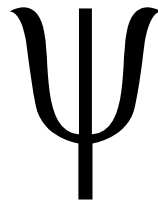




Disgyblaeth Academaidd: Seicoleg
Academic Discipline: Psychology



BSc (Anrh) Seicoleg
BSc (Hons) Psychology

Module M6X00915
Human Performance

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Module Handbook

2018-2019

Module M6X00915
Human Performance

Module Leader: Dr. Kate Williams

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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

This is a Level 6 module and therefore requires a high level of commitment and independent thought. It is important that you attend lectures and seminars, and **absolutely vital that you keep up with the reading required for lectures, and also carry out wider reading.**

The module will begin by examining Cognitive and Computational modelling and the various theories that have been developed to try to understand and explain performance. The module will then move on to look at the applicability of these models to the real-world performances they attempt to explain. The various aspects of Human Performance that will be explored will include Vigilance and Attention, Memory, Learning, Skilled performance, Individual differences, Stress, Human error and Fatigue, and the impact of Ageing. Many of the topics covered will require you to draw on your existing knowledge and theories from previous modules (e.g., Brain, Behaviour, and Cognition, Occupational Psychology, and Psychology Health and Medicine) and then further expand on this knowledge in order to obtain a deeper comprehension and learn new aspects relating to the understanding of Human Performance Psychology.

As this is a Level 6 module it is expected that knowledge of the basic psychological perspectives which underlie our understanding of Cognition are reasonably understood by all students; if you are unclear on some of the basic theories it will be expected that you will catch up with these in preparation for dealing with the higher level issues that will be covered on the module.

The core texts will provide a sound overview of the issues covered in this topic. Each lecture comes with essential readings. **However, at Level 6 you MUST supplement this reading with extensive reading of more specialist texts and relevant journal articles to gain a more in-depth understanding of the topic.** Additionally, the use of alternative textbooks covering a similar depth and breadth to the core texts will not be detrimental to your ability to engage with the module.

CORE TEXTS:

- Wickens, C. D., Hollands, S. B., & Parasuraman, R. (2013). *Engineering Psychology and Human Performance*. Pearson.
- Matthews G., Davies, D .B., Westerman, S J., & Stammers, R. B. (2000). *Human Performance: Cognition, stress and individual differences*. Hove: Psychology Press.
- Smith, T. J., Henning, R. A., Wade, M. G., & Fisher, T. (2014). *Variability in human performance*. CRC Press. (Available as a library e-book)

MODULE CODE:	M6X00915
TITLE:	Human Performance
MODULE LEADER	Dr. Kate Elizabeth Williams
LEVEL:	6
SEMESTER:	1
CREDITS:	20

AIM(S)

The module aims to:

- develop a critical understanding of the key theories of human cognition in relation to understanding human performance;
- enhance students' awareness of the complex interaction between wider factors influencing human performance, focusing primarily on cognition, stress and individual differences; and
- further develop students' critical thinking and scientific reasoning skills.

LEARNING OUTCOMES

Upon successful completion of this module, students will be able to:

1. critically evaluate the links between applied domains of performance and theoretical models of cognitive processing;
2. synthesise the empirical evidence evaluating wider psychological theories of human performance;
3. examine practical, theoretical and ethical issues associated with the range of domains and methodologies in which human performance can be studied and understood; and
4. have the ability to present work to a professional standard suitable for an academic audience through appropriate media.

INDICATIVE CONTENT

The content of this module will build upon topics introduced in modules at Level Four and Five that have focused upon cognitive processes and wider factors associated with understanding human performance. The first part of the lecture series will critically explore more complex models of cognitive processes and performance within specific domains, exploring empirical research into what allows us to use our cognitive abilities to demonstrate practical performance in the world. Included in this framework is research into how different levels of ability and expertise at specific domains of activity are realised via our experiences, behaviour and underlying cognitive and biological structures. Specific content coverage mapping onto BPS Core Curriculum areas will include:

- Computation and modularity.
- Problem-solving
- Attention and memory
- Learning, expertise, and skilled performance
- Cognitive modelling and cognitive architectures.

