**Psychology modules for Visiting students Semester 2 2023-24**

***Please note that some modules are capped and access is not guaranteed in all cases***

**PS3100 Historical and Conceptual Issues in Psychology (5 ECTS)**

**Module Coordinator: Prof Brian Hughes**

**Module Objectives**

This module traces the main developments in the history of psychology and conceptual issues introduced when one studies human behaviour. Psychology¹s origins in philosophy and physiology are discussed and particular attention is paid to the emergence of the autonomous, experimentally-based discipline of psychology in the late nineteenth century and the rise of schools of psychology in the early twentieth century.

**Learning Outcomes**

Upon completion of this course you should be able to:

* Describe the development of psychology during the 20th century
* Provide a detailed appreciation of one theme in 20th century psychology (e.g., early psychology, behaviourism, the role of women, cognitive science)
* Describe Conceptual issues in psychology
* Provide a detailed appreciation of one conceptual issue in psychology (e.g., the mind-body problem, issues in the philosophy of science, cognition as computation)

**Basic Reading**

Current Issues: Readings for the current issues section of this module will be prescribed by the lecturer and provided on Canvas.

History of Psychology: Readings will be prescribed in each lecture.

In addition, the following texts are recommended:

* Farrell, M. (2014). Historical and Philosophical Foundations of Psychology. Cambridge
* Hughes, B. M. (2011). Conceptual and Historical Issues in Psychology. (D. Upton, Ed.) (1st ed.). Prentice Hall.
* Benjamin, L. T. (2006). A History of Psychology in Letters (2nd Ed.). Blackwell: Malden, MA.

**PS3106 Language and Cognition: A Contextual Behavioural Approach**

**Module Coordinator**: **Dr Ian Stewart**

The aim of this course is to introduce students to Relational Frame Theory (RFT; Hayes, Barnes Holmes & Roche, 2001) as an approach to understanding human psychology. RFT is based on a comprehensive basic experimental research program into human language and cognition. With by now over 100 empirical studies focused on its tenets, it is arguably the most well established comprehensive theory of human psychology ever produced. This course will first familiarize students with the philosophical and theoretical underpinning of RFT and explain the core behavioural processes implicated by this approach. It will then examine up to date RFT-based research into diverse areas of human language and cognition including cognitive development, motivation, problem-solving, analogical reasoning, rule governed behaviour, the self, psychopathology, psychotherapy, mindfulness and spirituality. The course will combine lecture based didactic teaching with active student participation in seminar discussion.

Learning Outcomes: Upon completion of this course you should be able to:

• Describe the development of relational framing as the core process involved in language

• Define key technical terms in RFT including mutual entailment, combinatorial entailment, transformation of function, contextual control, arbitrarily applicable relational responding,

• Discuss important psychological phenomena including cognitive development, motivation, problem-solving, analogy, metaphor, rule governed behaviour, the self, psychopathology and psychotherapy, mindfulness and spirituality from an RFT perspective

• Analyse an everyday language episode in terms of relational framing

• Evaluate the theoretical and philosophical basis of Relational Frame Theory as an account of language and cognition

Readings CORE: Torneke, N. (2010). Learning RFT. Oakland, CA: New Harbinger. ADDITIONAL: Hayes, S.C., Barnes-Holmes, D. & Roche, B. (2001) Relational Frame Theory: A Post Skinnerian Account of Human Language and Cognition. Plenum Press. Additional topic-related reading lists will be made available online.

Assessment: Examination 50%; Essay 50%

**PS3122 Cognitive Psychology (5 ECTS)**

**Module Coordinator: Dr Jane Conway**

**Module Objectives:** To understand theories, basic structure and processes of selected aspects of cognitive psychology.

**Description:** In this course students will be introduced to models and theories which seek to understand the nature of human memory, problem solving and the interplay of cognition and emotion.

**Learning Outcomes**

On completion students will be able to:

* Describe and critically analyse the various theoretical approaches to the study of human memory
* Delineate the characteristics and processes of various memory systems
* Demonstrate the ways in which memory can be distorted, with reference to specific research
* Describe and analyse the various theories of how emotional information is processed
* Discuss the cognitive differences between experts and novices when engaging in problem solving
* Understand how the experimental methodology of cognitive psychology contributes to our understanding of memory, problem solving and emotion.

**Basic Reading**

Baddeley, A., Eysenck, M.W., & Anderson, M.C. (2009) Memory. Hove: Psychology Press Other readings will be assigned during the course.

