

## COURSE SPECIFICATION DOCUMENT

<b>Academic School / Department:</b>	Humanities & Social Sciences
<b>Programme:</b>	Psychology
<b>FHEQ Level:</b>	6
<b>Course Title:</b>	Internship in Psychology
<b>Course Code:</b>	PSYC 6401
<b>Total Hours:</b>	<b>230</b>
Timetabled Hours:	0
Guided Learning Hours:	6
Independent Learning Hours:	224 , with a minimum of 210 practice hours (equivalent to 6 weeks full-time on a 35-hour working week, or 15 weeks part-time on a 2 day working week)
<b>Credit</b>	32 UK CATS credits 16 ECTS credits 8 US credits

### **Course Description:**

The Internship in Psychology is a student work placement that aims to provide students with the experience of working in a discipline-related industry. It provides students with an experiential learning opportunity in which to develop intellectual, professional, and personal skills and prepares students to function effectively in culturally diverse working environments across a range of career paths and employment sectors. Internships are supervised by faculty and each student will also complete a series of learning activities throughout the internship. These activities are designed to help students reflect on personal development and key skills attained, the benefits gained from the internship experience, and to shape and determine goals for future career pathways.

### **Prerequisites:**

Completion of 60 credits and a 3.0 GPA

**This course is only open to Psychology Students.**

**Aims and Objectives:**

- To provide students with an experiential learning opportunity in the discipline of psychology, so that they may make a more informed decision about their career pathways and ambitions.
- To enable students to understand their own strengths and weaknesses in the workplace, work with people from other cultures, and to give them confidence that they can make the step from classroom to workplace comfortably.
- To provide a background for eventual careers in fields (including work in government, international organisations, business and the media) which require articulate, clear-thinking individuals with a grasp of psychology.
- To provide a framework to assist concerned citizens to think critically about issues that are of increasing importance in the 21<sup>st</sup> century.
- To promote critical engagement with a wide range of literature, and the development of both a succinct writing style, and the ability to present complex arguments orally.

**Programme Outcomes:**

6CI; 6CIII; 6DI; 6DIII

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by Registry and found at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

**Learning Outcomes:**

By the end of this course, successful students should be able to:

- Demonstrates the communication skills needed to plan and manage for a workplace context and a range of audiences, and to engage in group work in a professional environment.
- Demonstrates the ability to formulate, synthesise and effectively articulate arguments potentially incorporating competing perspectives, concepts and evidence in a range of formats and media as appropriate to a professional context.
- Demonstrates the ability to act with minimal direction or supervision, to engage in self-reflection, use feedback to analyse own capabilities, appraise alternatives, and plan and implement actions.
- Demonstrate entrepreneurial education in the form of skills and practices that translate directly into employment, ideally in the form of work that contributes to a portfolio.

**Indicative Content:**

- Critical reflection on the internship experience.
- Exploration of the range of disciplinary-related career pathway possibilities.
- Practical work related to the specific internship placement.
- Communicating within a professional context.

**Assessment:**

This course conforms to the University Assessment Norms approved at Academic Board and located at: <https://www.richmond.ac.uk/university-policies/>

**Teaching Methodology:**

This is an experiential learning programme, so instead of being taught in a classroom setting, students learn and develop new skills whilst in a professional placement, under the supervision of their workplace supervisor. The faculty supervisor acts as mentor and guide during the internship, with a combination of meetings, correspondence through email, and assessment of written work, as well as serving as a resource for the student to call upon if they are experiencing any issues in the workplace or require any other assistance or advice.

In addition, there are guided learning elements that are tutor led and arranged through Blackboard. These activities can be asynchronous online sessions, flipped classrooms, set readings with discussion boards or set guest lectures for example. Set activities are monitored by the instructor to ascertain student engagement. Students are encouraged to prepare for class and to play an active part, to raise questions, following-up ideas and interact with a wide range of provided material.

**Indicative Text(s):**

Cottrell, S. (2021) *Skills for Success*. 4th edn. London: Bloomsbury.

Eijkelenboom, G. (2020) *People Skills for Analytical Thinkers*. Amsterdam: Mindspeaking.

Grant, K. and Hooley, T. (2017) *Graduate Career Handbook*. Bath: Trotman.

Moon, J. (2006) *Learning Journals: A Handbook for Reflective Practice and Professional Development*. 2nd edn. London: Routledge.

Rook, S. (2015) *Work Experience, Placements and Internships*. London: Palgrave Macmillan.

See syllabus for complete reading list.

**Change Log for this CSD:**

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services
First edition	November 2024	