



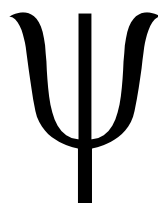
Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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1822 - 2022

Athrofa
ADDYSG a'r
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Institute of
EDUCATION
& HUMANITIES

Disgyblaeth Academaidd: Seicoleg a Chwrsela
Academic Discipline: Psychology and Counselling



BSc (Anrh) Seicoleg
BSc (Hons) Psychology

BSc (Anrh) Seicoleg a Chwrsela
BSc (Hons) Psychology and Counselling

BSc (Anrh) Seicoleg a Throseddeg
BSc (Hons) Psychology and Criminology

Module ECPS4013
Conceptual and Historical Issues in Psychology

Llawlyfr Modiwl
Module Handbook

2025-2026

Module ECPS4013
Conceptual and Historical Issues in Psychology

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This handbook has been designed to provide you with the necessary information required for your progression throughout the module. It is very important that you refer to this handbook and the associated Moodle site regularly as it is your essential guide to module content and the learning outcomes required to complete the module.

Good luck with your studies. If you have any queries regarding this module, please contact the module leader.

Regards,

Dr Kate Williams

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Introduction to the Module

Module Code	ECPS4013
Title	Conceptual and Historical Issues in Psychology
Date	28/10/2022
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the conceptual, historical, and contemporary approaches and issues in psychology.
-

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate an understanding of the conceptual and historical background of psychology;
- demonstrate an awareness of the psychological perspectives and contemporary approaches in psychology;
- demonstrate an understanding of the key debates and ethical consideration central to the study and application of psychology;
- take responsibility for their own learning and skill development, including effective personal planning, self-reflection, and project management skill.

INDICATIVE CONTENT

- Social and Cultural Construction of Psychology
- Conceptual and Historical Paradigms and Models
- The study of Psychology as a Science
- Theoretical Approaches:
 - Biological Psychology
 - Cognitive Psychology
 - Social Psychology
 - Developmental Psychology
 - Individual Differences
- Classic and Current Debates in Psychology
- Ethical issues in Psychology

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video (Group)	2 minutes per person	50%

Assessment Component 2

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	1 Hour	50%

Assessment Summary

Activity type	Percentage
Written exam	50%
Coursework	
Practical	50%
TOTAL	100%

This module is a core requirement for Graduate Basis for Chartership (GBC) accreditation with the British Psychological Society (BPS) as set out in documentation to the BPS February 2018.

INDICATIVE READING LIST

Module Code	ECPS4013	
Module Title	Conceptual and Historical Issues in Psychology	
Classification	Reading List entry	Electronic*
Essential	Gross, R. (2020). <i>Psychology: the science of mind and behaviour</i> (8 th ed.). Hodder Education.	☒
Essential	Griggs, R. A., & Jackson, S. L. (2020). <i>Psychology: a concise introduction</i> (6 th ed.). Worth Publishers.	☐
Essential	Holt, N., Bremner, A., Sutherland, E., Vliek, M., Passer, M. W., & Smith, R. E. (2019). <i>Psychology: The Science of Mind and Behaviour</i> (4 th ed.). McGraw Hill	☒
Further	Farrell, M. (2014). <i>Historical and philosophical foundations of psychology</i> . Cambridge University Press.	☐
Further	Greenwood, J. D. (2015). <i>A conceptual history of psychology: exploring the tangled web</i> (2 nd ed.). Cambridge University Press.	☒
Further	Banyard, P. (2015). <i>Essential psychology</i> (2 nd ed.). Sage.	☐
Further	Martin, G., N. (2008). <i>Psychology: A beginner's guide</i> . Oneworld Publications.	☒
Further	Gross R. (2012). <i>Key studies in psychology</i> (6 th ed.). Hodder Education.	☐
Further	Eysenck, M.W., & Keane, M. T. (2020). <i>Cognitive psychology: a student's handbook</i> (8 th ed.). Routledge.	☒
Further	Kalat, J. W. (2018). <i>Biological psychology</i> (13 th ed.). Cengage.	☐
Further	Pinel, J. P. J., & Barnes, S. J. (2022). <i>Biopsychology</i> (11 th ed.). Pearson.	☒
Further	Sutton, R., & Douglas, K. (2019). <i>Social psychology</i> . Red Globe Press.	☐
Further	Hewstone, M., & Stroebe, W. (2020). <i>An introduction to social psychology</i> (7 th ed.). John Wiley & Sons, Inc.	☐
Further	Gillibrand, R., Lam, V., & O'Donnell, V. L. (2016). <i>Developmental psychology</i> (2 nd ed.). Pearson.	☒
Further	Maltby, J., Day, L., & Macaskill, A. (2022). <i>Personality, individual differences, and intelligence</i> (5 th ed.). Pearson.	☒

