



## **MODULE DIRECTORY**

### **LEVEL 4**

### **SCHOOL OF PSYCHOLOGY**

### **FACULTY OF EDUCATION AND COMMUNITIES**

**2016-2017**

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## **INTRODUCTION**

This Module Directory includes all the modules for Level 4 within the School of Psychology in the academic year 2016-2017.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your School/Faculty. If you require assistance in identifying the modules for your programme of study, please contact the Programme Director (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Faculty Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

## **MODULES**

|                             |                                                             |            |
|-----------------------------|-------------------------------------------------------------|------------|
| <b>MODULE CODE:</b>         | <b>SSAP4001</b>                                             |            |
| <b>TITLE:</b>               | <b>Academic Study Skills and Psychological Perspectives</b> |            |
| <b>DATED:</b>               | <b>11/06/2013</b>                                           |            |
| <b>MODULE CO-ORDINATOR:</b> | <b>Karen Eaton-Thomas</b>                                   |            |
| <b>LEVEL:</b>               | <b>4</b>                                                    |            |
| <b>CREDITS:</b>             | <b>20</b>                                                   |            |
| <b>TEACHING METHODS:</b>    | <b>Lectures &amp; Seminars</b>                              | <b>25%</b> |
|                             | <b>Directed Learning</b>                                    | <b>75%</b> |
| <b>JACS CODE:</b>           | <b>C810 Applied Psychology</b>                              |            |

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### **AIM(S)**

- To introduce an appreciation of the historical development of psychology and perspectives which underpin the discipline.
- To introduce academic and essential learning skills for higher education within the context of the students' programme of study.

### **LEARNING OUTCOMES**

By the end of this module students should be able to:

- demonstrate an understanding of the historical development of psychology and the approaches and perspectives that underpin the discipline;
- engage in, and recognise the importance of academic reading;
- demonstrate an understanding of the skills required for academic writing;
- develop confidence in oral presentations and explore different communication styles;
- organise their learning effectively and reflect upon their own progress and future development.

### **CONTENT**

- To introduce the historical development of psychology and the approaches and perspectives that underpin the discipline (i.e., psychodynamic, behaviourism, cognitive).
- To develop reading skills and strategies appropriate to academic study. For example, critical and evaluative reading, effective use of electronic resources, primary and secondary resources.
- To develop a range of appropriate written formats and structures; such as note taking, summarising, layout, referencing, plagiarism, literature reviews, assignments and timed essays.
- To explore verbal and presentation skills. For example, understanding the importance of communicating to a range of audiences, individual and group seminars, poster presentations, peer reviews and vidcasts.

- To stimulate a positive attitude to study and develop strategies for future success. For example, time management, planning, motivation, working to deadlines, Professional Development Planning (PDP) and reflexivity.

## ASSESSMENT

|                                                         |             |
|---------------------------------------------------------|-------------|
| <b>Course work</b>                                      | <b>100%</b> |
| Review of 2 journal articles (equivalent to 2000 words) | 50%         |
| Individual Seminar Presentation (5 minutes)             | 25%         |
| Group Discussion (1 hour)                               | 25%         |

Exemplar group discussion: each group will be given the task to argue for and against a psychological perspective

## BIBLIOGRAPHY

### Essential

Cottrell, S. (2003) *The Study Skills Handbook*. 2<sup>nd</sup> edition. Hampshire: Palgrave MacMillan.  
 Gazzaniga, M.S. and Heatherton, T.F. (2005) *Psychological Science* (2<sup>nd</sup> Edition). New York: W. W. Norton & Co.  
 Glassman, W. E. & Hadad, M. (2013) *Approaches to Psychology* (6<sup>th</sup> Edition). Open University Press  
 Gross, R. (2003) *Key Studies in Psychology*. London: Hodder & Stoughton  
 Pears, R. & Shields, G. (2011) *Cite Them Right*. Basingstoke: Palgrave MacMillan.

