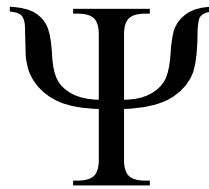




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Ysgol Seicoleg a Chynghori
School of Psychology and
Counselling



BA/BSs (Anrh) Seicoleg
BA/BSc (Hons) Psychology

Module M4X00906 Introduction to Psychology

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Module Handbook

2017-2018

Module M4X00906 Introduction to 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 keep this in a safe place 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.

Judith Marshall

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An Introduction to the Module M4X00906 Introduction to Psychology

This is a Level 4 module and therefore is designed to provide you with the foundational skills which will be critical for future years of your degree programme. This module will introduce you to the historical and conceptual backgrounds of the discipline of psychology. You will be provided with an awareness of multiple perspectives in psychology and will be introduced to core topics areas in preparation for Level 5 and Level 6. The lecture series will develop your understanding of how different perspectives in psychology can explain certain behaviours in humans. As with your other modules, it is vital that you attend lectures and seminars and keep up with the readings required for lecture.

For this module the format of taught seminars varies week by week. It is essential, therefore, that you consult the seminar timetable on Moodle regularly to ensure you do not miss any seminars and that you have prepared adequately. For this module, please check Moodle for your allocated seminar groups.

Please remember that it is imperative that students only attend their assigned group seminar; there will be no allowance for students to switch groups or attend another group seminar.

Please note: Lectures will start promptly at 11.05pm. There will be no admittance to the lecture theatre after this time, as reports from staff and students alike suggest that this is highly disruptive to lectures. When a break is appropriate entry will be allowed at this time.

MODULE CODE:

M4X00906

TITLE:	Introduction to Psychology
MODULE LEADER:	Dr Judith Marshall
LEVEL:	4
SEMESTER:	1
CREDITS:	20

AIM(S)

The aims of this module are to:

- Introduce the historical and conceptual background to the discipline of psychology;
- Provide students with an awareness of multiple perspectives in psychology through introducing core topic areas in preparation for level five and level six; and
- Encourage students to interact with peers and lecturers through discussion-based seminars.

LEARNING OUTCOMES

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

1. Describe different perspectives in psychology and how they explain certain behaviours;
2. Demonstrate awareness of the historical context and key debates in psychology;
3. Describe human behaviour from multiple perspectives;
4. The ability to present work through appropriate media.

INDICATIVE CONTENT

- Aggression: a biopsychosocial model
- Memory & Attention
- Individual differences: Intelligence & Personality
- Depth perception and the nature-nurture debate
- Basic brain structures and function
- Gene-environment interactions
- Understanding abnormality

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the key topic areas and perspectives. Seminars will then be used to encourage students to work in small groups to discuss how the multiple perspectives in psychology explain various behaviours and to consider some of the key debates e.g. nature-nurture debate.

Allocations of teaching to deliver the module are:

Activity type	Hours	Percentage
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Scheduled learning • Lectures = 20 hours • Seminars = 20 hours	40	20%
Independent learning	160	80%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Learning Outcomes	Assessment Criteria <i>To achieve each outcome a student must demonstrate the ability to:</i>
1. Describe different perspectives in psychology and how they explain certain behaviours	Explain potential causes of human behaviour from a number of different psychological perspectives
2. Demonstrate awareness of the historical context and key debates in psychology	Describe the historical context of different psychological perspectives and key debates in psychology
3. Describe human behaviour from multiple perspectives	Discuss multiple psychological explanations for a given behaviour
4. The ability to present work through appropriate media	Present work through the required media

Readings

Lectures and seminars can only provide you with a scaffold of information – it is your wider reading that will help you to develop a comprehensive understanding of the topic. Each lecture comes with a series of readings, some classed as ‘essential’ and others as ‘additional’. It is expected that you will carry out the essential reading for the lectures as we go along (it is a good idea to spend some time going over the essential reading before the lecture, to aid your understanding of the topic during the lecture). The additional readings will provide depth to your knowledge, and you are encouraged to engage with as many of these readings as possible. Importantly, engaging in wider reading in Year One will get you used to the extent of wider reading of both primary and secondary sources expected in Years Two and Three.

Module Core Text

Gross, R. D. (2010). *Psychology: The science of mind and behaviour*. (6th ed.). London: Hodder Education. (E-book also available)

Background Reading

Adams, B. (2009). *The psychology companion*. Hants: Palgrave Macmillan

Eysenck, M., & Keane, M. K. (2010). *Cognitive psychology: A student's handbook*. (6th ed.). Hove: Psychology Press.

Gross, R. D. (2012). *Key studies in psychology*. (6th ed.). London: Hodder Education.