The lecture series will then move on to fostering an in-depth understanding of individual differences in human performance, exploring why individuals differ in their ability for performing specific tasks and the factors that may facilitate or impede task performance. Topics here will include:

- Innate ability versus learnt ability
- The impact of ageing
- Individual differences: Personality and mood
- Stress, fatigue and human error

LEARNING AND TEACHING STRATEGY

Topics will be introduced in weekly lectures introducing students to the evidence base and key areas of critical debate surrounding the lecture topic. At level six, the use of seminars will focus upon encouraging students to use their scientific reasoning and critical evaluation skills to develop a critical understanding of specific set topic areas. Students will be expected to engage in directed reading prior to each seminar.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
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. Critically evaluate the links between applied domains of performance and theoretical models of cognitive processing.	Explain and evaluate how models of cognitive function have arisen from studies into performance in different tasks and domains
2. Synthesise the empirical evidence evaluating wider psychological theories of human performance.	Synthesise and evaluate the extent to which evidence from classic and contemporary research studies support different psychological theories of human performance
3. Examine practical, theoretical and ethical issues associated with the range of domains and methodologies in which human performance can be studied and understood.	Provide an in-depth explanation of the limitations and challenges associated with the methodologies used to study human performance
4. The ability to present work to a professional standard suitable for an academic audience through appropriate media	Present work to a professional standard using appropriate media

Assessment Component 1 – 50%

Written Assignment (2,500 words): this written assignment will enable students to demonstrate an in-depth critical analysis of an area of human performance.

Assessment Component 2 – 50%

Two hour long-answer examination: this assessment will assess students' wider knowledge and understanding of topics covered throughout this module.

Assessment Summary

Activity type	Percentage
Written Exam	50%
Coursework	50%
Practical	-
TOTAL	100%

READING LIST (EXEMPLI GRATIA)

Please note that at Level 6 much of the recommended reading is based around specific journal articles tied into each lecture. The module handbook and Moodle will detail specific journal readings for each lecture and these will be updated annually.

Essential Reading

Matthews, G., Davies, D. B., Westerman, S. J., & Stammers, R. B. (2000). *Human Performance: Cognition, stress and individual differences*. Hove: Psychology Press.

Additional Reading

Anderson, J. R. (2010). *Cognitive psychology and its implications* (7th ed.). New York: Worth.

Braisby, N., & Gellatly, A. (Eds.). (2010). *Cognitive psychology* (2nd ed.). Oxford: Oxford University Press.

Dubin, M. W. (2001). *How the brain works*. Oxford: Blackwell.

Eysenck, M. (2001). *Principles of cognitive psychology* (2nd ed.). Hove: Psychology Press.

Eysenck, M., & Keane, M. K. (2015). *Cognitive psychology: A student's handbook* (7th ed.). Hove: Psychology Press.

Mather, G. (2006). *Foundations of perception*. Hove: Psychology Press.

Smith, E. E., & Kosslyn, S. M. (2013). *Cognitive psychology: Mind and brain*. Upper Saddle River, N.J.: Pearson/Prentice Hall.

Syed, M. (2011). *Bounce: The myth of talent and the power of practice*. London: Fourth Estate.

Wickens, C. D.; Hollands, J. G.; Parasuraman, R., & Banbury, S. (2012) *Engineering Psychology and Human Performance*. London: Pearson Education

Example Relevant Journals

Journal of Human Performance

Journal of Human Performance in Extreme Environments

Journal of Experimental Psychology: Human Perception and Performance

Journal of Experimental Psychology: Learning, Memory and Cognition

Journal of Memory and Language

Learning and Motivation

Cognition

Ergonomics

Artificial Intelligence

Organizational Behavior and Human Decision Processes

Human Factors: The Journal of the Human Factors and Ergonomics Society

Current Directions in Psychological Science

Module Assessment

The Human Performance module is assessed through two components, each worth 50% of your overall module mark. The first assessment is a written word essay to be submitted during Semester One. The second assessment will be a two-hour examination paper at the end of Semester One. This will consist of six essay-style exam questions, from which you will choose to answer two. This format will enable you to display your ability to research specific topics, engage with the course materials, and synthesise information and show your knowledge of the theoretical issues covered in the module.

