

Module Code:	PSY742
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Module Title:	Applied Psychology Across the Lifespan
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Level:	7	Credit Value:	30
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Cost Centre(s):	GAPS	<u>JACS3</u> code:	C810
		<u>HECoS</u> code:	100493

Faculty	SALS	Module Leader:	Amy Curtis
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Scheduled learning and teaching hours	36 hrs
Guided independent study	264 hrs
Placement	0 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MSc Applied Psychological Practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None.

Office use only

Initial approval: 12/02/2019

Version no: 1

With effect from: 23/09/2019

Date and details of revision: 18/02/20 administrative amendment

Version no: 2

Module Aims

- To increase student understanding of typical clinical and applied psychological areas/issues that arise across the lifespan.
- To develop student knowledge of different applied psychological professions and their involvement across the lifespan.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Critically discuss and evaluate the literature, clinical issues, and applied areas relevant to different developmental stages.	KS3	
		KS5	
		KS6	
2	Critically discuss the literature surrounding applied areas of psychology.	KS1	
3	Demonstrate an in-depth understanding of different applied professions within the field of psychology.	KS5	
		KS8	
		KS9	
4	Identify and critically evaluate the various practice issues when discussing individuals from different developmental stages.	KS1	
		KS9	

Transferable skills and other attributes

Presentation skills.

Derogations

None.

Assessment:

Indicative Assessment Tasks:

1. The literature review will be based on one applied issue that presents in a specific developmental stage (e.g. dementia, conduct disorder etc.).
2. The presentation will be based on one applied psychology profession (e.g. sport psychologist, occupational psychologist, counselling psychologist, academic psychologist etc.), linking their work back to a developmental stage in psychology.
3. Students will need to attend at least 80% of taught lessons in order to pass the module.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1, 2	Literature Review	50%	2000
2	3, 4	Presentation	50%	20 minutes
3	N/A	Attendance	0% Pass/Fail	80% attendance

Learning and Teaching Strategies:

Students will receive weekly lectures (2hours), followed by a weekly activity (1hour) such as a seminar, practical workshop, or demonstration. Students will also learn via self-directed study through independent reading and the completion of assignments. Individual tutorials will be available to students as an additional point of contact if requested by the student.

Syllabus outline:

- Key developmental psychology principles
- Child development
- Adverse childhood experiences, trauma, and attachment issues
- Schooling and educational psychology
- Child and adolescent specific/typical disorders
- Workplace and occupational psychology
- Sport psychology
- Parenthood and associated difficulties (e.g. postnatal depression)
- Adult specific/typical disorders
- Health psychology
- Criminal and forensic psychology
- Older adults
- Organic conditions in older age e.g. dementia
- Developmental Neuropsychology

Indicative Bibliography:

Essential reading

Bennett, P. (2015). *Clinical Psychology Psychopathology and Mental Health Through the Lifespan*. Open University Press

British Psychological Society. (2018). *BPS Code of Ethics and Conduct*. BPS

Other indicative reading

Gerhardt, S. (2004). *Why Love Matters*. Routledge

Robinson, C. & Philpot, T. (2016). *Healing Child Trauma Through Restorative Parenting*. Jessica Kingsley Publishing

Robinson, O. (2013). *Development Through Adulthood: An Integrative Sourcebook*. Palgrave Macmillan

Kropf, N. & Cummings, S. (2017). *Evidenced-Based Treatment with Older Adults: Theory, Practice, and Research*. Oxford University Press

Woods, R.T., Claire, L. (2015). *Handbook of the Clinical Psychology of Ageing*. John Wiley & Sons.

Howe, D. (2011). *Attachment Across the Lifecourse: A Brief Introduction*. Palgrave MacMillan

British Journal of Developmental Psychology

Journal of Child Psychology and Psychiatry