Maltby, J., Day, L., & Macaskill, A. (2010). *Personality, individual differences and intelligence*. Harlow: Pearson Education.

Passer, M., Smith, R., Holt, N., Bremner, A., Sutherland, E., & Vlieg, M. (2009). *Psychology: The science of mind and behaviour*. (European Edition). London: McGraw-Hill.

Pinel, J. P. J. (2014). *Biopsychology*. (8th ed.). Boston: Pearson. (E-book also available).

Thornton, S. (2008). *Understanding human development*. Basingstoke: Palgrave Macmillan.

Wickens, A. P. (2009). *Introduction to biopsychology*. (3rd ed.). Harlow: Prentice Hall.

Module Assessment

The Introduction to Psychology module is assessed throughout Semester One, firstly with a 1500 word written assignment, followed by a two hour combined exam consisting of a split multiple choice exam and short-answer exam.

Assessment component 1 – 50%

A 1,500 word written assignment will allow students to show an in-depth understanding of a particular facet of human behaviour through discussion of multiple perspectives offering explanations of that behaviour.

Assessment component 2 – 50%

A two hour combined exam, consisting of a multiple-choice exam and short-answer exam, will then allow students to be assessed on all three learning outcomes, enabling assessment of breadth of knowledge appropriate for Level 4 assessment.

Assessment Criteria at Level 4

The following generic guidelines can help in your preparation for both assessments in this module, with qualities of particular importance to the assessment for this module highlighted in bold below:

At **Level 4** it is expected that students will demonstrate the following qualities:

- **Be able to write in well-formed English sentences, paragraphs and essays so as to present arguments in a clear and effective manner.**
- Be able to speak in a direct, coherent and effective fashion.
- **Be able to find relevant information to inform written and oral communication.**
- Understand how to gain information through the use of library facilities.
- **Be able to work individually.**
- **Begin to understand the theoretical concepts behind the forms of knowledge encountered in their study.**
- Understand the difference between, and relationship between, primary and secondary data.
- Be able to acquire computer and other IT skills.

Lecture One

What is Psychology?

This lecture will begin with an overview of the module plus the assignments requirement for this module. This introductory lecture will then explore the historical and conceptual background to the discipline of psychology. We will also start to introduce a number of theoretical perspectives in psychology.

Main themes:

- What is Psychology?
- The historical and conceptual background of psychology
- Psychology as a science
- The behaviourist perspective
 - Conditioning
- The psychodynamic approach
 - Defence mechanisms
 - Psychosexual stages

Essential Reading:

Gross, R. D. (2010). *Psychology: The science of mind and behaviour*. (6th ed.). London: Hodder Education. (E-book also available) Chapters 1, 2 & 3

Additional Reading

Passer, M., Smith, R., Holt, N., Bremner, A., Sutherland, E., & Vlieg, M. (2009). *Psychology: The science of mind and behaviour*. (European Edition). London: McGraw-Hill. Chapter 15

Lecture Two

Psychological Approaches continued

In this lecture you will be introduced to the remaining perspectives present in psychology. The lecture will end with a brief overview of each of the seven perspectives, plus an indication as to where each perspective fits within psychological research.

Main Themes:

- The humanistic approach
 - Abraham Maslow
 - Carl Rogers
- The cognitive approach
- The social constructionist approach
- The evolutionary approach
- The biological approach

Essential Reading:

Gross, R. D. (2010). *Psychology: The science of mind and behaviour*. (6th ed.). London: Hodder Education. (E-book also available) Chapter 2

Passer, M., Smith, R., Holt, N., Bremner, A., Sutherland, E., & Vlieg, M. (2009). *Psychology: The science of mind and behaviour*. (European Edition). London: McGraw-Hill. Chapter 1

Lecture Three

Aggression

During this lecture, you will be introduced to different psychological explanations for aggression. We will consider the differences in these explanations and relate these to the different approaches we have discussed in previous weeks. This will be the topic for the coursework assessment component.

Main Themes:

- Ethological approach
- Psychoanalytic approach
- Frustration-Aggression Hypothesis
- Aggressive Cue Theory
- Social Learning approach
- General Aggression Model
- Media Violence

Essential Reading:

Gross, R. D. (2010). *Psychology: The science of mind and behaviour*. (6th ed.). London: Hodder Education. (E-book also available) Chapter 29

Lecture Four

Individual Differences – Personality and Intelligence

In this lecture we will discuss definitions and measurements of intelligence. We will consider psychometric and cognitive processes approaches of intelligence, plus begin to consider broader conceptions of intelligence. We will also begin to explore personality through introducing trait theory and the five-factor model of personality. The foundations of both intelligence and personality from multiple perspectives will be discussed.