Websites and other sources: At level four, students will be directed to additional appropriate sources of information (e.g. websites, appropriate journal articles, podcasts, education programmes and debates) as they arise through the handbooks and the Virtual Learning Environment (VLE) system.

Module Assessment

The module is assessed through two components, each are worth 50% of your overall module mark. The first assessment is a group video advert. The second assessment is an exam. These assessment formats will enable you to display your ability to research specific topics, engage with the course materials, synthesise information, and show knowledge of the theoretical issues covered in the module.

Whilst it is recognised you may fall behind at some points in the semester with your reading, and it is not expected that you will necessarily understand or absorb absolutely everything that is covered in lectures and essential readings at the time of coverage. However, there is an expectation that you will have covered all necessary information by the time of the examination.

In this handbook, you will see you have been allocated a minimum number of hours of individual study to each assessment. This should provide you with ample time to complete your assessment but also emphasises the need to plan ahead and ensure you spend the required time on your assessed work; you only get one opportunity at each assessment to maximise your marks, there are no second tries (unless you fail the module completely!), so give each piece of work the due care and attention it deserves.

We set high standards, we have high expectations – follow the guidance provided and put the effort in that is required and you can do well.

Please see the Assessment Guidance documents on the module Moodle page for specific information regarding the assessments.

For this module, you must complete all pieces of work for assessment, but to pass the module you require a combined mark of 40% or higher.

Taught and Independent Study

Taught Sessions

The sessions will cover some of the major history, theories, debates, and areas of research of relevance to the module. However, the structure of the sessions may vary from week to week, depending on the topics covered, to allow us to explore them in different ways. This handbook sets out the requirements for your individual learning and it is expected you will engage in the readings set out in this handbook.

Please note: Sessions will start promptly at the allocated time. We will take short breaks throughout (this will be flexible to fit with content delivery) and a time for the restart will be decided upon at that time. Late entry will only be permitted at points where academic staff feel it is appropriate, as it is unfair on students who have arrived on time when the session is disrupted by late-attending students. No materials will be repeated for those arriving late.

Readings

Readings will follow the chapters of your core textbook and, as such, should be easy to identify.

The core text is available through the Online Resources Link (Leganto) on the module moodle page and through the university library system (both in print copy and as electronic copy online). Therefore, everyone on the course has equal access to these readings.

Lectures can only provide a scaffold of information – it is your wider reading that will develop comprehensive understanding of topics and discussions on the module.

All readings classed as 'essential' may be used as a source of assessment.

You must carry out essential reading as we go along. This will enhance your understanding of the overall topic. It is best to read the associated reading the week prior to taught sessions and again afterwards. This will enable you to understand the session information and consolidate knowledge and clarify your learning afterwards.

The module has been structured so that readings and lectures are highly integrated; someone who has carried out the reading, engaged with Moodle resources, attended on-campus sessions, and reviewed the materials, should develop a good understanding of the module. A student who attends the on-campus sessions but not complete any of the other tasks will struggle to understand what is being discussed; they certainly will not develop knowledge required at more advanced levels of their degree.

Additional reading will also be posted on Moodle from time to time, which will provide further depth to your knowledge.

Preparation reading chapters refer to the core text:

Gross. (2020). *Psychology: The Science of Mind and Behaviour* (8th ed.). Hodder Education.

