Module specification

1. Factual information

Module title	Psychology 330-Psychology of immigration

Module tutor	Dr Maria Psoinos	**Level**	6
Module type	Lecture- guided discussion	**Credit value**	15

Mode of delivery	100% face-to-face			

Notional learning hours	**Type of learning activity**	**Comprises**	**Hours**	**Weeks**	
	Timetabled contact:	Face to face delivery to include seminars, guest speakers and tutorials.	42	11	
	Independent study:	Completion of day-to-day homework Review of case studies, preparation for submitting assessments, study for exams	108	12	
		Total:	150	12	

2. Rationale for the module and its links with other modules

This is a level 6optional module in which students are given the opportunity to learn about the psychological experience of immigration in different socio-political and cultural contexts, develop their knowledge with regards to health, and psychosocial issues that may emerge at different stages of the immigration experience (e.g. during the pre-departure or during acculturation process) and understand what is needed for the

2. Rationale for the module and its links with other modules

provision of health, mental health and social care services to immigrant populations of various ages and backgrounds.

Some of the subjects covered (social interactions and majority/minority influence, psychopathology, counselling) will have been addressed in detail in Psychology 204, Psychology 218, and Psychology 305 respectively.

3. Aims of the module

This module will present demographics/diversity of immigrant populations, motivating factors for migrating, and the myths/stereotypes around immigrants' characteristics and behaviours. It will then discuss the psychological experience of immigration in different contexts, as well as health, psychosocial well-being and psychopathology issues that may emerge and the services that need to be provided for addressing immigrants' diverse health, mental health and social care needs.

Through this module the students will gain in depth understanding of the characteristics, experiences and needs of immigrant populations and will learn to make recommendations to improve practice and policy affecting immigrants of all ages and backgrounds.

4. Pre-requisite modules or specified entry requirements

Psychology 101- Introduction to Psychology

Psychology 204- Social Psychology

5. Is the module compensatable?

N/A

6. Are there any PSRB requirements regarding the module?

N/A

7. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **A1** show a profound understanding of the characteristics and the diversity of immigrant populations and the psychological experience of immigration **A2** demonstrate systematic and comparative knowledge of contemporary theoretical and methodological approaches to the psychological experience of immigration in various contexts **A3**develop the ability to make appropriate practical and policy interventions for addressing immigrants' health, mental health and social care needs	A1, A2, A3	Lectures, group discussions, presentation of related audiovisual material, invited guest lecturers, weekly readings of textbook material and research and policy papers

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module learners will be expected to: B1, B3		Lectures, reading and in-class critical analysis/ discussion,research tasks

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
B1 demonstrate critical analysis skills in the systematic evaluation and interpretation of theories and concepts related to immigration and the psychological experience of immigration **B2** demonstrate skills in the choice and use of specific data for advanced writing on scientific themes related to the psychology of immigration **B3** integrate theoretical information and concepts and apply them to different practice and policy areas related to immigration and well-being		

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **C1** demonstrate an ability to develop planning strategies for research and analysis **C2** engage appropriately in class discussions and apply theoretical concepts/frameworks and up-to-date information to various topics related to immigration.	C1, C3	Lectures, in class discussions and activities, personal reflection on related sources and readings, invited guest lectures

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
C3 comprehend the role of psychologists in the field of immigration and critically reflect on their own practical skills		

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **D1** demonstrate the ability to critically evaluate theories, data and arguments **D2** demonstrate the ability to select and apply theoretical frameworks and research methods and techniques relevant to vulnerable populations **D3** engage actively in a multicultural environment and comprehend and appreciate how others perceive concepts and formulate ideas different from their own	D1, D2, D3, D5	In class discussions and activities, personal reflection on related sources and readings, research tasks, exams

8. Indicative content.

Topics to be explored:

Demographics/diversity of immigrants

Different motivations for immigrating

Stages of immigration (pre-departure, journey, resettlement) and psychological experiences

Theories of Psychological Acculturation and Adaptation

Risk and Protective factors for immigrants' and refugees' health and well-being

Health and mental health issues in immigrant and refugee populations

Psychosocial issues in immigrant and native-born populations

Services for health, mental health, housing, employment-related and education-related needs of immigrants and refugees

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategies:

Written Assignment: 1 essay, 2,500 words, (+/-10%)

Further instructions will be given in class.