Main Themes:

- Definitions of intelligence
- Measuring intelligence
- What is personality?
- Trait theory and the Five Factor model of personality
- Foundations of intelligence and personality

Essential Reading:

Gross, R. D. (2010). *Psychology: The science of mind and behaviour*. (6th ed.). London: Hodder Education. (E-book also available) Chapters 41 & 42.

Additional Reading:

Maltby, J., Day, L., & Macaskill, A. (2010). *Personality, individual differences and intelligence*. Harlow: Pearson Education. Chapters 7, 8, 12 & 14.

Passer, M., Smith, R., Holt, N., Bremner, A., Sutherland, E., & Vliek, M. (2009). *Psychology: The science of mind and behaviour*. (European Edition). London: McGraw-Hill. Chapter 10.

Lecture Five

The Nature-Nurture Debate – Perceptual Development

This lecture will introduce developmental psychology, and we will be focusing briefly on the contribution of Piaget and Vygotsky to theories of cognitive development,. We will consider how these key theories have developed and evolved. We will then begin to consider perceptual development and a number of key theories in the field of perception.

Main Themes:

- Goals of developmental psychology
- The nature-nurture debate
- Cognitive development
 - Piaget
 - Vygotsky
- Perception and perceptual development

Essential Reading:

Gross, R. D. (2010). *Psychology: The science of mind and behaviour*. (6th ed.). London: Hodder Education. (E-book also available) Chapter 8.

Gross, R. D. (2010). *Psychology: The science of mind and behaviour*. (6th ed.). London: Hodder Education. (E-book also available) Chapters 15 & 16

Additional Reading:

Eysenck, M., & Keane, M. K. (2010). *Cognitive psychology: A student's handbook*. (6th ed.). Hove: Psychology Press. Chapters 2, 3 & 4

Passer, M., Smith, R., Holt, N., Bremner, A., Sutherland, E., & Vlieg, M. (2009). *Psychology: The science of mind and behaviour*. (European Edition). London: McGraw-Hill. Chapter 5

Thornton, S. (2008). *Understanding human development*. Basingstoke: Palgrave Macmillan. Chapter 1.

Lecture Six

Cognitive Psychology – Memory

This lecture will introduce you to cognitive psychology and memory. The lecture will begin with a discussion of what the term 'memory' means and outlining the different types of memory. The lecture will also introduce numerous models of memory and will end with several theories of forgetting.

Main Themes:

- What is memory?
- Measuring memory
- The multi-store model of memory
- Short Term Memory
- Long Term Memory
- Studies of brain damaged patients
- Alternatives to the multi-store model
 - Working memory model
 - Levels of processing model
- Theories of forgetting

Essential Reading:

Gross, R. D. (2010). *Psychology: The science of mind and behaviour*. (6th ed.). London: Hodder Education. (E-book also available) Chapter 17

Additional Reading:

Eysenck, M., & Keane, M. K. (2010). *Cognitive psychology: A student's handbook*. (6th ed.). Hove: Psychology Press. Chapters 6 & 7

Passer, M., Smith, R., Holt, N., Bremner, A., Sutherland, E., & Vlieg, M. (2009). *Psychology: The science of mind and behaviour*. (European Edition). London: McGraw-Hill. Chapter 8

Lecture Seven

Cognitive Psychology – Attention

In this cognitive psychology lecture, you will be introduced to the concept of 'attention'. We will be focusing on the two different types of attention and exploring ways of studying attention.

Main Themes:

- What is attention?
- Selective or focused attention
 - Broadbent's (1958) early selection filter theory
 - Treisman's (1960, 1964) attenuation model
 - The Deutsch-Norman (1963) late selection filter theory
- Capacity or divided attention
 - Kahneman's (1973) theory
- Automatic versus controlled processing

Essential Reading:

Gross, R. D. (2010). *Psychology: The science of mind and behaviour*. (6th ed.). London: Hodder Education. (E-book also available) Chapter 13

Additional Reading:

Eysenck, M., & Keane, M. K. (2010). *Cognitive psychology: A student's handbook*. (6th ed.). Hove: Psychology Press. Chapter 5

Lecture Eight

Brain Structure and Function

In this lecture we will examine the structure of the human nervous system, focusing this week on the central nervous system. We will also be looking at functions of various different structures of the brain before ending the lecture with an introduction as to how the structure and functions of the brain can be studied.

Main Themes

- The central nervous system
- Brain structure
- Functions of major brain structures
- Hemispheric lateralization
- Studying the brain

Essential Reading

Gross, R. D. (2010). *Psychology: The science of mind and behaviour*. (6th ed.). London: Hodder Education. (E-book also available) Chapter 4.

