seminar 2: Assessment Guidance

Before attending this seminar you should ensure you are familiar with each of the assessment components for this module and bring a copy of each proforma with you (hard copy or electronic). I will be giving you some hints and tips on how to construct a good presentation – and how to avoid a bad presentation! You will then be expected to work in your groups to discuss and decide how your presentation will be structured.

During the second half of this seminar, you will be using PowerPoint to begin to create presentation slides and a template for your academic poster.

Lecture 3: Inclusion and Challenging Behaviour

In this lecture we will be considering the importance of inclusion in schools and the role educational psychologists have to play in implementing interventions to ensure inclusion for all children. We will then move on to look at theories of educational psychology, as well as the role psychology has to play in many aspects of learning and development.

The lecture will end with an introduction to behavioural, emotional and social difficulties in the classroom, specifically focusing on ADHD in children. We will be considering the biopsychosocial model in the development of problems such as ADHD, as well as looking at strategies that educational psychologists can employ in schools to reduce this and other types of behavioural, emotional and social difficulties.

Essential Reading:

Davey, G (Ed.) (2011). *Applied Psychology*. London: BPS Blackwell. **Chapters 18, 19 and 20.**

Additional Reading:

Bayne, R., & Jinks, G. (2013). *Applied psychology: Research, training and practice*. (2nd ed.). London: Sage. Chapter 5.

Seminar 3: Research Ethics in Applied Psychology

This seminar will be a student guided session focusing specifically on the requirements for the academic poster assessment for this module. Prior to attending this session, you are expected to retrieve **at least one** relevant empirical and published research study that is linked to a specific discipline of Applied Psychology and bring this to the session with you, complete with any notes, questions or queries you may have about this study. You will then be working with your peers during the second half of the seminar to begin to construct a plan for your academic poster.

Lecture 4: Psychology at Work

In this lecture we will start to explore the discipline of occupational psychology. We will begin by looking at the employee life cycle – and you will be encouraged to consider your own attitudes towards this cycle.

You will be introduced to selection processes in organisations and how companies select ‘the best person for the job’ according to measurements of ability and personality. We will be discussing the pros and cons of a number of different personality scales and will explore the nature of scoring and how we interpret the results of these tests.

Essential Reading:

Davey, G (Ed.) (2011). *Applied Psychology*. London: BPS Blackwell. **Chapters 22 and 24.**

Additional Reading:

Arnold, J. (2010). *Work psychology: Understanding human behaviour in the workplace* (5th ed.). Harlow: Financial Times Prentice Hall. (2005 4th edition E-book also available.) Chapters 12 and 13.

Seminar 4: Personality Characteristics and Job Choices

During this seminar you will be looking at and critiquing a number of personality questionnaires. We will discuss why personality measures are used in recruitment and how personality influences the types of jobs, and careers, and individual may choose.

Lecture 5: Stress at Work

In this lecture we will start to explore the concept of stress – in particular work-related stress and well-being. You will be introduced to models of work stress and will be encouraged to assess how you attempt to manage your own stress.

We will also be considering how stress can begin to impact on our psychical and mental health. We will be exploring the negative influences of stress, but also circumstances in which stress and positive emotions can arise from the same experience.

We will end this lecture with an introduction to coping mechanisms and how we attempt to manage stress in general.

Essential Reading:

Arnold, J. (2010). *Work psychology: Understanding human behaviour in the workplace*. (5th ed.). Harlow: Financial Times Prentice Hall. (2005 4th edition E-book also available). **Chapter 12.**

Davey, G (Ed.) (2011). *Applied Psychology*. London: BPS Blackwell. **Chapter 22.**

Additional Reading:

Morrison, V., & Bennett, P. (2012). *An introduction to health psychology*. (3rd ed.). Harlow: Pearson. (E-book also available). Chapters 11, 12 and 13.

Seminar 5: The Acceptability and Preference of Psychological Treatments for PTSD

This week you will be engaging in a discussion with your peers on the journal article referenced below. You are expected to retrieve the article from the library database, read the article to familiarise yourself with the content, and bring the article (with notes and/or comments) to the seminar with you.

