

Department of Psychology

**PS376 Handbook**

**PLACEMENT, OUTREACH, AND ENGAGEMENT.  
2021-2022**

Module leader: Dr Gitit Kadar-Satat [Gitit.kadar-satat@warwick.ac.uk](mailto:Gitit.kadar-satat@warwick.ac.uk)

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## A. Introduction

### This Handbook

This Handbook is for final year students from the Department of Psychology who have been allocated a place on module ps376' Placement, Outreach, and Engagement'. The Handbook provides information about the placement, seminar series, and assessment.

Whilst we try to keep the information in this Handbook as accurate and up-to-date as possible, it is also essential that you maintain contact with the module contents via email, MS Teams and Moodle. Please let us know if there is any information you would find helpful to have, either in the Handbook or on the Moodle pages. This information is also available on Moodle:

<https://moodle.warwick.ac.uk/course/view.php?id=44933>

### Module description

This module allows Psychology students to work with an organisation to support and advance their outreach and engagement portfolio in an area linked to Psychology. Students undertaking this module will also participate in seminars to explore different theoretical, research and practical aspects of outreach and public/community engagement.

#### The module will enable students to:

- Develop an understanding of and expertise in outreach and engagement around a topic related to psychology.
- Learn key career skills such as project management, time management, and working to a brief.
- Work in a professional capacity - liaising and collaborating with colleagues, stakeholders, and clients.
- Develop transferable skills (e.g. leadership qualities, self-confidence, communication skills).

Students will work with a range of host organisations, including charities, community centres and groups, and other clients, to support, design, develop and deliver resources and materials for outreach and engagement. Resources can include marketing material, social media communications, community events, presentations, research outputs, teaching resources etc. The placement project could be anything within the remit of Psychology or apply the research methods used in psychology.

### Module aims

1. To develop knowledge of, and expertise with outreach and engagement linked to a theoretical, research, or practical aspect of psychology.
2. To develop communication skills, including verbal, written, visual, and online/social media communication.
3. To refine skills with project development and time management.
4. To build relationships with partners within and outside the community, including schools, charities, community groups, companies, etc.

5. To develop professional and transferable skills relating to future career paths and employability.

## Learning outcomes

### By the end of the module, students should be able to:

1. Critically reflect on the development of employability skills.
2. Demonstrate a good understanding of how a professional working environment operates.
3. Demonstrate the development of transferrable skills such as communication, time management, team working.
4. Demonstrate an understanding of, and expertise in outreach and public engagement.
5. Demonstrate the ability to use scholarly resources to inform project development and evaluation.

## Study time

Type	Required
Seminars	6 sessions of 2 hours
Placement	55 hours
Private study*	60 hours
Assessment	23 hours
Total	150 hours

\*Private study hours include:

- Reading and engaging with learning activities in preparation for seminars;
- Researching and developing your placement outreach and engagement project;
- Placement project supervision and feedback;
- Formative and summative assessments.

## Disclosure and Barring Service (DBS)

Placements that involve direct contact with children or vulnerable adults may require you to have a standard or enhanced DBS check. Your prospective host organisation will tell you if a DBS check is needed for your placement and, if so, what level of check is required. Your host organisation should also assist you in processing your application for a DBS check. In some cases, the Department may be able to help with this. If you are unsure whether or not you will need a DBS for your placement, please speak with your placement line manager or your module convenor.

## C. Key dates

Week	Activity	Topic/Comments*	Online/On-campus
Week 1 Thursday 7.10.21, 9-11 am	2-hour seminar	Introduction to outreach and public engagement (guest speaker: Amanda Bishop, WP)	Online - Synchronous
Week 3 Monday 18.10.21, 9-11 am	2-hour seminar	Developing outreach and engagement projects (guest speaker: Naomi Kay, WIE)	TBA
Week 5 Monday 01.11.21, 9-11 am	2-hour seminar	Evaluating outreach and engagement projects (guest speaker: Tammy Thiele, WP)	TBA
Week 7 Monday 15.11.21, 9-11 am	2-hour seminar	Co-production and good practice in working with communities (guest speaker: Jamie Ormes, Thinkhigher)	TBA
Week 9 Monday 29.11.21, 9-11 am	2-hour seminar	Developing skills through placements and assessment clinic	TBA
Week 10 Monday 06.12.21, 9-11 am	Presentation of placement projects	Summative assessment (10%)	TBA
TBA	Placement project report (2000 words)	Summative assessment (90%)	Submission via Tabula

\*Guest speakers are subject to change.