Whilst it is recognised that 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, there is an expectation that you will have covered all necessary information by the time of the examination.

In the Module Series Information section of this handbook you will see that you have been allocated a minimum of 50 hours to the written essay assessment. This should provide you with ample time to complete your assessment but also emphasises the need to plan ahead and ensure that 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 completely!) so give each piece of work the due care and attention that 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.

As this is a Level 6 module, it is expected that you will be well practised in the use of empirical evidence to evaluate theories. You must consider alternative theories and arguments. You should be looking to evaluate the strengths and weaknesses of the evidence and the theories, by using contrasting evidence and arguments, and through your own critical evaluation of the work. Your use of secondary sources (textbooks) should be limited. Primary sources (journal articles) should provide the key features of your work, giving depth to your arguments. Citing, referencing, writing style and overall presentation are expected to be impeccable at Level 6. Proofread carefully, as errors here will result in penalties.

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

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

Level 6 Assessment Criteria

At **Level 6** it is expected that students will demonstrate the following qualities:

- 1. Be able to work independently, with guidance, in a general and sustained way.**
2. Be able to apply the habits and techniques of independent learning to a major piece of research (the dissertation).
- 3. Be capable of assimilating and synthesising ideas and information so as to generate interpretations of a relatively original sort.**
- 4. Be able to handle relevant theories, methods and models in a confident and critical manner.**
- 5. Be familiar with primary source material in the research area and be capable of making extensive use of it.**
- 6. Be aware of a wide range of secondary material.**
- 7. Be capable of presenting a sustained argument in oral form and in a variety of settings, including tutorials and seminars.**
- 8. To have developed a degree of self-reflective thought so that personal interpretations themselves become subject to questioning.**
9. Be able to make use of appropriate computer applications.
- 10. By making use of careful planning, be able to organise time effectively so as to identify areas of study, decide upon outcomes and achieve goals.**

The items highlighted in bold show that, at Level Six engagement with suggested literature and course materials, time management, and the development of a strategy for engaging with the topic area form key elements of assessment. Whilst the topics covered in the module may be complex there are clearly-defined expectations regarding assessment that give scope to a Level Six student. For example, you may be asked to 'critically discuss' competing theories on a given topic, this allows you to provide an argument drawing upon evidence, and there is an expectation that you are able to interpret and critique the evidence.

Taught and Independent Study

Taught Sessions

The taught lectures and seminars are delivered separately in this module and the structure may vary from week to week, depending upon the topics we are covering to allow us to explore them in different ways. The following pages set out the lecture and seminar structure for this module. Lectures will cover some of the major theories and areas of research relevant to Human Performance. Seminars will focus upon specific areas of the sub-topics covered in lectures and are an essential part of your learning. The seminars will allow you to display your knowledge of the topics and to discuss critically the issues raised in the readings and lectures. This handbook clearly sets out the requirements for your individual learning and it is expected that students will engage in the readings set out in this handbook.

Please note: Lectures will start promptly on the hour and finish roughly ten to the hour. We will take a short break roughly half way through the lecture (this has to 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 the academic staff feel it is appropriate, as it is unfair on students who have arrived on time when their lecture is disrupted by late-attending students. Please note that no materials will be repeated for those arriving late.

Lectures and Seminars

Lectures (Weekly):

Monday, 12-2pm (2 hours).

Seminars (Weekly):

Monday, 2-4pm (2 hours).

This handbook and the associated Moodle folder should be used to keep track of what we are covering and what the requirements are for seminar preparation. Additional readings for each lecture are set out at the end of the module handbook.

Readings

Readings/preparation for this module will largely follow the chapters of your core textbooks and, as such, should be easy to identify. The core texts are available through the university library system, so everyone on the course has equal access.

Expected lecture reading and preparation are set out in advance in the following pages. Readings beyond the core text for this module can be found through the University library system. Where a reading is not widely available (e.g., a book chapter) it will be made available on the module Moodle site. However, journal articles freely available through the University system will not be made available on Moodle – you will have to find them yourself!