### Recommended

Cottrell, S. (2010) *Skills for Success: The Personal Development Planning Handbook*. 2<sup>nd</sup> edition. Hampshire: Palgrave MacMillan.  
 Dweck, C.S. (2006) *Self Theories*. Littleton, NY: Psychology Press.  
 Gross, R. (2010) *Psychology: The Science of Mind and Behaviour* (6<sup>th</sup> Edition). Hodder Education Publishers  
 Levin, P. (2004) *Write Great Essays*. Maidenhead: Open University Press.  
 Mercer, N. (2006) *The Guided Construction of Knowledge: talk amongst teachers and learners*. Clevedon: Multilingual Matters Ltd.  
 Pritchards, A.M. (2008) *Studying and Learning at University: Vital Skills for Success in your Degree*. London: Sage Publications.  
 Seely, J. (2005) *Oxford Guide to Effective Writing and Speaking*. (2<sup>nd</sup> Edition). Oxford: Open University Press.  
 Van Emden, J. & Becker, L. (2010) *Presentation Skills for Students*. (2<sup>nd</sup> Edition). Palgrave Macmillan.

### Journals and Websites

Students will be directed to a range of additional websites during module delivery.

**MODULE CODE:** SSAP4002  
**TITLE:** Social and Developmental Psychology  
**DATED:** 11/06/2013

**MODULE CO-ORDINATOR:** Karen Eaton-Thomas  
**LEVEL:** 4  
**CREDITS:** 20

**TEACHING METHODS:**

|                   |     |
|-------------------|-----|
| Lectures          | 25% |
| Workshops         | 15% |
| Independent Study | 60% |

**JACS CODE:** C810 Applied Psychology

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### **AIM(S)**

- \* To introduce students to the theories and applications relating to the first phase of human development.
  - \* To enable students to understand the theories and applications underpinning social interaction and relationship formation.

### **LEARNING OUTCOMES**

By the end of this module students should be able to:

- \* demonstrate an appreciation of the key theories and concepts that underpin social interaction and relationship formation;
- \* describe the psychological theories and concepts relating to social influence and group dynamics;
- \* describe a range of theories and concepts within developmental psychology;
- \* demonstrate knowledge of infant's and children's physical, social and emotional development;
- \* organise their knowledge through the use of a range of information resources and present their work at the appropriate level.

### **CONTENT**

- \* An examination of theory and research underpinning psychological understandings of social interaction and relationship formation.
- \* An exploration of the core areas of social influence, attitudes, interpersonal processes, and group processes and intergroup relations.
- \* An examination and comparison of a range of developmental theories, for example the cognitive theories of Piaget, Vygotsky and Bruner, as well as theories relating to attachment and language development.
- \* An overview of issues surrounding a child's development.
- \* Exploration of psychological research relating to children's physical, social and emotional development.

## ASSESSMENT

|                                                                                      |             |
|--------------------------------------------------------------------------------------|-------------|
| <b>Coursework</b>                                                                    | <b>100%</b> |
| Assignment (2000 words)                                                              | 60%         |
| Group Presentation (10 minutes)<br>with individual written contribution (1000 words) | 40%         |

Exemplar assignment: Compare and contrast two psychological theories relating to group formation.

## BIBLIOGRAPHY

### Essential

- Banyard, P., Davies, M.N.O., Norman, C. and Winder, B. (2010) *Essential Psychology: A concise introduction*. London: Sage Publications.
- Birch, A. (1997) *Developmental Psychology: from infancy to adulthood*. Hampshire: Palgrave.
- Bowlby, J. (2007) *A Secure Base: Clinical Applications of Attachment Theory*. London: Routledge.
- Boyd, D. & Bee, H. (2006) *Lifespan Development* (4<sup>th</sup> Edition). Boston: Allyn & Bacon.
- Gazzaniga, M.S. & Heatherton, T.F. (2005) *Psychological Science* (2<sup>nd</sup> Edition). New York: W W Norton & Co.
- Gerhardt, S. (2007) *Why love matters: how affection shapes a baby's brain*. East Sussex: Routledge.
- Herbert, M. (2002) *Typical and Atypical Development: From Conception to Adolescence*. Leicester: BPS Wiley.

### Recommended

- Gross, R. (2003) *Key Studies in Psychology*. London: Hodder & Stoughton.
- Gross, R. (2006) *Psychology: The Science Of Mind And Behaviour*. London: Hodder & Stoughton.
- Hayes, N. (2006) *Foundations in Psychology*. London: Thomson Learning.
- Palmer, S. (2007) *Toxic Childhood: How the Modern World is Damaging Our Children and What We Can Do About It*. London: Orion Books Limited.
- Penn, H. (2005) *Understanding Early Childhood*. Maidenhead: Open University Press.
- Porter L. (2005) *Young Children's Behaviour: practical approaches for caregivers and teachers* (2<sup>nd</sup> Edition). Sydney: MacLennan & Petty.
- Santrock, J.W. (2004) *Childhood Development* (10<sup>th</sup> Edition). New York: McGraw Hill.