## D. Your placement

### Before your placement

All ps376 placements start in week 1 of term 1. For the coming academic year, this means your placement should begin in the week commencing on 4th October. You can arrange your first placement visit or meeting for any day and time on that week. You should discuss the start date,

time and location with your line manager/mentor. Please note that due to COVID19, most placements are expected to be carried out online or partially online.

It is important to prepare for your placement to avoid delays and ensure the smooth running of your work experience. Before your placement starts, you should have:

- The name and contact details of your line manager or placement mentor.
- Provided your host organisation with any required documents and information (e.g. DBS, National Insurance Number...).
- Agreed on a start date with your line manager or placement mentor and are aware of the location of your placement (or how to join online meetings).

### **During your placement**

Your ps376 placement spans over ten weeks, between 4<sup>th</sup> October and Friday 10<sup>th</sup> December 2021. During your placement, you are expected to:

- Spend between 5 and 6 hours per week (on average) on your placement project. In addition, you can use some of your 'private study' hours to research and develop your placement project or tasks.
- Discuss with your line manager/mentor in advance whether the work should be carried out online or on-site.
- Maintain regular contact with your line manager or placement mentor via your agreed communication channels (e.g. email, phone...). It is recommended you meet with your line manager or placement mentor once a week to discuss your progress and seek guidance.
- Inform your line manager / placement supervisor of any absences.
- Inform the module convenor of any issues, difficulties, or concerns arising during your placement.

### **Finishing your placement**

- We recommend you have an 'end of placement' feedback meeting with your line-manager to provide and receive some feedback about the experience.
- We'll ask you to complete a short feedback form. Your feedback is very important and will help us develop and improve the module.

### **Travel costs**

Students are expected to travel to and from their placement location by public transport unless otherwise agreed in advance with the Department of Psychology. Students are expected to meet the costs associated with their travel to and from their placement location. Students who wish to be considered for reimbursement of these travel costs should submit receipts to the Department.

## E. Seminars

The seminars are an integral part of ps376. They will cover theoretical, empirical, policy and practical issues related to outreach and engagement. The seminars will also offer you the opportunity to discuss your placement experience with your peers and module convenor.

We expect you to attend and (contribute to) the seminars and will let you know in due course whether they will be delivered online or on-campus.

Below is a description of each seminar, including the required and recommended reading.

### Week 1 - Introduction to outreach and public engagement

#### Topics:

- What is public and community engagement? Is there a difference between public engagement and community engagement?
- Why does public/community engagement matter?
- Who is responsible for public/community engagement?
- Linking public/community engagement to your placement

#### Reading:

- Required - NCCPE (n.d.) 'What is public engagement?' <https://www.publicengagement.ac.uk/about-engagement/what-public-engagement>. Accessed on 28.8.2021.
- Required - Wellcome Trust. (2011). Community Engagement – Under the Microscope. London. [https://wellcome.org/sites/default/files/wtvm054326\\_0.pdf](https://wellcome.org/sites/default/files/wtvm054326_0.pdf)public-engagement-matter. Accessed on 14.09.2021.