- Available as physical copy in the library and online as an E-book

Module Structure and Reading		
Week	Preparation Reading	Time allocated
1. Introduction to Psychology and Theoretical Approaches	Chapters 1 & 2	3 hours
2. History & Scientific Study	Chapter 3	2 hours
3. Assessment 1 Guidance	Assessment tile on Moodle	See below
4. Psychological Disorders & treatments + Ethics and Debates in Psychology	Part 6 but specific focus on Chapters 43, 44, 45 Part 7 but specific focus: Chapters 47 & 48	13 hours
Reading Week – opportunity to catch-up on reading and work on assessments		
5. Core Domain: Biological	Part 2 but specific focus on Chapters 4, 5, 11	9 hours
6. Core Domain: Cognitive	Part 3 but specific focus on Chapters 13, 15, 17	9 hours
7. Core Domain: Social	Part 4 but specific focus on Chapters 22, 24, 26, 27, 28, 30	16 hours
8. Core Domain: Developmental	Part 5 but specific focus on Chapters 32, 33, 34, 35	12 hours
9. Core Domain: Individual Differences	Part 6 but specific focus on Chapters 41 & 42	6 hours
10. Assessment 1 Guidance	Assessment tile on Moodle	See below
Total Reading = 70 Hours		

****Additional journal readings will be posted on Moodle****

Assessment – Independent Study

1 x Group Video Advertisement (2 minutes each) = 50%

1 x multiple choice examination = 50%

<i>Suggested plan for Assessment One: Group Video Advertisement</i>		
Task	What it entails	Time assigned
Allocation of groups and deciding on era	Form groups of 4-5 students. Find and read information on different eras within the history of Psychology from textbooks and journal articles. Take notes and decide which era to focus on.	10 hours
Decide individual contribution and research element of individual focus	Find and read information regarding the assessment structure via guidance on Moodle and the proforma. Decide what each member of the group will focus their section on (e.g., introduction, approaches and paradigms, strengths and limitations, ethical considerations). Each member to further research their element of focus via advanced texts and articles.	10 hours
Research Video Advertisement creation methods	Find and read information on the different methods/tools/formats to create video recordings – discuss and decide your group's approach, and source/create any materials you wish to use.	12 hours
Creating and approving of wording and any materials.	Write out the wording for the verbal aspect of your section of the video and meet as a group to ensure there is flow between sections. Bring together any additional materials you will be using (physical objects, PowerPoint slides, etc.) and put everything together.	12 hours
Practice	Practice running through your advert with all materials and if needed make any final amendments.	3 hours
Create the recording	Book out any spaces/set anything up online and record the final version of your advert	2 hours
Check and Submit	Check that the recording has worked and submit	1 hour
<i>Time allocated to assessment = 50 hours</i>		

<i>Suggested plan for Assessment Two: Multiple Choice Exam Preparation</i>		
Task	What it entails	Time assigned
Reading of slides, notes, recordings, and core texts	Ensure you understand basic concepts, key definitions, theories, and research studies discussed in each session. Take notes as you revise.	20 hours
In-depth revision of exam areas	Use information gathered from the revision session to decide on areas to focus further revision.	20 hours
Further research on exam areas	Find further reading of information from books/journal articles relating to exam areas. Test yourself on key topics and practice with examples of multiple-choice tests.	10 hours
<i>Time allocated to assessment = 50 hours</i>		

IMPORTANT: these are suggested allocated times and should be used as a guide only. These are the minimum number of hours you should be spending on each task. You may find you are quicker or slower at certain tasks compared to other tasks. Likewise, you should not stop doing something if the number of suggested allocated hours has come to an end, especially if you still need to complete and assessment, have further reading to do, or have further revision to complete.

LECTURE SERIES INFORMATION

Week 1: Introduction: What is Psychology and Theoretical Approaches

In Week One you will be introduced to the general structure of the module and will be provided with a broad overview of the topics we will cover over the course of the module. The opening session will run through the timetable for the module, the handbook, where and how to find information on Moodle, and what is expected of you as a student regarding your active engagement in your studies. The session will also set out the module assessment details.

We will then consider why it is important to the field of psychology to understand both the history of psychology and the subjects and discussions that form an integral part of contemporary psychology (e.g., philosophy, biology). In addition, we will gauge your understanding of these issues as a new student to psychology to try to understand the lay perception of psychology as a field of research and as a science. We will then briefly run through the background to the development of psychology. We will also discuss what we mean by Psychology, the core domains within Psychology, the links Psychology has with other scientific fields, and the areas of academic and applied psychology open to psychology graduates.