Lectures 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 and discussions covered in this module. All readings for this module classed as 'essential' may be used as a source of assessment. It is suggested that you carry out the essential readings as we go along as this will enhance your understanding of the overall topic. It is often best to read the associated reading in the week prior to the taught session and then again afterwards, as this will enable you to have an understanding of what will be covered in the session and then to consolidate that knowledge and clarify your learning afterwards. This module has been structured in such a way that the readings and lectures are highly integrated; someone who has prepared by carrying out the reading, attending the lecture and then reviewed the material should develop a good understanding of the material. A student who attends the lecture but does not carry out any of the readings will, in all likelihood, struggle to even understand what is being discussed in the lecture; they certainly will not develop the knowledge that will be required at more advanced levels of their degree.

Additional reading suggestions will be posted on Moodle from time to time, which will provide further depth to your knowledge, and you are encouraged to engage with as many of these readings as possible.

In addition, where indicated on Moodle, you will be set readings for the seminars, which will allow us to explore the topics in more depth. All seminar readings are classed as 'Essential' readings in addition to the lecture readings and attendance at seminars without having prepared should not occur and is considered unacceptable.

Please note that at Level 6 much of the recommended reading is based around specific journal articles tied into each lecture. There are suggested journal articles for you to read in preparation for each week of lectures at the end of this handbook. Moodle will also detail specific journal readings and these will be updated annually.

Preparation chapters refer to the core texts:

Book 1: Wickens, C. D., Hollands, S. B., & Parasuraman, R. (2013). *Engineering Psychology and Human Performance*. Pearson.

Book 2: Matthews G., Davies, D .B., Westerman, S J., & Stammers, R. B. (2000). *Human Performance: Cognition, stress and individual differences*. Hove: Psychology Press.

Semester One		
Date	Lecture Title	Preparation Reading
Mon 2 nd Oct	Introduction and Overview	Book 1: Ch. 1 + Book 2: Ch. 1 2 hours
Mon 9 th Oct	Cognitive Modelling and Information-processing	Book 1: Ch. 9 + Book 2: Ch. 2 2 hours + suggested journals – 2 hours
Mon 16 th Oct	Computational Modelling	Book 2: Chapter 3 2 hours + suggested journals – 2 hours
Mon 23 rd Oct	Signal Detection	Book 1: Chapter 2 2 hours + suggested journals – 3 hours
Mon 6 th Nov	Vigilance/Attention and performance	Book 1: Ch. 3, 4, & 10 + Book 2: Ch. 4, 5, & 6 8 hours + suggested journals – 3 hours
Mon 13 th Nov	Models of memory and real-world application	Book 1: Chapter 7 2 hours + suggested journals – 3 hours
Mon 20 st Nov	Expert memory, Learning and Considerations for Education	Book 1: Ch. 7 + Book 2: Ch. 7 & 14 4 hours + suggested journals – 3 hours
Mon 27 th Nov	Ageing and Performance	Book 2: Chapter 16 2 hours + suggested journals – 3 hours
Mon 4 th Dec	Human error	Book 1: Ch. 9 + Book 2: Ch. 8 4 hours + suggested journals – 3 hours
Mon 11 th Dec	Stress and Performance	Book 1: Ch. 11 + Book 2: Ch. 9, 10, 11 7 hours + suggested journals – 3 hours
Total Year Contact Hours = 40 (Lectures = 20 hours + Seminars = 20 hours)		Total Year Reading Hours = 60

Assessment – Independent Study

1 x written word essay (2500 words) = 50%

1 x two-hour examination = 50%

<i>Suggested plan for written word essay</i>		
Task	What it entails	Time assigned for task
Ensure you understand how to write an academic essay	Find/read info in relation to writing an academic essay. Look back & implement feedback provided from previously submitted essays	2 hours
Research essay topic	Finding and reading information on the essay question through books and journal articles.	Basic info/journal articles = 12 hours Advanced info/journal articles = 12 hours
Writing first draft	This should be done in Word, start writing your basic arguments	12 hours
Writing second draft	Checking for coherence of argument & that structure of argument flows throughout.	6 hours
Writing final draft	Writing the version that is to be submitted, complete with citations and full reference list	4 hours
Proofread and check	Proofread for structure and errors, check presentation & submit to draft Turnitin portal to check for plagiarism.	2 hours
<i>Time allocated to assessment = 50 hours</i>		