#### Resources:

- Warwick Community Engagement webpage - <https://warwick.ac.uk/about/community/>
- Warwick Institute of Engagement (WIE) webpage <https://warwick.ac.uk/wie/>

### Week 3 - Developing outreach and engagement projects

#### Topics:

- Planning Models: The Spectrum of Engagement, Theory of Change.
- Risk assessment for community projects
- Applying a planning model to your placement

#### Reading:

- Required – Anderson, A.A. (2009). The Community Builder's Approach to Theory of Change – A Practical Guide to Theory of Change Development. The Aspen Institute Roundtable on Community Change. New York. [https://www.theoryofchange.org/pdf/TOC\\_fac\\_guide.pdf](https://www.theoryofchange.org/pdf/TOC_fac_guide.pdf) (accessed on 14.09.21)
- Required - West Lothian Community Planning Partnership. (2015). Engaging Communities Toolkit; A practical guide to community engagement.

[https://www.westlothian.gov.uk/media/9397/Community-Engagement-Toolkit/pdf/Engaging\\_Communities\\_Toolkit.pdf](https://www.westlothian.gov.uk/media/9397/Community-Engagement-Toolkit/pdf/Engaging_Communities_Toolkit.pdf) (accessed on 14.09.2021)

#### Resources:

- Involve UK (n.d.). Introduction to Planning Participation. <https://www.involve.org.uk/resources/knowledge-base/how-do-i-plan-participatory-process/introduction-planning-participation/> and <https://www.involve.org.uk/resources/knowledge-base/how-do-i-plan-participatory-process/final-design> (accessed on 14.09.2021)
- Warwick Student Union – Risk Assessment - <https://www.warwicksu.com/societies-sports/societies/activities-and-planning/events/eventplanningpacks/riskassessment/> (accessed on 14.09.2021)

## Week 5 - Evaluating outreach and engagement projects

### Topics:

- Why evaluate outreach and engagement activities?
- What are the challenges? are there any ethical issues?
- Process and outcomes approaches.
- Research methods for the evaluation of outreach and engagement activities.
- Evaluation within your placement.

### Reading:

- Required - Clarke, A. & Dawson, R. (1999). Understanding evaluation. In Evaluation research: an introduction to principles, methods, and practice. Sage Publications. pp. 1-34.
- Required - Thiele, T., Pope, D., Singleton, A., & Stanistreet, D. (2018). Exploring the use of mixed methods in research and evaluation of widening participation interventions: guidance for practitioners. Widening Participation & Lifelong Learning, 20(4), 7–38.
- Recommended – Creighton, J.L. (2005). Evaluating Public Participation. In: The Public Participation Handbook: Making Better Decisions Through Citizen Involvement. John Wiley & Sons, Incorporated. Chapter 16. Pp 214-222.
- Recommended - González-Sanguino, C., Laura C. Potts, L. C., Milenova, M. & Henderson, C. (2019). Time to Change's social marketing campaign for a new target population: results from 2017 to 2019. BMC Psychiatry. Vol 19. <https://bmcp psychiatry.biomedcentral.com/articles/10.1186/s12888-019-2415-x>
- Recommended - Oliver, J., & MacLeod, A. K. (2018). Working adults' well-being: An online self-help goal-based intervention. Journal of Occupational & Organizational Psychology, 91(3), 665–680. <https://doi-org.pugwash.lib.warwick.ac.uk/10.1111/joop.12212> (quantitative, experimental, easy)

### Resources:

- NCCPE. (2017). How to evaluate public engagement projects and programmes. National Co-ordinating Centre for Public Engagement. [evaluating\\_your\\_public\\_engagement\\_work.pdf](#)



## Week 7 – Co-production and good practice in working with communities

### Topics:

- What is co-production?
- What are the different dimensions of co-production (the four Co-s)?
- Who might benefit from co-production?
- What are the challenges?
- Linking co-production to your placement

### Reading:

- Required - Rosen, J., & Painter, G. (2019). From Citizen Control to Co-Production: Moving Beyond a Linear Conception of Citizen Participation. *Journal of the American Planning Association*, 85(3), 335–347.
- Required –Bovaird, T. & Loeffler, E. (2013). We're all in this together: harnessing user and community co-production of public outcomes. The University of Birmingham. Institute of Local Government Studies. <https://www.birmingham.ac.uk/Documents/college-social-sciences/government-society/inlogov/publications/2013/chapter-4-bovaird-loeffler.pdf>
- Recommended - Miles S., Renedo A. and Marston C. (2018). 'Slow co-production' for deeper patient involvement in health care. *Journal of Health Design*. 3(1):57–62. <https://doi.org/10.21853/JHD.2018.39>