We will also broadly review the seven main theoretical approaches to Psychology:

1. The Biopsychological Approach
2. The Behaviourist Approach
3. The Psychodynamic Approach
4. The Humanistic Approach
5. The Cognitive Approach
6. The Social Constructionist Approach
7. The Evolutionary Approach

Week 2: History of Psychology and The Study of Psychology as a Science

This week will focus in depth on the history of the development of Psychology. We will discuss the philosophical roots of science and consider the thoughts of Philosophers such as Aristotle, Hippocrates, Plato, and Descartes. We will consider nativism and empiricism, paradigms and paradigm shifts, and specifically focus on structuralism and functionalism. We will consider the contribution of other key figures, such as Wundt (regarded as the founder of the new science of Experimental Psychology), and James (author of the *Principles of Psychology*) to the development of Psychology today. Essentially, this will set the scene for further discussing what we mean by science, the scientific method, and the study of Psychology as a Science.

Week 3: Assessment 1: Video Advertisement Guidance

This week will review the first assessment on the module – the group Video Advertisement. You will be placed into your groups and receive detailed guidance to support you in developing your time travel advert.

Week 4: Psychological disorders and treatments + Ethics and Debates in Psychology

This week will look at psychological disorders and psychopathology. As part of this discussion, we will also consider the nature and appropriateness of the varying treatments and therapies available and consider the suitability of classification systems in the diagnosis of psychological disorders. We will also focus on Ethical issues in Psychology. We will review psychological codes of conduct and ethical guidelines, discuss the ethics associated with conducting psychological research with humans and animals, and consider the ethical implications practicing psychologists must consider. We will also consider key debates in Psychology, such as free-will vs. determinist, nature vs. nurture, and we will discuss the range of biases that exist within psychological theory and research.

Week 5: BPS Core Domain: Biological Psychology

This week will focus on one of the main five core domains within Psychology, that is, Biological Psychology. We will discuss the biological basis of behaviour and experience, with a focus on understanding the nervous system. We will consider the major structures and functions of the brain, neurons and synaptic transmission, sensory processing, and consciousness.

Week 6: BPS Core Domain: Cognitive Psychology

This week will focus on another of the five main core domains within Psychology, that is, Cognitive Psychology. We will discuss key aspects involved in cognitive processing, namely, attention, perception, memory, language, and decision-making. We will consider the four main approaches to studying cognition, Experimental Cognitive Psychology, Computational Cognitive Science, Cognitive Neuropsychology, and Cognitive Neuroscience. We will discuss key theoretical models, the work of key figures such as Neisser and Chomsky, and we will consider how cognitive psychology attempts to help us understand the workings of the mind.

Week 7: BPS Core Domain: Social Psychology

Continuing our theme of examining the core domains within psychology, this week will focus on Social Psychology. As part of our discussion, we will consider key areas, such as social perception, attribution, attitudes (formation and change), prejudice and discrimination, conformity, obedience, interpersonal relationships, aggression, and altruism. Without doubt, Social Psychology research has provided us with striking, and at times uncomfortable truths about human nature, yet it provides an important insight into our behaviour and experiences in the world.

Week 8: BPS Core Domain: Developmental Psychology

Our penultimate domain within Psychology discussion will focus on that of Developmental Psychology. Here we will consider how our early experiences are thought to shape our mind and our future. We will discuss theory and research on social development, with a focus on the development and variety of attachments, individual and cultural variations, and deprivation. We will discuss the development of the self-concept, theories of self, consciousness, cognitive development, and moral development. We will consider the work of key figures within the domain, such as Harlow, Bowlby, Ainsworth, Piaget, and Vygotsky.

Week 9: BPS Core Domain: Individual Differences

This week will focus on the final core domain within the module series, that is, Individual Differences. As part of our discussion, we will consider individual differences in terms of intelligence and personality. We will examine the range of theories and consider the development and appropriateness of the methods used to investigate intellectual and personality differences. We will consider what these differences mean for us in the real-world. We will also consider the work of key figures, such as Thurstone, Spearman, Wechsler, Binet and Simon, Stenberg, Allport, and Eysenck.

Week 10: Assessment 2 - Exam Preparation

The final session will wrap-up and review the information covered throughout the module series. We will summarise specific areas that have been focused on throughout the module and cover key revision areas to help focus your preparation for the exam.