Quiz: combination of multiple-choice questions and short essay questions

Final Exam: combination of multiple-choice questions and short essay questions

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes					
Assessment Task	**Weighting**		**Week submitted**	**Grading (Pass / Fail / %)**	**Module Learning Outcome(s) the assessment task maps to**
Quiz	25%		Week 3	%	
Essay	35%		Week 6	%	
Final exam	40%		Week of finals	%	

A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
X	X	X	X	X	X	X	X	X	X	X	
X	X		X	X	X	X	X		X		
X	X	X	X	X	X	X	X	X	X	X	X

*Beyond summative assessments, **formative assessments** will remain a critical assessment method particularly for the new online delivery of this module. 'Formative' assignments will be set for teaching purposes only and the scores will not count towards the overall continuous assessment score (OCAS) but its use can be an extremely valuable technique to enhance student understanding, evaluate student participation, and build engagement.*

10. Teaching staff associated with the module

Name and contact details

Dr Maria Psoinos, psoinos@act.edu, office hours: Mondays and Wednesdays 12-2 in Office No7 (Constantinidis Hall, 1st floor)

11. Key reading list

Author	Year	Title	Publisher	Location
Crisp, R.	2011	The psychology of social and cultural diversity	Wiley	

12. Other indicative text (e.g. websites)

Thomas, F. & Gideon, J.	2013	Migration, Health and Inequality	Zed Books Ltd	London, UK & New York, USA
Ingleby, D. (Ed.)	2005	Forced Migration and Mental Health: Rethinking the Care of Refugees and Displaced Persons	Springer	New York, USA

Additional material to be uploaded on the course's ACTivity.

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

GRADING & ACADEMIC POLICIES
ASSESSMENT DEADLINES
Students must submit work by the deadlines set in the module outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days is refused, mark of 0. Submission after the deadline will be assumed to be the next working day. Mitigating circumstances will be evaluated by the AS&PC

Assessment of non-degree students taking OU-validated courses (e.g., Study Abroad)
Same method of assessment, i.e. only "summative" assessments determine final grade. However, since those students are not pursuing an OU degree, they are not subject to resits or second marking, and final grade is calculated as the (weighted) average of all "summative" assessments, without requirement of passing all summative assessments to pass the course.

Revised Absence Policy
Maximum Allowed Number of Absences
Students are expected to attend and participate in all of their courses throughout the term, including the first week. Those who fail to do so may be administratively withdrawn from individual courses of the College. This may affect the students' scholarship and financial aid eligibility. A student is considered to have successfully attended a course if he/she has attended 75% of the course lectures. Thus, for a typical ACT course with 42 hours of contact time, the **maximum number of absences stands at 10 hours per course.** This policy applies to all ACT students, degree-seeking and Study Abroad. Please note that absences are counted on an hourly basis.Absences due to participation in school-related trips and activities may count toward this limit.
ACADEMIC INTEGRITY
All academic divisions at ACT, both undergraduate and graduate, will apply the following policy on academic integrity and be included in the syllabus: "A student committing an act of Academic Dishonesty in a given course will receive an F (0 percentage points) in the

assignment where the academic infraction took place. If a student commits an act of Academic Dishonesty for a second time in the same course, this student will receive a failing grade in that course".

Policy on the Use of Artificial Intelligence

In this module, every element of class assignments must be fully prepared by the student. The use of generative AI tools for any part of your work will be treated as plagiarism. If we need to use AI tools to examine ways in which these kinds of tools may inform our exploration of the topics of the class, you will be informed as to when and how these tools will be used, along with guidance for attribution if/as needed. If you have questions, please contact me.

Policy of email communication

Any emails will be responded to within 48 hours of receipt, not including weekends and holidays. Please be advised that questions sent less than *two days* before an assignment is due may not receive a response until after the deadline has passed.

Policy on the use of technology in class

You may use laptops or tablets in this class to consult online readings or to take notes. Cell phones should be silenced and put away, except in the rare instance that I ask you to use them for an activity. If there is a serious need to leave your cell phone on, such as a family emergency, please put it on vibrate and let me know.

Policy on class recordings

Students are not allowed to record class sessions.

Statement on Equity, Diversity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. My objective is to present materials and activities that are respectful of diversity in ability, age, culture, ethnicity, gender identity, nationality, race, religion, sexuality, and socioeconomic status. In

this course, we welcome diverse perspectives, backgrounds, and experiences. We engage each other with respect, honesty, and open-mindedness.

Disclaimer

The professor reserves the right to make changes to the syllabus as deemed necessary. However, these changes are often made in my effort to accommodate the class needs. Students will be notified in a timely manner of any changes via email, or in the Announcements/ACTivity.

Special Accommodations

If you have specific physical, psychological, or any other learning disabilities that you believe may require accommodations for this module, you should visit the Dean's office by bringing the appropriate documentation.

The Learning Hub (1st floor, Bissell Library) is staffed by experienced English faculty and you are encouraged to use its services.

GRADING SCALE

Grade Description	UK points	US Letter Grade	US point grade
Excellent	70+	A	4.0
Very Good (high)	65-69	A-	3.67
Very Good (low)	60-64	B+	3.33

Good (high)	55-59	B	3.0
Good (low)	50-54	B-	2.67
Satisfactory (high)	45-49	C+	2.33
Satisfactory (low)	40-44	C	2.0
Fail	0-39	F	0