### Journals

- British Journal of Social Psychology*  
*Developmental Psychology*  
*Journal of Experimental Social Psychology*  
*Journal of Personality and Social Psychology*  
*Psychology and Aging*

**MODULE CODE:** SSAP4003  
**TITLE:** Comparative and Evolutionary Psychology  
**DATED:** 11/06/2013

**MODULE CO-ORDINATOR:** Dr Stuart Jones  
**LEVEL:** 4  
**CREDITS:** 20

**TEACHING METHODS:**

|                   |     |
|-------------------|-----|
| Lectures          | 25% |
| Group Work        | 10% |
| Directed Learning | 65% |

**JACS CODE:** C810 Applied Psychology

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### **AIM(S)**

- \* To enable students to develop an understanding of animal behaviour and how it relates to human behaviour.
  - \* To develop an awareness and understanding of evolutionary psychology.

### **LEARNING OUTCOMES**

By the end of this module students should be able to:

- \* demonstrate an awareness of the importance of why psychologists study animal behaviour;
- \* demonstrate an understanding of the concept of evolution theory and relate to the study of human behaviour;
- \* demonstrate an understanding of animal language and communication;
- \* identify the nature and role of conditioning in the behaviour of animals;
- \* organise their learning effectively and reflect upon their own progress and future development.

### **CONTENT**

- \* Exploration of the contribution of animal behaviour to psychology (i.e., Lorenz, Tinbergen and Pinker).
- \* Consideration of the nature and role of learning in animals (i.e., operant and classical conditioning, social learning).
- \* Consider social situations (e.g. romantic relationships, parenting and family) from an evolutionary psychology perspective.
- \* Examination of animal language and communication (i.e., primates, bees, whales and birds).
- \* Explore emotions and motivations from an evolutionary psychology perspective.
- \* Explore neurological and biological differences between species and explore how this may support the notion of adaptation and natural selection.

## ASSESSMENT

|                                 |             |
|---------------------------------|-------------|
| <b>Course work</b>              | <b>100%</b> |
| Essay (2500 words)              | 70%         |
| Group presentation (15 minutes) | 30%         |

Exemplar essay: With reference to appropriate literature discuss how emotions arise from an evolutionary psychology perspective.

## BIBLIOGRAPHY

### Essential

- Badcock, C. (2000) *Evolution Psychology: A Critical Introduction*. Cambridge: Polity Press
- Cartwright, J. A. (2002) *Determinants of Animal Behaviour (Routledge Modular Psychology)*. Routledge
- Papini, M. R. (2007) *Comparative Psychology: Evolution and Development of Behavior*, (2nd Edition). Psychology Press.
- Ray, W. J. (2013) *Evolutionary Psychology*. Sage Publications.
- Swami, V. (2011). *Evolutionary Psychology*. Padstow: BPS Blackwell

### Recommended

- Baum, William M. (2004) *Understanding Behaviorism: Behavior, Culture, and Evolution*. Wiley-Blackwell; 2nd Edition.
- Bridgeman, B. (2003) *Psychology and Evolution: The Origins of Mind*. London: Sage.
- Buss, D. (2011) *Evolutionary Psychology: A New Science of the Mind* (4<sup>th</sup> Edition). Boston, MA: Pearson.
- Gazzaniga, M.S. & Heatherton, T.F. (2005) *Psychological Science* (2<sup>nd</sup> Edition). New York: W. W. Norton & Co.
- Pearce, J. M (2008) *Animal Learning and Cognition: An Introduction*. Psychology Press; 3<sup>rd</sup> edition
- Rumbaugh, D, M & Washburn, D, A.(2003) *Intelligence of Apes and Other Rational Beings (Current Perspectives in Psychology)*. Yale University Press

### Journals

- Annual Review of Psychology*
- Biological psychology*
- Journal of Experimental Psychology: Animal Behavior Processes*

