

## **Psychology modules for Visiting students Semester 2 2025-26**

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

### **PS2100 EXPERIMENTAL PSYCHOLOGY WORKSHOP (10 ECTS)**

**Coordinator:** Dr Chris Noone

**Description:** The overall objective of this course is to acquaint students with the rudimentary principles and practices of scientific experimentation as applied to psychology; facilitate students in reporting the findings of elementary research exercises; and give students a knowledge base that will assist them in designing their own research studies. The module aims are to introduce students to the practice of empirical research as it is employed in psychology by providing the opportunity of taking part in and reporting on a series of experimental studies throughout the semester; familiarise students with laboratory equipment as research tools for the collection and analysis of data in experimental psychology; and to develop students' research, critical thinking and report-writing skills.

#### **Learning Outcomes:**

- To design and conduct simple experimental psychological studies that test specified hypotheses derived from theory and evidence
- To conduct basic quantitative analyses to interpret the results from simple experimental psychological studies
- To share research materials experimental psychological studies (e.g. protocols, measures and data) following the principles of Open Science
- To write up the findings of experimental psychological studies in a structured scientific report
- To identify, manage, cite and critique scientific literature in psychology appropriately

#### **Basic Reading**

- Frank, M. C., Braginsky, M., Cachia, J., Coles, N., Hardwicke, T., Hawkins, R., ... & Williams, R. (2023). 15 Experimentology: an open science approach to experimental psychology methods. Available at <https://experimentology.io/>

#### **Evaluation**

Continuous assessment (100%)

### **PS219 RESEARCH METHODS IN PSYCHOLOGY (5 ECTS)**

**Coordinator:** Dr Kate Dawson

**Description:** This module focuses on an introduction to research methods including; methods of data collection; reliability and validity of measures; sampling and data measurement. The course also examines some of the different designs employed in psychological research, such as within and between-subject designs. A variety of statistical methods (both parametric and nonparametric) are also covered including MannWhitney,t-tests, One-way ANOVA and correlation.

#### **Module objectives:**

- To provide a comprehensive overview of the core statistical methods used in psychological research
- To outline the key research methods used in psychological research
- To clarify the link between the various research techniques and the appropriate statistical methods used to analyse data
- To familiarise students with the APA (American Psychological Association)style of reporting the results of research

#### **Learning outcomes:**

- Identify and describe the key research methods used in psychological research
- Discuss the pros and cons of different research issues and strategies
- Select a method of analysis given a particular research design in a study
- Identify the appropriate statistical test to analyse a given set of data/research design
- Compute a series of statistical tests manually when given a set of data
- Interpret SPSS printouts
- Prepare and present a set of results APA style

**Basic Reading:** Howitt, D., & Cramer, D. (2011). An Introduction to Statistics in Psychology (5th ed.). London: Prentice Hall.

**Evaluation:** Continuously Assessed

## **PS3100 HISTORICAL AND CONCEPTUAL ISSUES IN PSYCHOLOGY (5 ECTS)**

**Coordinator:** Prof Brian Hughes

**Description:** This module traces the main developments in the history of psychology and conceptual issues introduced when one studies human behaviour. Psychology's 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:**

- 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:**

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

## **PS3122 COGNITIVE PSYCHOLOGY (5 ECTS)**

**Coordinator:** Dr Jane Conway

**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.

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

**Learning Outcomes** - On completion of this module, 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 expert 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 2-hour examination at the end of the semester.

### **PS3123 EXPLORING ROOTS TO WELLBEING (5 ECTS)**

**Coordinator:** Dr Oonagh Meade

**Description:** This module will introduce students to the concept of wellbeing and develop their understanding of routes to wellbeing. Students will learn about the interconnectedness of physical, social and psychological aspects of well-being. The important role of health behaviours (e.g. physical activity, healthy eating) in the promotion and maintenance of physical and psychological wellbeing will be highlighted. Students will learn about key psychological wellbeing topics including building healthy relationships, managing stress, and building resilience. They will be supported to identify their personal strengths in a workshop with the Designing Futures Student Success Coaches

**Learning Outcomes** - On completion of this module, students will be able to:

- Engage with wellbeing and health data to reflect on one's own well-being.
- Understand Health Behaviour guidelines and routes to promoting their own health
- Explore when and how digital tools may support well-being
- Engage with tools to enhance self-awareness and decision-making acumen in relation to achieving personal life goals

**Basic Reading** - Will be assigned by the coordinators/lecturers

**Evaluation:** Continuous Assessment

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

**Coordinator:** Dr Anne O'Connor

**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).

**Module Objectives:** 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

**Reading:** Recommended reading given for each topic.

## **PS4100 TECHNOLOGY AND HEALTH (5 ECTS)**

**Coordinator:** Prof Jane Walsh

**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 Sanderma, 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

## **PS4102 FORENSIC AND CLINICAL PSYCHOLOGY (5 ECTS)**

**Coordinator:** Dr John Bogue

This course aims to:

- Familiarise students with the various theoretical aspects, research issues and professional practices which define contemporary forensic psychology.
- Provide students with a systematic framework through which selected major psychological disorders are examined in detail.
- 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:

- Show an awareness of the key issues and research findings which have practical relevance to prominent areas of contemporary forensic psychology.
- Distinguish between major psychological disorders using internationally recognised diagnostic systems and be familiar with the relevant assessment methods used by clinicians to inform the diagnostic process and establish a psychological formulation.
- Demonstrate an awareness of the most prominent therapeutic approaches to a variety of psychological and psychiatric disorders.

### **Basic Reading**

Bogue, J. (2016). *Abnormal, Forensic and Clinical Psychology*. Chichester: Wiley Custom [Main Library]

Additional recommended reading

- Davey, G. (2021). *Psychopathology: Research, Assessment and Treatment in Clinical Psychology*. London: British Psychological Society
- Davey, G. (2014). *Psychopathology: Research, Assessment and Treatment in Clinical Psychology*. Chichester: Wiley
- Davies, G. and Beech, A. (2017). *Forensic Psychology: Crime, Justice*. Chichester: Wiley [E-Text in library]
- Holmes, D. A. (2010). *Abnormal, Clinical and Forensic Psychology*. Harlow: Pearson. [E-Text in library]

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

**Evaluation:** MCQ examination at the end of Semester 2 (100% of overall mark)

## **PS418 ISSUES IN COGNITIVE NEUROSCIENCE (5 ECTS)**

**Coordinator: 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
- Provide an appropriate review of your learning of the learning objectives of the seminars you are detailed to review

### **Basic Reading**

There are no core readings. Each seminar team must prepare on the basis of 100-120 pages of peer-reviewed, published research material provided by seminar convenors. Other students are expected to read this material to contribute to in class discussion.

### **Evaluation**

18% in-class participation, 54% Seminar Presentation, 20% Group discussion leading, 8% two peer-reviews

## **PS428 SOCIAL PSYCHOLOGY (5 ECTS)**

**Coordinator: Dr Kiran Sarma**

**Description:** 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%).