## Week 9 – Developing skills through placements and assessment clinic

This seminar has two parts. In the first part, you will be invited to reflect on the knowledge and skills you developed so far in your placement. You will also be encouraged to think about the contribution of your placement to your employability. In the second part of the seminar - we will discuss your assessment. You will have the opportunity to ask questions and receive peer and tutor feedback.

### Reading:

For this seminar, we invite you to revisit the literature you engaged with in previous weeks. This could be literature from the module reading list or resources you engaged with as part of your placement.

### Resources:

- Chivers, Barbara, and Michael Shoolbred. *A Student's Guide to Presentations: Making your Presentation Count*, SAGE Publications, 2007. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/warw/detail.action?docID=420910>.
- Smith, K., Clegg, S., Lawrence, E. and Todd, M.J. (2007) The challenges of reflection: Students learning from work placements. *Innovations in Education and Teaching International*. 44(2): pp 131-141.

## Week 10 – Placement presentations

In week 10, you will present your placement project. Please see more information in section F.

## F. Assessment

### Placement presentation (10%)

In week 10, you will present a placement poster (digital or print – to be announced). You should create and present the poster independently, even if you worked with a peer in your placement. The presentation should cover the following aspects:

- A brief introduction to your placement (information about your organisation and the project(s) or task(s) you worked on);
- Your definition of outreach and/or public engagement (drawing on relevant concepts, theory, research or policy);
- Situating your placement within the context of outreach and/or engagement (links between your placement project(s) or task(s) and outreach and/or public engagement);
- What did you gain from this placement? (a critical reflection on the development of employability and transferable skills during your placement).
- You should reference resources using the APA7 system.

### Marking criteria for placement presentations:

- There are four marking criteria: Clarity, Appearance, Reflection, and Engagement.
- A mark out of 20 will be calculated against each of the four criteria. Multiplying this by five generates a percentage mark.

Clarity	<ul style="list-style-type: none"> <li>• Main points are clear and organised effectively;</li> <li>• Ideas are fully developed and supported to achieve a clear purpose;</li> <li>• Language choices are consistently appropriate and precise;</li> <li>• Poster is concise and free of unnecessary detail.</li> </ul>	<i>Very good (5)</i>
	<ul style="list-style-type: none"> <li>• Main points are clear</li> <li>• Most ideas are supported to achieve a clear purpose;</li> <li>• Language choices are generally appropriate and precise.</li> <li>• Poster is free of unnecessary detail.</li> </ul>	<i>Good (3)</i>
	<ul style="list-style-type: none"> <li>• Main points are mostly clear;</li> <li>• Some ideas are supported to achieve a clear purpose;</li> <li>• Language choices are generally appropriate but may not be very precise.</li> <li>• Poster includes some unnecessary detail.</li> </ul>	<i>Satisfactory (2)</i>
	<ul style="list-style-type: none"> <li>• Hard to identify main points;</li> <li>• Ideas expressed are unsupported and difficult to follow;</li> <li>• Language choices are inappropriate (e.g. too much jargon or slang).</li> <li>• Poster lacks focus and includes unnecessary detail.</li> </ul>	<i>Unsatisfactory (0)</i>