|                             |                                                                                                                                                    |          |     |           |     |                   |     |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----|-----------|-----|-------------------|-----|
| <b>MODULE CODE:</b>         | <b>SSAP4004</b>                                                                                                                                    |          |     |           |     |                   |     |
| <b>TITLE:</b>               | <b>Research Methods: An Introduction</b>                                                                                                           |          |     |           |     |                   |     |
| <b>DATED:</b>               | <b>11/06/2013</b>                                                                                                                                  |          |     |           |     |                   |     |
| <b>MODULE CO-ORDINATOR:</b> | <b>Dr Charlotte Greenway</b>                                                                                                                       |          |     |           |     |                   |     |
| <b>LEVEL:</b>               | <b>4</b>                                                                                                                                           |          |     |           |     |                   |     |
| <b>CREDITS:</b>             | <b>20</b>                                                                                                                                          |          |     |           |     |                   |     |
| <b>TEACHING METHODS:</b>    | <table> <tr> <td>Lectures</td><td>20%</td></tr> <tr> <td>Workshops</td><td>20%</td></tr> <tr> <td>Independent Study</td><td>60%</td></tr> </table> | Lectures | 20% | Workshops | 20% | Independent Study | 60% |
| Lectures                    | 20%                                                                                                                                                |          |     |           |     |                   |     |
| Workshops                   | 20%                                                                                                                                                |          |     |           |     |                   |     |
| Independent Study           | 60%                                                                                                                                                |          |     |           |     |                   |     |
| <b>JACS CODE:</b>           | <b>C810 Applied Psychology</b>                                                                                                                     |          |     |           |     |                   |     |

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#### **AIM(S)**

- To develop an awareness of terminology, methods and scientific techniques involved in the study of human behaviour.

#### **LEARNING OUTCOMES**

By the end of this module students should be able to:

- demonstrate an awareness of a range of methods and techniques used to study human behaviour;
- demonstrate the ability to identify and apply specific terminology, key concepts and research methods used in scientific psychology;
- demonstrate their knowledge of the practical and ethical issues that arise in psychological research;
- report data using appropriate analysis techniques, such as SPSS;
- organise their knowledge through the use of a range of information resources and present their work at the appropriate level.

#### **CONTENT**

- A description of the language used in scientific psychology, theoretical and research based terminology.
- A practical introduction to a range of experimental research methodologies used in psychological research.
- An examination of the practical and ethical issues involved in psychological research.

#### **ASSESSMENT**

|                                          |             |
|------------------------------------------|-------------|
| <b>Coursework</b>                        | <b>100%</b> |
| Report 1: Part A and Part B (1500 words) | 30%         |
| Report 2 (1500 words)                    | 40%         |
| Open book test (1 hour)                  | 30%         |

Students are expected to answer questions based on a number of research vignettes.

Students will undertake 'practical' reports that require students to carry out, evaluate and write up a piece of empirical research in the appropriate manner.

## **BIBLIOGRAPHY**

### **Essential**

Bell, J. (2005) *Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science* (4th Edition). Milton Keynes: Open University Press.

Breakwell, G. S, Smith, J. A and Wright, D. B. (2012) [\*Research Methods in Psychology\*](#) (4th Edition). SAGE Publications Ltd.

Coolican, H. (2009) *Research Methods and Statistics in Psychology* (5th Edition). Hodder Education.

Howitt, D. & Cramer, D. (2007) [\*Introduction to Research Methods in Psychology\*](#) (2nd Edition). Prentice Hall.

### **Recommended**

Beech, J. R. (2008) *How to write in Psychology: A student Guide*. Oxford: John Wiley & Sons.

Field, A. (2009) *Discovering Statistics Using SPSS (3rd Edition)*. SAGE Publications Ltd.

Sanders, L.D. (2009) *Discovering Research Methods in Psychology: A Student's Guide*. London: John Wiley & Sons.

### **Journals**

*Annual Review of Psychology*

*Quarterly Journal of Experimental Psychology*

|                             |                                                                                                                                                                                             |                 |            |                 |            |                          |            |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------|-----------------|------------|--------------------------|------------|
| <b>MODULE CODE:</b>         | <b>SSAP4005</b>                                                                                                                                                                             |                 |            |                 |            |                          |            |
| <b>TITLE:</b>               | <b>Mental Health and Well-being in Children and Young People</b>                                                                                                                            |                 |            |                 |            |                          |            |
| <b>DATED:</b>               | <b>11/06/2013</b>                                                                                                                                                                           |                 |            |                 |            |                          |            |
| <b>MODULE CO-ORDINATOR:</b> | <b>Dr Charlotte Greenway</b>                                                                                                                                                                |                 |            |                 |            |                          |            |
| <b>LEVEL:</b>               | <b>4</b>                                                                                                                                                                                    |                 |            |                 |            |                          |            |
| <b>CREDITS:</b>             | <b>20</b>                                                                                                                                                                                   |                 |            |                 |            |                          |            |
| <b>TEACHING METHODS:</b>    | <table> <tr> <td><b>Lectures</b></td><td><b>20%</b></td></tr> <tr> <td><b>Seminars</b></td><td><b>10%</b></td></tr> <tr> <td><b>Directed Learning</b></td><td><b>70%</b></td></tr> </table> | <b>Lectures</b> | <b>20%</b> | <b>Seminars</b> | <b>10%</b> | <b>Directed Learning</b> | <b>70%</b> |
| <b>Lectures</b>             | <b>20%</b>                                                                                                                                                                                  |                 |            |                 |            |                          |            |
| <b>Seminars</b>             | <b>10%</b>                                                                                                                                                                                  |                 |            |                 |            |                          |            |
| <b>Directed Learning</b>    | <b>70%</b>                                                                                                                                                                                  |                 |            |                 |            |                          |            |
| <b>JACS CODE:</b>           | <b>C810 Applied Psychology</b>                                                                                                                                                              |                 |            |                 |            |                          |            |

