Academic Discipline: Psychology and Counselling

BSc (Anrh) Seicoleg

BSc (Hons) Psychology

Module ECPS4006

Understanding the Self

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Module Handbook

2022-23

Module ECPS4006 Understanding the Self

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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.

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ECPS4006 Understanding the Self: Module Information

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.

The **Understanding the Self** module assumes no previous knowledge of psychology as a subject and the topics that will be covered throughout the module will provide you with a thorough grounding in the various topic areas that are essential to understanding the self and individual differences. The key concepts, theories and empirical studies covered here will underpin the psychology modules you will take in your second and third years.

Lectures for this module will introduce different concepts relating to self-identity, individual differences, and aspects of abnormal psychology. Your on-campus sessions will be more interactive and will allow you to discuss the ideas being introduced in the lectures in more detail with your peers. The aim of these sessions is to provide you with additional and deeper knowledge so, whilst some of the topics covered may be similar to the lecture content, these are not and should not be seen as a repeat of lecture information.

It is essential that you do not miss any lectures or the on-campus sessions for this module and that you have prepared adequately when it is required. The core texts for the module will provide a sound overview of the topics being covered over the course of the semester and each lecture will come with an essential reading. It is important that you engage in the reading before watching the recorded lectures and use them to supplement your learning. You are also encouraged to start to engage in relevant additional reading as much as possible, using either suggested books and journal articles or from appropriate sources that you have retrieved independently.

If there are ever any questions that you have in this module – ask them! It is highly likely that another student is also holding back from asking the same question and without questions being asked we cannot gauge what topics require further exploration.

ECPS4006 Understanding the Self: Module Requirements

Module Code: **ECPS4006**
Title: **Understanding the Self**
Module Leader: **Stacey Coleman**
Level: **4**
Semester: **2**
Credits: **20**

AIM(S)

The aim of this module is to:

- To enable students to develop a psychological understanding of the development of self and social identity in relation to social and cultural factors and to explore some of the ways in which humans differ from each other

LEARNING OUTCOMES

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

- Demonstrate knowledge and understanding of key theoretical, conceptual and methodological issues relating to self-identity, social identity, and social constructionism;
- Discuss a range of theoretical perspectives for explaining individual differences in human behaviour and characteristics;
- Reflect upon their own self, social, and cultural identity and awareness of diversity;
- Take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

Allocations of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled Learning: • Lectures = 10 hours • Workshops = 20 hours	30	15%
Independent Learning	170	85%
Total	**200**	**100%**

This module will be assessed through two assessment components, each worth 50% of your overall module mark.

1. A 2,000 word essay exploring your understanding of psychological applications for a specific aspect of individual differences.
2. A group presentation allowing you to demonstrate your knowledge and understanding of the psychological factors associated with your own self, social and cultural identity (5 minutes per person).

   Please see the individual Assessment Proformas on the Understanding the Self Moodle page for specific information regarding the assessment questions, requirements, and submission deadlines.

For this module you must submit both pieces of work for assessment and record a mark for each of the elements of greater than zero, but to pass the module you require a combined mark of 40% or higher.