**Evaluation** One two-hour examination at the end of the semester.

### ****PS336 Psychology, Society, and Human Values (5 ECTS)****

**Module Coordinator:** Prof. Brian Hughes

**Description:**  In wider society, observers often look to psychology to inform debates on contentious issues. However, it is often overlooked that psychologists themselves will have views on such issues, and/or personality characteristics and ethical dispositions that affect their production and interpretation of psychological knowledge. Further, there are considerable limits on the extent to which empirical scholarship in psychology can or should be considered to be of definitive relevance in debates on public interest issues. Finally, many of the issues relevant to public debate or social policy that psychologists study are also studied by scholars in other academic disciplines. This module is intended to provide an analysis of: (a) the role of personal values in the production of psychological scholarship; (b) how ethical values might be applied by psychologists; (c) whether psychologists should be seen as ’honest brokers’, ’issue advocates’, ’science arbiters’, or ’pure scientists’; (d) the strengths and limitations of empirical research in public debate; and (e) the relationship between psychology and disciplines cognate to it. Throughout the module, students will be guided in considering specific areas of controversy where psychological expertise is often seen as pertinent (for example, right-to-life politics, religion, libertarianism, child-rearing, gay marriage and adoption, multiculturalism, etc.).

**Module objectives**

Following the module, it is intended that students will be able to:

* Appreciate the role of empirical psychology in shedding light on issues of popular concern to society at large
* Acknowledge the role of cultural and personal values in the discipline of psychology
* Critique the assertions of public and academic commentators on social issues that fall under the purview of psychology
* Evaluate the relationships between psychology and other academic disciplines that consider social issues

**Basic Reading**

* There is no required textbook for this module.  Suitable readings lists relating to the various class exercises will be recommended over the course of the semester.

**Evaluation**

Continuous assessment, based on in-class participation, participation in online discussion forums, and on three submitted assignments.  Submission dates for these assignments will be spread across term and will be dependent, in part, on the number of students enrolled for the module.

**PS341 Introduction to collaborative enquiry and applied systems science (5 ECTS)**

**Module Coordinator: Dr Mike Hogan**

**Module description:** The overall objective of this course is to introduce students to key concepts in the study of collaborative enquiry and applied systems science, with particular emphasis on applications in the fields of education, health, business, technology, and community settings. The course will be a combination of traditional lectures, class exercises, class discussions, and collaborative enquiry exercises. Students will be given an opportunity to work collaboratively on an applied research problem and will be provided with training in group facilitation, collective intelligence, and systems thinking techniques.

**Learning Outcomes:**

Upon completion of this course students will be able to:

* Describe the role of collaborative enquiry in education, health, business, technology, community, and applied science settings
* Discuss the role of critical thinking, dialogue, creativity, and personality in collaborative enquiry dynamics.
* Distinguish collaborative enquiry from cooperative learning
* Evaluate computer-supported collaborative learning tools
* Develop Collaborative Systems Models describing problematic situations
* Apply Interactive Management to an applied collaborative problem.

Readings

Readings will be provided via Canvas

Evaluation

· 100% continuous assessment: 20% attendance, 30% reflective diary, 50% report on collaborative project

**PS345 APPLIED DEVELOPMENTAL PSYCHOLOGY (5 ECTS)**

**Module Coordinator: Dr Anne O’ Connor**

**Module description**

As a science-based field of psychology, Applied Developmental Psychology involves the systematic synthesis of research and application to describe, explain and promote optimal developmental outcomes in individuals and families as they develop along the lifecycle (Lerner & Fisher, 1994, p.4).

This module will focus on contemporary issues relating to children’s development. Students will be encouraged to evaluate the evidence relating to contemporary issues relevant to children’s development and to reflect on the implications of theory and research for policy and programme development. Furthermore, there is a particular focus on understanding child development in an ecological context. Topics covered include: the impact of divorce & parental separation on children’s development, childhood obesity, positive youth development, neighbourhood influences on children’s development, media, children as witnesses, and stigma & prejudice associated with disease and disability during childhood and adolescence.

**Learning outcomes**

Following completion of this module, students will be able to:

* Identify developmental issues of relevance to real-world settings and modern society
* Describe and explain relevant developmental processes for the topics under consideration
* Evaluate the contribution of theoretical perspectives to our understanding of contemporary issues in children’s lives
* Identify the practical applications of developmental research and theory to real word settings
* Critically examine the application of theory and research to the health and welfare of individuals in society

General Reading - We do not have a core textbook for this module. Recommended reading given for each topic.