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### **AIM(S)**

- \* To enable students to gain an understanding of mental health and well-being in children and young people.
  - \* To provide students with knowledge of the role of the professional in ensuring mental health and well-being.

### **LEARNING OUTCOMES**

By the end of this module students should be able to:

- \* demonstrate an understanding of the mental health issues and their impact on children's well-being;
- \* demonstrate an awareness of the importance of children's poor mental health and its impact on their well-being, home and school life;
- \* identify appropriate treatments and interventions to improve mental health and well-being in children;
- \* organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

### **CONTENT**

- \* An introduction to the diversity of mental health and well-being issues children face, e.g. depression, ADHD and Autism.
- \* An exploration of the challenges experienced by those with mental health issues e.g. the effect on academic achievement and relationships.
- \* An introduction to the role of the professional in improving mental health and well-being in children e.g. educational psychologists, therapists, counsellors and medical treatments.
- \* An overview of the ways to raise awareness and improve mental health and well-being in children.

## ASSESSMENT

|                                  |             |
|----------------------------------|-------------|
| <b>Course work</b>               | <b>100%</b> |
| Assignment (2500 words)          | 60%         |
| Promotional Leaflet (1500 words) | 40%         |

Exemplar promotional leaflet: Incorporating one of the issues studied in this module, the promotional leaflet will aim to promote awareness for children and young people's well-being or mental health.

## BIBLIOGRAPHY

### Essential

- Claveirole, A. and Gaughan, M. (2010) *Understanding Children and Young People's Mental Health*, London: Wiley-Blackwell.
- Collins, J. and Foley, P. (2008) *Promoting Children's Well-being: Policy and Practice (Working Together for Children)*, London: Policy Press.
- Dogra, N. (2008) *A Multidisciplinary Handbook of Child and Adolescent Mental Health for Front-line Professionals*, (2<sup>nd</sup> Edition) Jessica Kingsley Publishers Ltd.
- Haugaard, J. J. (2008) *Child Psychopathology*. McGraw-Hill Higher Education
- Thompson, M., Hooper, C., Laver-Bradbury, C. and Gale, C. (2012) *Child and Adolescent Mental Health: Theory and Practice*, (2<sup>nd</sup> Edition): Hodder Arnold.

### Recommended

- Bradshaw, J. (2011) *The Well-Being of Children in the UK* (3rd Edition). London: Policy Press.
- McAuley, C., Pecora, P.J. & Rose, R. (2006) *Enhancing the Well-being of Children and Families through Effective Interventions: International Evidence for Practice*. London: Jessica Kingsley.
- McAuley, C. and Reose, W. (2010) *Child Well-being: Understanding Children's Lives*. London: Jessica Kingsley Publishers.
- Riley, J., Wragg, T. & Burrell, A. (2007) *Promoting Children's Well-being*. London: Network Continuum Education.
- Timimi, S., Bentall, R. & Sanders, P. (2009) *A Straight-talking Introduction to Children's Mental Health Problems*. London: PCCS Books.
- Underdown, A. (2006) *Young Children's Health and Well-being*. Buckingham: Open University Press.

