
ADDRESSING PROBLEMS – MODULE GUIDE 2018-19

This module complements the teaching on four other modules across the first year of the programme (Psychology and Society, Psychology and the Brain, Psychology and the Individual, Psychology and Development). This module does not involve the students learning additional information, but rather applying the knowledge they learn in these modules to more complex, real-world situations.

Students work in small groups throughout the year, and at the end of each semester must produce a group presentation (a poster, and an audio-visual presentation) which aims to illustrate a possible application of psychological knowledge to a given situation. The students have considerable flexibility in choosing the topic to address within a broad scenario which is provided each term.

In addition to the group presentation, students provide an individual piece of written work which describes and evaluates the way in which psychology knowledge was applied in the preparation of the presentation.

Educational aims of module

This module aims to provide students with an opportunity to **apply knowledge** from other core modules to real-world situations, and to **develop their transferable skills**, including **team-working, project and time management, IT and presentation skills**.

Through exposure to real-world issues students will see the many ways in which Psychology, combined with other disciplines, can make a significant contribution based on research and its application to complex situations.

Students will work develop their team work skills through collaborative activity and develop skills for oral and visual presentation.

Module Learning Outcomes

At the end of this module, you should be able to:

- G1. Appreciate the complexity of real world scenarios and see the potential role of Psychology (interacting with other disciplines) in addressing these issues.
- G2. Apply psychological and other theory and research, and be aware of its limitations
- G3. Discuss and apply ethical considerations impacting on applied psychological and other research
- G4. Develop and demonstrate presentation skills in a variety of formats to explain their work.

Module delivery

Face-to-face teaching

There is a whole-group session (i.e. lecture) in the first week of each Semester, describing the Scenario for the end of term presentation.

Students must also attend weekly 1hr group meetings, with a graduate facilitator. Attendance and engagement with these sessions is a required component of the module; failure to attend sessions will result in a lower mark on the group activity.

In the first five (four in Semester 2) of these sessions, you will complete a 10-item Multiple-Choice Questionnaire (MCQ). The questions will relate to content covered in lectures from other modules in the week leading up to the session. You will also complete the MCQ as a group. These do not form part of your formal assessment. These questionnaires are to encourage you to come to class prepared (i.e, thinking about module content which can be applied to the problem).

The poster presentations will take place on Thursday 13th December.

The audio-visual presentations will take place on Wednesday 27th March.

Online support

The module is associated with a designated KEATs page (which you can access from your Psychology BSc Homepage). On the module KEATS site, you can find relevant information and resources (e.g. copies of the lecture slides from the opening lecture, links to suggested resources, and general information (including module forums and FAQs) on the module and assessment. The Module Forum is the place where you can ask questions on the module and discuss relevant topics with your peers. The module organiser will aim to respond to questions posted on this forum within two working days.

Independent study

Successful completion of the presentations will require students to pursue independent research of the scenario for the Semester, as well as detailed consideration of material relating to the other modules. Student groups are encouraged to communicate and discuss work outside of the timetabled group activities to develop their ideas, practice aspects of their presentations, etc.

Module Assessment

The module is assessed entirely through coursework. Each semester, each student contributes to a group presentation, which is assessed by multiple assessors. **A single mark is given to the entire group of students.**

Individual commentary pieces are marked by each student's graduate facilitator. As the commentary may include description of personal contribution, this marking is not anonymous. Graduate facilitators are invited to give specific additional credit to students who they believed to have made significant contribution during the facilitated sessions.

The components of assessment are weighted as follows in the final module mark:

- 35% Group presentation 1 (Poster)
- 15% Individual written commentary on semester one group work
- 35% Group presentation 2 (Audio-Visual)
- 15% Individual written commentary on semester two group work

Attendance at group sessions **is a required component of this module**, all students in a group are expected to attend and contribute to the process which leads to the final presentation. An individual student's mark for the **Group Presentation** will not be higher than the percentage of sessions that you attend during the year (calculated excluding sessions missed due to Mitigating Circumstances, as confirmed by the assessment board). Thus, a student attending only six of ten sessions cannot receive a mark greater than 60 for the group presentation, even if the group mark is higher.