<i>Suggested plan for Exam Preparation</i>	
Task and what it entails	Time assigned for task
Revision:- • Review the module content and lecture slides on Moodle. • Identify major topics and themes. • Read and re-read your notes. • Find and read information in relation to the module topics (through books & journal articles). • Take notes while you revise. • Practice mock exam questions.	50 hours: Please be aware that these are suggested allocated 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 personally find that you are quicker/slower at some tasks compared to others. Likewise, you should not stop doing something if the number of suggested allocated hours has come to an end, especially if you still have work/reading to do.

Lecture Series Information

Week 1:

Lecture: Introduction and Overview to the Module

This lecture will be an overview of the module and set out the broad themes covered in the lecture series. You will be provided with information regarding the assessments: essay title, key submission dates, & exam structure. We will then discuss what is meant by human performance, and the different perspectives and theories developed over the years to explain various aspects of human performance.

Main Themes:

- Definition and Aims of Human Performance Psychology
- Historical Overview
- Applications of Human Performance Psychology

Seminar: No Seminar

No formal seminars this week. Instead, you should refresh your knowledge on key perspectives in Cognitive Psychology, start researching material for next week's seminar and your first assignment, and make a start with the essential readings before we move on to more in-depth material in next week's lecture.

Week 2:

Lecture: Cognitive Modelling and Information Processing

This lecture will introduce Cognitive Modelling. We will focus on a particular set of cognitive models (e.g., Choice-reaction time) and information-processing models (e.g., Spreading-activation and Connectionist). We will discuss experimental methods employed to examine the fundamental constructs of cognitive models. We will also discuss cognitive psychophysiology and the biological basis of performance.

Main Themes:

- Cognitive Modelling and Information Processing
 - Cognitive Models of Performance – measuring cognitive processes
 - Choice-reaction modelling
 - Fundamental constructs
 - Top-down vs. Bottom-up and Parallel vs. Serial processing
 - Spreading activation & Connectionist models
- Voluntary control and strategy
- Psychobiology and Cognitive psychophysiology

Seminar: Essay Assignment Guidance

The seminar will focus on the first assignment, which will involve you producing an academic essay. You will be provided with the essay title and the assignment proforma, which provides the specifications of the assignment. We will then further discuss information/guidance on how to answer the essay question.

Week 3:

Lecture: Computational Modelling

This lecture will look at how/why the Cognitive architecture is thought to be divided into sub-systems, with an evaluation of various models to explain human response and control processes. We will discuss modularity and artificial intelligence (AI) and explore whether the human mind can be understood through the computational metaphor. This will link to a discussion on consciousness and the arguments regarding what makes our performance as humans unique to that of machines.

Main Themes:

- The Cognitive-architecture
- Modularity
- Artificial Intelligence (AI)
- Consciousness

Seminar: Artificial Intelligence

We will further explore computational cognitive science and how research with AI has furthered our understanding of human performance. Prior to the seminar you will be required to read a journal paper on AI for understanding human performance. See Moodle page for papers. During the seminar you will be expected to discuss the paper and explain how it informs the relevant area of human performance.

Week 4:

Lecture: Signal Detection

In this lecture you will be introduced to Signal Detection theory (SDT) and its theoretical representation through the Receiver Operating Characteristic (ROC) curve. The second part of the lecture will examine real-world applications of SDT, such as in medical diagnoses, recognition memory, alarm systems, and vigilance.

Main Themes:

- Signal Detection Theory
- Receiver Operating Characteristic Curves
- Practical applications
- Vigilance

Seminar:

You will further explore the real-world applications of signal detection theory through seminar readings – please see module Moodle page for selected journal articles. You must ensure you have read these papers prior to the seminar and ensure you are thoroughly prepared as you will be leading the seminar discussion.

Week 5:

Lecture: Vigilance/Attention and Performance

This lecture will follow on from last week's discussion on vigilance, and will examine theories of vigilance and techniques to combat the loss of vigilance. We will then move on to examine attention and how researchers have attempted to define the architecture of attention and the challenges that this poses. We will focus on divided attention, workload, and sustained attention. We will examine theories proposed to explain what happens to attention when we perform more than one task at a time and how the similarity of different tasks can influence performance.