### Journals

- Developmental Psychology*
- Journal of Abnormal Psychology*
- Journal of Consulting & Clinical Psychology*
- Personality Disorders: Theory, Research and Treatment*

|                             |                                                 |
|-----------------------------|-------------------------------------------------|
| <b>MODULE CODE:</b>         | <b>SSAP4006</b>                                 |
| <b>TITLE:</b>               | <b>Introduction to Biological and Cognitive</b> |
| <b>DATED:</b>               | <b>11/06/2013</b>                               |
| <b>MODULE CO-ORDINATOR:</b> | <b>Dr Charlotte Greenway</b>                    |
| <b>LEVEL:</b>               | <b>4</b>                                        |
| <b>CREDITS:</b>             | <b>20</b>                                       |
| <b>JACS CODE:</b>           | <b>C810 Applied Psychology</b>                  |

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#### **AIM(S)**

- To introduce students to the theories and applications of human cognition.

#### **LEARNING OUTCOMES**

By the end of this module students should be able to:

- demonstrate an understanding of theory and research relating to attention and perception;
- describe a range of theories and concepts relating to basic memory;
- demonstrate an understanding of the parts and function of the brain and nervous systems;
- demonstrate an awareness of the biological basis of behaviour and cognition, exploring neurological disorders related to behaviour and cognition;
- organise their knowledge and learning through the use of information resources and present their work at the appropriate level.

#### **INDICATIVE CONTENT**

- An examination of the historical development of cognitive psychology and biological psychology.
- Consideration of a range of theories and research relating to perception and attention.
- Exploration of ideas and research relating to human memory and problem solving.
- Exploration of the parts and functions of the brain, nervous system and endocrine system and the relationship to behaviour and cognition.
- Consideration of the research methods used in biological psychology and their ethics and relevance to human psychology.
- Examination of the theories drawn from biological psychology experiments.

#### **LEARNING AND TEACHING STRATEGY**

**Lectures** will introduce the students to the concepts, principles, and practices of the topics studied for the module. Case studies may be used to provide examples and will be used to develop further understanding of what has been learned.

**Tutorials and seminars** are used to support the discussion and critical evaluation of what has been learned, normally in a smaller group size than a lecture.

**Guided independent study** allows students to further their independent learning skills with appropriate support provided by the module tutor(s) (e.g. preparation for lectures and seminars, follow-up work, background reading, revision, completion of assessment tasks).

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 60         | 30%         |
| Independent learning | 40         | 20%         |
| Placement learning   | 100        | 50%         |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – 50%

#### Coursework

MCQ Assessment (½ hour) 20%

Group Discussion (1 hour) 30%

### Assessment Component 2 – 50%

#### Examination

One paper (1 hour)

Exemplar written exam: Discuss the notion that memory is more than a single storage system.

#### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 50%         |
| Coursework    | 50%         |
| Practical     | -           |
| <b>TOTAL</b>  | <b>100%</b> |

## EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

|                                                               |     |
|---------------------------------------------------------------|-----|
| Does the module contribute to ESD?                            | Yes |
| If yes please provide brief details (no more than 100 words): |     |
|                                                               |     |

## BIBLIOGRAPHY

### Essential

- Eysenck, M.E., & Keane, M.T., (2010) *Cognitive psychology: A student's Handbook* (6<sup>th</sup> Edition). New York: Psychological Press.
- Garrett, B.L. (2011) *Brain and Behaviour: An Introduction to Biological Psychology* (3<sup>rd</sup> Edition). London: Sage Publications.
- Kalat, J.W. (2012) *Biological Psychology* (11<sup>th</sup> Edition). New York: Wadsworth Publishing.
- Kolb, B. and Whishaw I.Q. (2010) *An Introduction to Brain and Behaviour* (3<sup>rd</sup> Edition). New York: Worth Publishers.
- Matlin, M. W. (2013) *Cognitive Psychology; International Student Version* (8th Edition) Wiley.
- Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. & Wagenaar, W. (2009) *Atkinson and Hilgard's Introduction to Psychology* (15<sup>th</sup> Edition). London: Cenage Learning.
- Quinlan, P. & Dyson, B. (2008) [\*Cognitive Psychology\*](#). Prentice Hall.

### Recommended

- Baddeley, A., [Eysenck](#), M. W. & [Anderson](#), M. C. (2009) *Memory*. Psychology Press.
- Banyard, P., Davies M.N.O., Norman, C. & Winder, B. (2010) *Essential Psychology: A Concise Introduction*. London: Sage Publications.
- Breedlove, S.M., Watson, N.V. & Rosenzweig, M.R. (2010) *Biological Psychology: An Introduction to Behavioural, Cognitive and Clinical Neuroscience*. Sunderland, MA: Sinauer Associates.
- Gazzaniga, M.S & Heatherton, T.F. (2005) *Psychological Science* (2<sup>nd</sup> Edition). New York: W.W. Norton & Co.
- Gross, R. (2006) *Psychology: The Science Of Mind And Behaviour*. London: Hodder & Stoughton.
- Gross, R. & McIlveen, R. (2004) *Cognitive Psychology*. London: Hodder & Stoughton.