**PS4100 Technology and Health (5 ECTS)**

**Module Coordinator: Prof Jane Walsh**

**Module Description**

This module will explore the impact of new developments in technology on public and patient health and wellbeing. The module will cover topics such as wearable technology, sensors and wireless technology for smart living, smart cities data privacy and security. The module will focus on the role of behavioural science in terms of user-centered design, user engagement and experience, stakeholder engagement in intervention design, methodological approaches to Mobile Technology and Health (mHealth) research. The module will have multidisciplinary input from Computer Science, engineering and medicine as well as psychology.

**Learning Outcomes**

Upon completion of this course you should be able to:

* Have the knowledge to describe the various type of health technologies available on the market and their use to promote health and wellbeing.
* Demonstrate a clear understanding of user-centered design in the development phases of technology and intervention design
* The ability to describe the different methodologies used to capture stakeholder input in the development of health technology interventions for behaviour change.
* Obtain the skills required to design an intervention for health behaviour change using technology including all phases from qualitative work to pilot trial work and analysis.

**Readings**
L. van Gemert, Robert Sanderman, E-Health Technology, 1 Ed. [ISBN: 9781138230439]
Walsh JC & Groarke J 2018, Integrating behavioural science with mobile (mHealth) technology to develop optimum interventions for health behaviour change, European Psychologist, In press
Morrissey, E., Glynn, L, Casey, M, Walsh, JC & Molloy, G. 2018, (2018) Smartphone apps for improving medication adherence in hypertension: patients’ perspectives. Patient Preference and Adherence, 12 10.2147/PPA.S145647

**PS418 Issues in Cognitive Neuroscience (5 ECTS)**

**Lecturer: Dr Mark Elliott**

**Description:** Students will be encouraged to engage in critical debate of foundational concepts and methods in the cognitive neurosciences based on up-to-date literature sources. The topics that aim to be addressed may include neuroimaging and specifically EEG, MEG and MRI technologies, functional neuroanatomy, the clinical neuroscience of schizophrenia, comparative psychology, psychopharmacology and cognitive neuroscience, the cognitive neuroscience of memory and the cognitive neuroscience of language. The course thus aims to expose students to specific research issues in addition to the broader cognitive neuroscience research agenda.

**Learning Objectives**

* Discuss key topical issues in the study of brain and cognition
* Critically evaluate the research techniques in the cognitive neurosciences
* Present research and encourage debate on current issues

**Basic Reading**

We do not use a core textbook in this module. See Canvas for a range of resources concerning service learning, community-based research, and resources relevant to the specific work projects

**Evaluation**

* Attendance (mandatory)
* Team Presentation (mandatory) 25%
* Individual Essay 75%

**PS427 Forensic and Clinical Psychology (5 ECTS)**

**Coordinator:** **Dr John Bogue**

**Description:**This course aims to:

* To familiarise students with the various theoretical aspects, research issues and professional practices which define contemporary forensic psychology.
* To provide students with a systematic framework through which selected major psychological disorders are examined in detail.LI>
* To familiarise students with contemporary clinical approaches to mental health problems with a particular emphasis on evidence based psychiatric and psychological treatments

**Learning Outcomes**

On completion of this module students will be able to:

* Present key research findings which have practical relevance to prominent areas of professional forensic psychology.
* Distinguish between major psychological disorders using internationally recognised diagnostic systems.
* Critically appraise prominent therapeutic approaches to a variety of psychological disorders.

**Basic Reading**

* Holmes, D. A. (2010). Abnormal, Clinical and Forensic Psychology. Harlow: Pearson.

**Evaluation** Continuous Assessment

**PS428 Social Psychology (5 ECTS)**

**Module Coordinator: Dr Kiran Sarma**

**Description:** PS428 Social Psychology provides students with an opportunity to examine classic and contemporary theory and research in the field and apply this knowledge to a wide variety of different real-world situations. The course has a dual focus on **research** and **application**.

**Module objectives and learning outcomes**

* Further develop understanding of social psychological theory and research.
How? Attend lectures, read textbook, complete assignment.
* Use the course to better understand the world around you.
How? Apply knowledge attained through the module to everyday encounters and experiences, and in the interpretation of events covered in the media.
* Develop critical thinking skills.
How? In-class discussion, Assignment 1 (critical evaluation of research) and Assignment 2 (research proposal, based on critical evaluation of research from assignment 1).
* Develop breadth and depth of knowledge of topic.
How? Attend class, read textbook, prepare for end of term MCQ!

**Core Reading**

* Aronson, E., Wilson, T. D., & Akert, R. (2010). Social Psychology (7th Ed.: Global Edition), London: Pearson.LI>

**Evaluation**

The module is examined by Short Report (30%), Short Proposal (30%), MCQ (25%), module research participation (5%) and research participation for the School (10%).

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