Main Themes:

- Vigilance: Theories and techniques to combat loss of vigilance
- The architecture of attention
- Divided attention and Workload
- Dual-task performance – Task similarity and Interference
- Resource theories

Seminar: The architecture of attention

We will continue to discuss the challenges when attempting to theorise an architecture of attention. Please see module Moodle page for selected journal articles. You must ensure you have read these papers prior to the seminar and ensure you are thoroughly prepared as you will be leading the seminar discussion.

Week 6:

Lecture: Models of Memory and real-world application

This week we will examine models put forward that have attempted to explain how our memory works. We will consider how both internal and external factors impact our memory and the potential application of memory models to real-life issues faced by individuals that involve their ability to remember. In particular we will focus on eye-witness testimony and the range of factors thought to contribute to the level of recall accuracy that can be displayed by an eyewitness of an event.

Main Themes:

- Working memory
- Interference and confusion
- Situation awareness
- Memory retrieval and forgetting
- Conscious and unconscious memory
- Eye-witness testimony: Confidence and Suggestibility

Seminar: Considerations for Eye-Witness Testimony (EWT)

In this seminar we will examine how EWT interviewing techniques, issues surrounding the recognition of suspects, and the weapon focus effect influence our memory for recognition in real-world settings.

Week 7:

Lecture: Expert Memory, Learning, and Considerations for Education

During this lecture we will examine how humans learn particular skills. We will focus on factors that can impact learning and retrieval of information in both positive and negative ways, and discuss the range of strategies thought to be helpful when studying and revising for exams.

Main Themes:

- Theories of Skill Acquisition
- Cognitive vs. Motor skills
- Problem solving
- Training: Techniques and Strategies
- Becoming an expert
- Innate vs. Learned abilities
- Individual differences
- Cognitive foundations of ability

Seminar: Skilled Performance and Expertise

This seminar will continue to discuss how we learn and develop skills (cognitive and motor skills). We will examine theories to account for skill acquisition and look at the changes that happen when we attempt to solve problems. We will also discuss how humans can become experts within a particular area based on their abilities.

Week 8:

Lecture: Ageing and Performance

This lecture will explore how the ageing process influences human performance, including physical, cognitive and social functioning. We will critically analyse how traditional and contemporary models of ageing explain changes in human performance within individuals and why some abilities appear unaffected by the ageing process. We will then turn our attention to critical understanding of the process of cognitive decline.

Main Themes:

- Human performance and the ageing process
- Cognitive decline

Seminar: The credibility of “use it or lose it”

During this seminar we will discuss some of the psychosocial interventions that have been used to help support people overcome the challenges of the ageing process.

Week 9:

Lecture: Human Error

This week we will explore the factors that can lead to errors, which in turn can adversely affect human performance. We will discuss variables involved in our selection of action and choices, issues of compatibility and response, and various types/forms of errors. The lecture will end by explicitly looking at errors in an organisational/work context, and methods implemented to remedy such issues.

Main Themes:

- Human error
- Shift work and fatigue
- Research in safety critical industries
- Individual differences in error proneness

Seminar: Human Error in the Workplace

We will be apply current models of human error to analyse real-life case studies of high profile accidents and discuss whether human error in work can be reduced.

Week 10:

Lecture: Stress and Performance

We will look at how and why stress can influence human performance in a variety of settings. We will critically consider current empirical evidence documenting the impact of stress and anxiety on performance and analyse models that examine the impact of stress on human performance.

Main Themes:

- Contemporary models of stress and performance
- Approaches to researching Stress, Anxiety and Performance.
- Mental workload and overload
- Individual differences

Seminar: Exam Preparation and Guidance

We will summarise specific areas that have been focused on throughout the module, and discuss what may be considered key problems and approaches to those problems in Human Performance psychology. We will end with information to prepare you for the exams and discuss how to go about answering the exam paper. You will also have the opportunity to ask any questions about the module or discuss any elements that you are unsure about.