### Journals and Websites

*Biological Psychology*  
*Cognition*

*Journal of Experimental Psychology: Human Learning and Memory*  
*Journal of Experimental Psychology: Human Perception and Performance*  
*Journal of Experimental Psychology: Learning, Memory and Cognition*  
*Journal of Memory and Language*  
*Learning and Motivation*

**MODULE CODE:** M4X00906  
**TITLE:** Introduction to Psychology  
**DATED:** 02/04/2014

**LEVEL:** 4  
**CREDITS:** 20  
**JACS CODE:** C834

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### **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**

Students will firstly be introduced to an overview of Psychology as the scientific discipline it sees itself as in today's world, before introducing students to the main historical perspectives in psychology. Students will be introduced to the behavioural, psychodynamic, cognitive, humanistic, biological, evolutionary and sociocultural perspectives and will learn how these perspectives have sought to explain classic areas of psychological enquiry. The module will introduce students to specific topic content that will provide an important basic underpinning for levels 5 and 6 of the degree. This will include introductory level coverage of the core curriculum areas for psychology in preparation for levels 5 and 6, with a particular focus on the areas not covered within other level 4 modules. Specific topics that will be discussed at length during this module will include:

- Human 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

Within the lecture material described above, as the module progresses, students will be introduced to key concepts such as individual differences and the biopsychosocial model and to key debates such as the nature-nurture debate. For example, students will be introduced at an early stage in the module to the biopsychosocial model, and will be encouraged to consider how a model incorporating multiple perspectives can provide a better understanding of the causes of aggression in humans than any one perspective alone. Students will then be asked to consider whether we are born with our personalities and will be taught about the importance of gene-environment interactions in the development of both personality and intelligence. Importantly, students will also be introduced to the concept of abnormality from a historical perspective, focusing on the traditional medical versus psychological model. Here, students will be introduced to the main structures and functions of the brain in order to demonstrate the biological causes of mental health problems such as depression and schizophrenia and how drug therapy works.

## 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.

Allocation of teaching to deliver the module are:

| Activity type                                                        | Hours      | Percentage  |
|----------------------------------------------------------------------|------------|-------------|
| Scheduled learning<br>• Lectures = 20 hours<br>• Seminars = 20 hours | 40         | 20%         |
| Independent learning                                                 | 160        | 80%         |
| Placement learning                                                   | -          | -           |
| <b>TOTAL</b>                                                         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

| Learning Outcomes                                                                        | PLO        | Assessment Criteria<br><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 | 4.1<br>4.7 | 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         | 4.5        | Describe the historical context of different psychological perspectives and key debates in psychology |
| 3. Describe human behaviour from multiple perspectives                                   | 4.6        | Discuss multiple psychological explanations for a given behaviour                                     |
| 4. The ability to present work through appropriate media                                 | 4.13       | Present work through the required media                                                               |

### Assessment Component 1 – 50%

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

### Assessment Component 2 – 50%

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

*Exemplar Assignment Question:* Using psychological evidence, discuss how the biological, cognitive and social learning perspectives would explain the development of human aggression.

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 50%         |
| Coursework    | 50%         |
| Practical     | -           |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST (EXEMPLI GRATIA)

### Essential Reading

Gross, R. D. (2010). *Psychology: The science of mind and behaviour* (6<sup>th</sup> 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* (6<sup>th</sup> ed.). Hove: Psychology Press.

Gross, R. D. (2012). *Key studies in psychology* (6<sup>th</sup> ed). London: Hodder 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* (8<sup>th</sup> ed.) Boston: Pearson. (E-book also available.)

**Websites, journals 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 module handbooks and the VLE system.

**MODULE CODE:** M4X00902  
**TITLE:** Academic Skills & Research Methods  
**DATED:** 02/04/2014

**LEVEL:** 4  
**CREDITS:** 20  
**JACS CODE:** C831

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### **AIM(S)**

The aims of this module are to:

- introduce students to the academic, computer and study skills required for the course, including packages for statistical analyses;
- explore principles of quantitative and qualitative research design and their appropriate application, taking into consideration ethical principles of research; and
- provide a strong foundation for research-based modules and assessments in Levels Five and Six

### **LEARNING OUTCOMES**

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

1. demonstrate understanding of appropriate conventions for academic writing in psychology;
2. demonstrate an awareness of various qualitative and quantitative research methods and their applications;
3. understand the principles of ethical research; and
4. recognise and use appropriate methods of collecting, describing and analysing simple research data.