Tarrier, N., Liversidge, T., & Gregg, L. (2006). The acceptability and preference for the psychological treatment of PTSD. *Behaviour Research and Therapy*, 44, 1643-1656.

Lecture 6: Psychology and Health Promotion

We will begin this lecture by looking at the role of a health psychologist in practice. We will then begin to explore how health psychologists use the biopsychosocial model to understand the causes and processes underpinning health and illness.

We will then move on to consider different psychological models and models of attitude formation that can explain and predict engagement in health-promoting behaviours.

Essential Reading:

Davey, G (Ed.) (2011). *Applied Psychology*. London: BPS Blackwell. **Chapters 7 - 10.**

Additional Reading:

Ayers, S., & de Visser. (2011). *Psychology for Medicine*. London: SAGE. Chapters 3 and 5.

Seminar 6: Predicting Engagement in the Water Keeps You Well Campaign

This week you will be collecting your own data in order to explore whether students are likely to engage with the Water Keeps You Well Campaign; a movement that was started in response to the Welsh Governments nutrition and hydration initiative.

Lecture 7: Reward and Addiction

This week we will be discussing the psychological and neural basis of reward and addiction. We will begin by looking at substance use disorders in general, including general diagnostic criteria and prevalence rates. We will then be considering the specific characteristics of certain substances and explore the impact of regular use of these substances in terms of the rise to addiction and dependency.

We will specifically focus on theories of drug addiction and treatment approaches to a number of substance-use/drug disorders to end the lecture.

Essential Reading:

Davey, G. (2014). *Psychopathology: Research, assessment and treatment in clinical psychology*. (2nd ed.). London: BPS Blackwell. **Chapter 9.**

Griffiths, M. (2005). A 'components' model of addiction within a biopsychosocial framework. *Journal of Substance Use*, 10(4), 191-197.

Seminar 7: Components of Addictions

During this seminar we will begin to discuss how behaviours can be considered as addictive. You are required to retrieve and read the Griffiths article below on the components of addictions prior to this seminar in order to engage in a critical discussion of the ways in which gambling may be considered a 'true' addiction.

Griffiths, M. (2005). A 'components' model of addiction within a biopsychosocial framework. *Journal of Substance Use*, 10(4), 191-197.

Lecture 8: Delinquent and Criminal Behaviour

In this lecture we will be looking at the applied discipline of forensic psychology to define and explain delinquency and criminal behaviour. We will start by looking at a week in the life of a forensic psychologist and begin considering the nature of the role of a forensic psychologist.

We will then begin to explore the nature of offending and how persistent criminal behaviour develops. We will be considering the ways in which forensic psychologists can work with offenders and how they contribute to crisis and conflict situations, including hostage negotiation.

To end the lecture we will begin to discuss the differences between male and female criminal psychopaths, introducing some famous cases and empirical literature.

Essential Reading:

Davey, G (Ed.) (2011). *Applied Psychology*. London: BPS Blackwell. **Chapters 12 and 16.**

Additional Reading:

Vecchi, G. M. (2009). Conflict and crisis communication: The Behavioural Influence Stairway Model and suicide intervention. *Behavioural Sciences*, 32-39.

Vecchi, G. M., Van Hasselt, V. B., & Romano, S. J. (2005). Crisis (hostage) negotiation: Current strategies and issues in high-risk conflict resolution. *Aggression and Violent Behaviour*, 10, 533-551.

Seminar 8: Golden Balls

Just bring yourself! The rest will be revealed.

Lecture 9: Eyewitnesses and Cognitive Theory

During this lecture we will be exploring the accuracy of human recall and discussing how good we are at describing unfamiliar people, objects and events. We will be using the basis of these discussions to then explore the main aspects related to familiar and unfamiliar facial recognition in specific relation to eyewitness memory. We will end the lecture by considering how likely it is that eyewitnesses may be incorrect and, therefore, how eyewitness testimony can be unreliable.

Essential Reading:

Davey, G (Ed.) (2011). *Applied Psychology*. London: BPS Blackwell. **Chapter 14.**

Seminar 9: No Seminar – Poster feedback session available.