Appearance	<ul style="list-style-type: none"> <li>• Overall visually appealing (effective use of fonts and colour scheme, very good readability).</li> <li>• Graphics and other visuals enhance presentation.</li> <li>• Cites scholarly resources.</li> <li>• APA citation style is accurate.</li> <li>• No spelling &amp; grammar mistakes</li> </ul>	<i>Very good (5)</i>
	<ul style="list-style-type: none"> <li>• Visually appealing (effective use of fonts and colour scheme, good readability).</li> <li>• Graphics and other visuals make a useful contribution to understanding.</li> <li>• Cites scholarly resources.</li> <li>• APA citation style is accurate.</li> <li>• No or very minor spelling &amp; grammar mistakes.</li> </ul>	<i>Good (3)</i>
	<ul style="list-style-type: none"> <li>• Visual appeal is adequate (use of fonts and colour scheme slightly reduce readability).</li> <li>• Graphics and other visuals make little contribution to understanding.</li> <li>• Cites scholarly resources</li> <li>• APA citation style is either inconsistent or incorrect.</li> <li>• Some spelling &amp; grammar mistakes.</li> </ul>	<i>Satisfactory (2)</i>
	<ul style="list-style-type: none"> <li>• Not very visually appealing (use of fonts and colour scheme significantly reduce readability).</li> <li>• No use of graphics and other visuals to support understanding.</li> <li>• Scholarly resources are not cited.</li> <li>• Noticeable spelling and grammar mistakes.</li> </ul>	<i>Unsatisfactory (0)</i>
Reflection	<ul style="list-style-type: none"> <li>• Relevant skills are well articulated using experiences as evidence.</li> <li>• Demonstration of understanding of how skills are used to overcome challenges.</li> </ul>	<i>Very good (5)</i>
	<ul style="list-style-type: none"> <li>• Some evidence of skills being articulated using experiences as evidence.</li> </ul>	<i>Good (3)</i>
	<ul style="list-style-type: none"> <li>• Skills listed without reference to experience.</li> </ul>	<i>Satisfactory (2)</i>
	<ul style="list-style-type: none"> <li>• Little to no mention of skills. No reference to experience.</li> </ul>	<i>Unsatisfactory (0)</i>
	<ul style="list-style-type: none"> <li>• Response to questions demonstrated very good knowledge of subject matter and project.</li> </ul>	<i>Very good (5)</i>

<b>Engagement</b>	<ul style="list-style-type: none"> <li>• Response to questions is clear, focused and concise.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Response to questions demonstrated good knowledge of subject matter and project.</li> <li>• Response to questions is mainly clear, focused and concise.</li> </ul>	<i>Good (3)</i>
	<ul style="list-style-type: none"> <li>• Response to questions demonstrated some knowledge of subject matter and project.</li> <li>• Response to questions lacks clarity or could be more focused and concise.</li> </ul>	<i>Satisfactory (2)</i>
	<ul style="list-style-type: none"> <li>• Presenter did not respond to questions.</li> </ul>	<i>Unsatisfactory (0)</i>

## Placement project report (90%)

You will submit a 2000-word report drawing on your placement experience. You should use material from the seminars and resources you identified through your independent learning. The reference list is not included in the word count.

Your placement project report should address the following aspects:

1. Introduction to your placement (include information about your organisation and the project(s) or task(s) you worked on. Situate your placement within a theoretical, policy or research context);
2. Design a new outreach or engagement activity that will complement and enhance your host organisation's existing outreach and engagement portfolio (discuss your rationale for developing this activity);
3. Create an evaluation plan for the new outreach and engagement activity you have developed (discuss your approach to evaluation, what will be evaluated and why, what methods will you use and why, what are the challenges/limitations);
4. Discuss how your placement experience will help you in future (reflect on how the knowledge and skills you developed during your placement could benefit you in future work or educational contexts).
5. Draw on relevant resources and use the APA7 reference system.

### Marking criteria:

Your placement project report will be marked using the Department of Psychology six criteria:

- 1) Focus on the question / issue (relevancy)
- 2) Knowledge and understanding of key concepts / topic
- 3) Quality of argument (analysis, evaluation & reasoning)
- 4) Use and interpretation of evidence (academic sources)
- 5) Structure and organisation (coherence & flow)
- 6) Presentation (style, referencing, grammar & language).

The 20-point marking scheme will be used: [ug\\_hb\\_21.22\\_final.pdf \(warwick.ac.uk\)](#) (see pages 42-43).