Module Core Text and Wider Reading

Classification	Reading List Entry	Electronic*
Essential	Brewer, M. B. Hewstone, M. (Eds.). (2004). *Self and social identity.* Oxford: Blackwell Publishing.	☐
Essential	Chamorro-Premuzic, T. (2015). *Personality and individual differences (3rd ed.).* Chichester: BPS Wiley.	☐
Further	Baron, R. A., & Branscombe, N. R. (2014). *Social psychology (13th ed.)*. London: Pearson Education.	☐
Further	Burr, V. (2003). *Social constructionism (2nd ed.)*. Hove: Routledge.	☒
Further	Haslam, N. (2007). *Introduction to personality and intelligence*. London: SAGE	☒
Further	Haslam, N., Smillie, L., & Song, J. (2017). *An introduction to personality, individual differences and intelligence (2nd ed.).* London: Sage.	☐
Further	Hogg, M. A., & Vaughan, G. M. (2014). *Social psychology (7th ed.)* Harlow: Pearson	☒
Further	Maltby, J, Day, L., & Macaskill, A. (2013). *Personality, individual differences and intelligence* (3rd ed.). Harlow, England: Pearson.	☒
Further	Stets, J. E., & Serpe, R. T. (2016). *New directions in identity theory and research.* NY: Oxford University Press.	☒
Further	*Journal of Personality and Social Psychology*	☒
Further	*Social Psychological and Personality Science*	☒
Further	*British Journal of Social Psychology*	☒
Further	*Journal of Cross-cultural Psychology*	☒
Further	*British Journal of Developmental Psychology*	☒

Lectures and On-campus Learning

This is a Level 4 module and is intended to provide you with the foundational knowledge and skills that will be critical for future years of your degree programme.

This handbook clearly sets out the requirements for your individual learning and it is expected that students will engage in all readings set out for lecture and session preparation.

Readings

Readings and preparation for this module are set out in the Module Information section of this handbook and are **essential.** There are two essential textbooks for this module that each have their own place in regard to the topics that will be covered throughout this module. There are multiple copies available in the library of each book. Some weeks will require you to engage with a chapter, or a number of chapters, from these books; please ensure you are aware of what is being covered each week and prepare accordingly.

Readings beyond the core texts for this module can be found through the University library system. When a reading is not widely available (e.g., a book chapter) it will be made available to you on the module Moodle site. However, journal articles that are freely available through the University system will not be made available on Moodle: you will be provided with the reference and will need to retrieve them for yourself.

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 topics being discussed. It is suggested that you carry out the essential readings as we go along as this will enhance your understanding of the overall topics. It is often best to consolidate your learning by reading the text again; not only will this help you learn it will give you the information to digest any information provided in the lecture/seminar in your own way.

This module has been structured in such a way that the readings and lectures/session content are integrated; someone who has prepared by carrying out the reading, watched the lecture recording and then reviewed the material should develop a good understanding of the material. A student who watches the lecture recording but does not carry out any of the readings will, in all likelihood, struggle to even understand what is being talked about in the lecture; they certainly will not develop the knowledge that will be required at more advanced levels of their degree.

The on-campus sessions will be used to discuss topics and concepts further and make use of small group work to consolidate your understanding of key concepts, and to provide guidance on the academic skills required for your assessments. It is essential that you keep up to date with the readings attached to lecture in the modules in order to fully benefit from these sessions.

Assessment

The Understanding the Self module is assessed through a 2,000 word written essay and a five minute individual contribution to a group presentation (each students individual contribution will be graded).

The presentation assessment will assess each student's ability to explain key information about a topic and present it concisely to an audience that demonstrates knowledge and understanding of the topics/concepts being discussed. The essay will assess students' ability to develop a deeper, empirically-supported discussion around a specified topic.

Details of each individual assessment can be found on Moodle.

Assessment Criteria at Level 4

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

- Achievement at Level 4 reflects the ability to use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.
- Use practical, theoretical or technical understanding to address problems that are well defined but complex and non-routine.
- Analyse, interpret and evaluate relevant information and ideas.
- Be aware of the nature and approximate scope of the area of study or work.
- Have an informed awareness of different perspectives or approaches within the area of study or work.
- Address problems that are complex and non-routine while normally well-defined.
- Identify, adapt and use appropriate methods and skills.
- Initiate and use appropriate investigation to inform actions.
- Review the effectiveness and appropriateness of methods, actions and results.
- Take responsibility for courses of action, including where relevant, responsibility for the work of others.
- Exercise autonomy and judgement within broad but generally well-defined parameters

The following pages set out the lecture structure for this module. This handbook and the associated Moodle folder should be used to keep track of what is being covered each week and what you are required to do to prepare prior to watching the recorded lectures each week and prior to attendance at the scheduled on-campus sessions for this module.