Pinel, J. P. J. (2014). *Biopsychology*. (8th ed.). Boston: Pearson. (E-book also available). Chapter 3.

Additional Reading

Passer, M., Smith, R., Holt, N., Bremner, A., Sutherland, E., & Vlieg, M. (2009). *Psychology: The science of mind and behaviour*. (European Edition). London: McGraw-Hill. Chapter 4.

Wickens, A. P. (2009). *Introduction to biopsychology*. (3rd ed.). Harlow: Prentice Hall. Chapter 1.

Lecture Nine

Introduction to Biological Psychology

In this lecture we will examine the structure of the human nervous system, introducing the central nervous system and the peripheral nervous system. We will also be looking at the functions of various different structures of the brain and how the nervous system communicates through neural and synaptic transmission.

Main Themes:

- The central nervous system
- The peripheral nervous system
 - Somatic system
 - Autonomic system
 - Sympathetic and parasympathetic branches
- Neurons
- Major neurotransmitters and their effects

Essential Reading

Gross, R. D. (2010). *Psychology: The science of mind and behaviour*. (6th ed.). London: Hodder Education. (E-book also available) Chapter 4.

Pinel, J. P. J. (2014). *Biopsychology*. (8th ed.). Boston: Pearson. (E-book also available). Chapter 3.

Additional Reading

Passer, M., Smith, R., Holt, N., Bremner, A., Sutherland, E., & Vlieg, M. (2009). *Psychology: The science of mind and behaviour*. (European Edition). London: McGraw-Hill. Chapter 4.

Wickens, A. P. (2009). *Introduction to biopsychology*. (3rd ed.). Harlow: Prentice Hall. Chapter 1.

Lecture Ten:

The Medical Model vs. the Psychological Model of Abnormality

This lecture will set out the broad themes involved in the concept of abnormal psychology. The lecture will begin with a discussion of what is meant by the term 'abnormality' and a historical overview of how different perspectives have developed over the years. You will then be introduced to the medical model and the psychological models of abnormal behaviour.

Main Themes:

- Concepts of abnormality
- Historical perspectives on abnormality
- Models of abnormality
 - The medical model
 - Psychological models
- Classification systems

Essential Reading:

Gross, R. D. (2010). *Psychology: The science of mind and behaviour*. (6th ed.). London: Hodder Education. (E-book also available) Chapter 43.

Additional Reading:

Passer, M., Smith, R., Holt, N., Bremner, A., Sutherland, E., & Vliek, M. (2009). *Psychology: The science of mind and behaviour*. (European Edition). London: McGraw-Hill. Chapter 17.

Seminars

Seminars will take place weekly for this module. It is expected that you prepare for your seminars by reading and making notes which will aid you in discussion of the topic.

Seminar One:

In this seminar you will be working in groups to construct a timeline of Psychology. You will also be engaging in a class discussion on the different ways in which human behaviour can be, and has been, explained and explored through the use of dominant perspective in psychology throughout history.

Seminar Two:

In this seminar you will be expected to compare and contrast how the different psychological perspectives would explain (or fail to explain) different behaviours.

Seminar Three:

In this seminar we will debate the suggested causes for human aggression. This will directly relate to the essay assessment for this module

Seminar Four:

For this seminar you will have been expected to have read the following book chapter in preparation to debate the factors involved in individual differences in intelligence:

Maltby, L., Day, L., & Macaskill, A. (2010). *Personality, individual differences and intelligence*. (2nd ed.). Harlow: Pearson Education. Chapter 14.

There are copies of this book in the library plus it is available as an e-book on the university library database.

Seminar Five:

During this seminar you will be discussing the empirical value and ethical issues associated with early studies of depth perception. We will also begin to explore and evaluate Piaget and Vygotsky's theories of cognitive development.

Seminar Six:

In this seminar you will be watching a short video on the different types of memory which you will use as a basis for a class discussion on the different types of memory.

Seminar Seven:

During this seminar we there will be a quiz for you to assess your own learning relating to the previous lectures. We will also discuss aspects of the topic of Attention.

Seminar Eight:

This seminar will be based around student activity regarding the lecture material on biology and the brain. You will also be engaging in a group interactive quiz on these structures and functions.

Seminar Nine:

In this seminar you will be working in small groups to undertake tasks related to further understanding the central and peripheral nervous systems.

Seminar Ten:

For this seminar you will be expected to engage in a class discussion on the topic of the biopsychosocial model of mental health. We will also be considering the implications and consequences of diagnostic labelling of disorders.

You also undertake a short quiz covering each of the topics that have been introduced throughout this module. You will be required to work in small groups or individually to complete this quiz.