

Psychology modules for Visiting students Semester 2 2024-25

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

PS219 RESEARCH METHODS IN PSYCHOLOGY (5 ECTS)

Co-ordinator: 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)

Co-ordinator: 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.) (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 (5 ECTS)

Co-ordinator: Dr Ian Stewart

Module objectives: 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:

- 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

Basic Reading:

- 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.

Evaluation: Examination 50%, Essay 50%

PS3122 COGNITIVE PSYCHOLOGY (5 ECTS)

Co-ordinator: 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.

PS341 INTRODUCTION TO COLLABORATIVE ENQUIRY AND APPLIED SYSTEMS SCIENCE (5 ECTS)

Coordinator: Dr Mike Hogan

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)

Co-ordinator: 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.

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

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)

Co-ordinator: 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.LI>
- 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)

Co-ordinator: 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%).