Module Series Information and Assessment Plans

Week	Lecture Content	Readings and Preparation
1	Self and identity	Leary and Tangney: Chapter 1
2	Theories of identity	Videos on Moodle plus reading of introductory text on theories At least one research article to be read in preparation for on-campus session this week
3	Personality	Chamorro-Premuzic (3rd ed.): Chapters 2 & 3
Reading Week		
4	Intelligence	Chamorro-Premuzic (3rd ed.): Chapters 5 & 6
5	Emotional intelligence	Chamorro-Premuzic (3rd ed.): Chapter 8 or Haslam et al: Chapter 14
6	Personality and intelligence in education and work	Maltby et al. (2017): Chapter 15
7	Introduction to leadership	Chamorro-Premuzic (3rd ed.): Chapter 11
8	Individual differences in health and illness	Maltby et al. (2017): Chapter 22
Easter Break		
9	Mood and emotion	Chamorro-Premuzic (3rd ed.): Chapter 9
10	Introduction to psychopathology	Chamorro-Premuzic (3rd ed.): Chapter 4

Across the module there is an average allocation of 9 hours per week accounting for reading and preparation.

Suggested plan for Assessment One: Essay		
Task	**What it entails**	**Time assigned for task**
General reading around topic area	Understand the question; key concepts related to the question; major issues related to the question; identify key papers	6 hours
In-depth research of essay topic	Reading key papers; identifying and reading more advanced and contemporary articles	Basic info / journal articles = 10 hours Advanced journal articles = 8 hours
Writing first draft	Writing basic arguments, structure of essay and main focus	8 hours
Writing second draft	Incorporate more advanced arguments and evidence into the essay	4 hours
Writing final draft	Writing the version that is to be submitted, complete with citations and full reference list	2 hours
Proofread and check	Proofread for structure and errors, check for presentation	2 hours
Total allocated to assessment = 40 hours		

Suggested plan for Assessment Two: Group presentation		
Task	**What it entails**	**Time assigned for task**
Topic readings	Reading related to the area of research; basic articles/books and more advanced specific journal articles	Basic reading = 10 hours Advanced reading = 8 hours
Presentation co-ordination	Group members to decide upon/allocate 'sections' of focus and begin construction of presentation slides	4 hours
Slide construction and content	Each individual member should create their own slide(s) and ensure content is empirically supported and relevant to the specific research question	10 hours
Collation of slides and first group practice	Check for uniformity of slides and ensure a logical and coherent presentation has been developed. Group should practice presentation for timing and content.	4 hours
Second group practice	Second practice of presentation after any issues previously identified dealt with.	2 hours
Proofread and check before submission	Proofread for coherence and errors, check for correct formatting and presentation	2 hours
Total allocated to assessment = 40 hours		

NOTE: The allocated times above are **suggested** times and should be used as a guide only. Essentially, these are the minimum number of hours you should be spending on each task. You may find that 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 have assessments to finish, have further reading to do, or have further revision to complete.

Total Independent Study = 170 hours

Week One
Self and Identity

During this lecture we will explore the meaning of 'self'; we will be critically considering different definitions and conceptualisations of 'self' and how our identity is also linked to the concept of our self.

Week Two
Theories of Identity

This week will see the introduction of several different theories and research that attempts to explain how we form and maintain our identities through social processes. We will explore Tajfel and Turner's Social Identity Theory (and will consider how this differs from identity theory), as well as Self-Categorisation Theory and the theory of Social Constructionism.

Most social psychology textbooks provide a good introduction to these theories, but the resources below explain each theory particularly well, so it is recommended to use these as well as your own reading.

