

Social Psychology for Social Care

7.1 Module Overview									
Module Number		Module Title	Social Psychology for Social Care						
Stage of Principal Programme			2	Semester	2	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	M	Hours of Learner Effort / Week	2.3						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	28			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:					✓	97			
<ul style="list-style-type: none"> Independent reading, engagement with VLE, research and preparation of assessments 									
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A	
Co-Requisite Module, if any. Module # and Title	N/A	
Maximum number of learners per instance of the module	60	
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required	Staff - Learner Ratio X:Y
Lecturer	A minimum level 9 qualification in Psychology or closely cognate area	1:60
Tutor	A minimum level 9 qualification in Psychology or closely cognate area	1:20

Assessment Techniques – percentage contribution				
Continuous Assessment	100%	Proctored Exam – in person		Practical Based Skills
Project		Proctored Exam - online		Work Based
Capstone (Y/N)?	N	If Yes, describe		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Discuss how social psychology enhances the dignity and performance of human beings, and the environments they work in	1, 2
2. Identify the power of social influence and how it impinges on the practice of social care in Western society.	3,7
3. Explain the social psychological theories underpinning intergroup relations and prejudice	5, 6
4. Describe the social theory of cognitive dissonance and the attitude behaviour relationship.	1

5. Demonstrate an awareness of historical and contemporary theories of crowd behaviour and aggression	1, 7
---	------

7.3 Indicative Module Content, Organisation and Structure

The module aims to present the learner with an overview of the key themes and perspectives in social psychology, which will equip learners to effectively work with a variety of vulnerable groups. Following an overview of the historical roots of this subject, learners are introduced to a wide range of topics such as social influence, aggression, self and identity, attitudes, prejudice, and social cognition.

1. Social Influence
 - Conformity
 - Obedience
 - The power of the situation
2. Prosocial Behaviour
 - Determinants of helping
 - Social Norms
 - The Bystander Effect
3. Aggression
 - Theories of aggression
 - Person and situation determinants of Aggression
 - Aggression in Society
4. Intergroup Relations
 - Sherif's summer camp studies
 - Social Identity Theory
 - Self-categorisation Theory
5. Self and Identity
 - Self-awareness
 - Theories of Self-concept
 - Self-esteem
6. Attitudes
 - Attitude-Behaviour relationship
 - Cognitive Dissonance
 - Persuasion
7. Individual Difference
 - Personality Theories of Personality
 - Intelligence
 - Theories of IQ
8. Prejudice
 - Intergroup Bias
 - Social Exclusion
 - Contact Hypothesis
9. Theories of Crowd Behaviour
 - Many-on- Many interactions
 - The emphasis on the irrational
 - De-individuation
10. Social Cognition
 - Heuristics
 - Motivated Tactician
 - Dual Process Theories
11. Affiliation and Attraction
 - When and why do we affiliate?
 - Interpersonal attraction

7.4 Work-based learning and practice-placement (if applicable)

N/A

7.5 Specific module resources required (if applicable)

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module
<p><u>Teaching and Learning objectives are to:</u></p> <ul style="list-style-type: none"> Promote deep learning (through techniques for learner engagement and interactivity, flipped classrooms, groupwork) Support inclusive teaching (Universal Design for Learning (UDL), EDI and inclusive curricula reflected in module content below) Provide opportunities for collaborative learning (using different learning spaces as appropriate) <p><u>Assessment objective</u> is to employ a wide range of different assessment instruments across the programme. This module uses different assessment approaches to contribute to this overall objective. Prescribed readings will be used to encourage engagement by learners, and provide a basis for formative assessment or assessment for learning</p> <p>When assessing for the programme, the three aspects of knowledge, skills and competencies are considered; as are the five domains of proficiencies stipulated by the Health and Social Care Professionals Council (CORU, 2017).</p> <p><u>This module contains 'Must-pass' assessments</u> If an assessment is essential to the achievement of a MIMLO i.e. there is no other opportunity for the learner to achieve that MIMLO, then the assessment should be designated as 'must pass'. Even if a learner achieves a pass mark by virtue of other assessments, they will fail the module if they do not pass a 'must pass' assessment.</p>

7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
2, 3, 4	Pre-recorded PowerPoint Presentation	70%
1-5	Multiple Choice Exam	30% (Must Pass Assessment)
Standards of Proficiency taught:	1.8, 1.23, 2.16, 2.17, 5.1	
Standards of Proficiency assessed:	1.8, 1.23, 2.16, 2.17, 5.1	

7.8 Sample Assessment Materials
<p>Pre-recorded PowerPoint Presentation: Students are to submit a 10 minute PowerPoint presentation, including slides and pre-recorded voice on the following: Choose a contemporary issue that was covered in the media within the last two-years and apply one or more relevant social psychological theories and research to explain what happened and why, and give consideration of how to improve/prevent this happening in future: Social Influence (compliance, conformity, and obedience), Aggression, Helping Behaviour and The Bystander Effect, Intergroup Relations, Attitudes and Prejudice.</p> <p>Must use APA 7 referencing throughout, include a Title Slide and a full reference list. Use relevant and reliable academic sources. Reference regularly throughout. Demonstrate critical thinking. Include an overview of the theory and research, apply it to the contemporary issue (to explain what happened and why, and to improve/prevent happening again), and include a conclusion and full reference list.</p> <p>Multiple-Choice Quiz Students must answer 40 multiple-choice questions, all based on module content. E.g., Conformity and obedience are similar in that they both: a) Relate to a change in behaviour b) Relate to an implicit norm c) Relate to a direct order d) All of the above</p> <p>Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.</p>

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Aronson, E., Wilson, T. D. & Akert, R. M., (2020). *Social Psychology: Global Edition*, (10th ed.).UK: Pearson.
Baron, R. S. & Kerr, N. L. (2003). *Group Process, Group Decision, Group Action*, (2nd ed.). New York: McGraw-Hill.
Clarke, D. (2003). *Pro-social and Anti-social Behaviour*. UK: Routledge.

Indicative Other Resources:

Forsyth, D.R. (2019). *Group Dynamics*, (7th ed.). California: Wadsworth Publishing
Stangor, C. (2016). *Social Groups in Action and Interaction*, (2nd ed.). UK: Psychology Press.

Recommended Viewing:

TED Talks-Variou Social Psychology Researchers