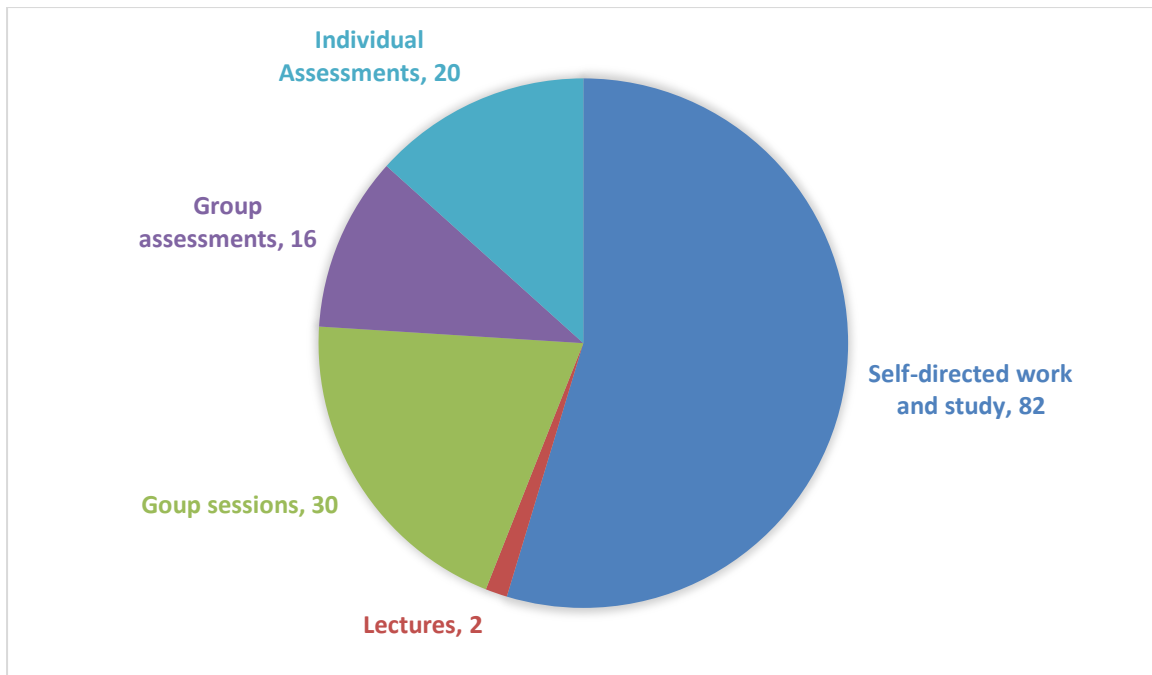
In previous years, many group presentations have received marks of over 80%. Therefore, students failing to attend all group sessions may find themselves at a serious disadvantage.

Module Reading

As this module relates to application of material from other modules to the given scenario, the core reading for the module is the same as the reading for the core content modules (with a focus on how this material may be applied to the scenario. Additional suggested resources to support group work, presentation design, and specific scenario information may be posted to KEATS throughout the Semester.

Student workload

The student workload for this module, in line with University Benchmarks for a 15 credit module, is a total of 150 hours of study. The approximate split of your time is shown below:



As you will see you spend a relatively small proportion of your time in scheduled teaching activities, with a significant allocation to self-directed work and study will include both directed and independent reading and research to support the content of your group presentation, communication and discussion with group members and teaching staff, and engagement with online resources outside of group sessions.

Teaching staff

Module organiser & Lecturer:

James Findon – james.findon@kcl.ac.uk

Teaching assistants (group facilitators; markers for commentary pieces):

Semester 1

James Findon
Joanna Milward
Carol-Ann Getty

Semester 2

Bethan Dalton
Naomi Betts
+1 TBC