Social Identity Theory

Interview with Richard Crisp on Social Categorisation

Social Categorisation (leading to prejudice)

Social Constructionism

Week Three
Personality

This week we will start to explore the concept of individual differences, starting with Personality. We will start to consider how personality can be defined and explained and will explore a number of different approaches that seek to explain how we develop our personalities; the Trait Approach, the Biological Approach and the Social-Cognitive Approach. We will end the lecture with a discussion on how we can measure personality.

Media/film that explores personality:

- Abigail's party (1970 – BBC) – example of the contrast between introverted and extraverted individuals
- Edward Scissorhands – introverted personality

Week Four
Intelligence

This lecture will introduce you to the field of intelligence. We will explore definitions of intelligence and consider whether intelligence can be conceptualised as 'just' one thing. We will then move on to discuss explanations of the development (and maintenance) of intelligence and how measurement of intelligence has been formulated.

Media/film that explores intelligence:

- All Sherlock Holmes – depiction of incredible intelligence by reasoning ability
- Books: Rebus (by Ian Rankin) or the Morse series (by Colin Dexter)
- A Beautiful Mind - John Forbes Nash Jr who was a math prodigy (also relevant to consider psychopathology)
- Asian films such as 'Hero' and 'Crouching Tiger, Hidden Dragon' consider the bodily-kinaesthetic element of intelligence; the idea that intelligence is part of the movement of the body

Week Five
Emotional Intelligence

In this lecture we will look at a relatively new facet of intelligence; emotional intelligence (EI). We will explore definitions of EI and discuss the ways in which EI can be measured. We will end the lecture by briefly considering how EI can be useful in helping us to cope with particular life events.

Media/film that explores emotional intelligence:

- Inside Out (animated film) – explores self-realisation really nicely
- In Pursuit of Happiness (Will Smith)

Week Six
Personality and Intelligence in Education and Work

This week we are going to look at some of the personality, intelligence and individual differences theories that surround education and work. We will consider how these concepts can be used to predict achievement in education and work and start to explore explanations for the ways in which we learn (e.g., Kolb's learning styles). We will end the lecture with a brief overview of leadership, and this will be explored further in next week's lecture.

Media/film that explores personality and intelligence in education and work:

- The Social Network
- The Big Short

Week Seven
Introduction to Leadership

During this week's lecture you will be introduced to leadership in the workplace. We will be exploring different leadership styles and will start to consider what individual differences have an impact on the development and effectiveness of leaders.

Media/film that explores leadership:

- 12 angry men
- Apollo 13
- Babe (yes – the pig!)

Week Eight
Individual Differences in Health and Illness

During this lecture we will start to explore how individual differences play a role in determining how we deal with illness/ill-health, or how we approach our health. We will be touching upon aspects of Health Psychology here but will be revisiting a variety of the theories that you have already learned about during this module in our discussions of health and illness.

Week Nine
Mood and Emotion

This week we will start to look at moods and emotions. We will discuss the definitions of each and the differences between affect, mood, and emotion, and begin to work through several theories of emotion. We will identify the basic primary emotions and begin to explore universal and variable aspects of emotional expression. Finally, we will look at applying concepts about emotions and moods to specific organisational issues.

Week Ten
Introduction to Psychopathology

During the final lecture of this module, you will be introduced to the field of abnormal psychology. We will be exploring what is meant by the term 'abnormality' from a historical perspective and considering how different perspectives to explain mental illness have changed over the years. We will specifically be focusing on the medical model and psychological models of abnormal behaviour.

Media/film that explores psychopathology:

- Silver Linings Playbook (Pat – Bradley Cooper – Bipolar)
- Girl, Interrupted (Lisa Row – Angelina Jolie)
- Rain Man (Raymond – Dustin Hoffman)
- The Soloist (Nathaniel – Jamie Foxx)
- To the Bone (Ellen – Lily Collins – Anorexia)
- Black Swan (Nina – Natalie Portman)
- Good Will Hunting (Will – Matt Damon – Depression)
- 28 Days (Sandra Bullock – Alcoholism / Substance abuse)