### **INDICATIVE CONTENT**

This module will introduce students to the skills appropriate to studying psychology at HE level. Initially, the focus will be upon aspects of academic reading and writing to provide students with a clear set of guidelines regarding the appropriateness of various sources and how information should be presented in written assignments. Weekly workshops will allow students to develop their understanding of the requirements and their skill levels in a supportive environment. Topic covered in the first weeks of the module will include:

- Literature searching
- Writing and presentation conventions for essay and report writing
- Referencing various sources
- Unfair practice (such as collaboration and plagiarism)

Subsequent lectures and workshops will prepare students for designing and conducting research. This will include introducing students to the design principles behind psychological research. They will be introduced to the concept of empirical research and hypothesis testing, and will learn the distinction between quantitative research design (experimental and non-experimental) and qualitative research design. Topics will include:

- Hypotheses, variables, measures of central tendency, normal distribution and probability
- Correlational designs
- Comparison designs
- Qualitative approaches (phenomenology, discourse analysis)
- Qualitative research design issues (sampling, questions, analysis)

Throughout the module ethical conventions for both the conducting and writing of empirical research will be emphasised. Key elements of this module will be:

- coverage of the BPS Code of Human Research Ethics and how it applies to both basic and applied research; and
- identifying and addressing ethical concerns in qualitative and quantitative research reports.

The module content will progress to introduce students to both qualitative and quantitative data analysis. During lectures and workshops, both parametric and non-parametric analysis will be included (up to an ANOVA design). Activities and topics will include:

- qualitative data collection techniques including designing interview questions and focus group moderation/interviewing techniques; and
- analysis of data using SPSS including:
  - Pearson's correlation coefficient
  - Paired samples and independent t-tests
  - Chi<sup>2</sup> test
  - One-way Analysis of Variance (ANOVA)

## LEARNING AND TEACHING STRATEGY

Weekly lectures will introduce the students to the concepts and principles of research design, ethics and statistical analysis. These lectures will be supported by workshops which will introduce practical examples of research design and associated ethical issues. Through these workshops, students will become familiar with the statistical package SPSS and will be supported in early data analysis requirements for study reports.

Allocation of teaching to deliver the module are:

| Activity type                                                                                                             | Hours      | Percentage  |
|---------------------------------------------------------------------------------------------------------------------------|------------|-------------|
| Scheduled learning <ul style="list-style-type: none"> <li>• Lectures = 20 hours</li> <li>• Seminars = 20 hours</li> </ul> | 40         | 20%         |
| Independent learning                                                                                                      | 160        | 80%         |
| Placement learning                                                                                                        |            |             |
| <b>TOTAL</b>                                                                                                              | <b>200</b> | <b>100%</b> |

## ASSESSMENT

| Learning Outcomes                                       | PLO         | Assessment Criteria<br><i>To achieve each outcome a student must demonstrate the ability to:</i> |
|---------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------|
| 1. Demonstrate understanding of appropriate conventions | 4.8<br>4.13 | Write up empirical studies to the correct APA academic standards for Psychology                  |

|                                                                                                             |                      |                                                                                                              |
|-------------------------------------------------------------------------------------------------------------|----------------------|--------------------------------------------------------------------------------------------------------------|
| for academic writing in psychology                                                                          |                      |                                                                                                              |
| 2. Demonstrate an awareness of various qualitative and quantitative research methods and their applications | 4.2                  | Describe the strengths and limitations of different study designs as applied to different research questions |
| 3. Understand the principles of ethical research                                                            | 4.2<br>4.3           | Describe the ethical issues associated with specific qualitative and quantitative research studies.          |
| 4. Recognise and use appropriate methods of collecting, describing and analysing simple research data       | 4.10<br>4.11<br>4.12 | Collect appropriate qualitative and quantitative data and conduct basic data analysis.                       |

### **Assessment Component 1 – 20%**

1000 word quantitative study report: this report, submitted in the first few weeks of Semester One, will be students' first report-based assessment and has a strong formative element to it focusing upon the correct conventions for reporting studies in Psychology using a simple correlational design.

*Exemplar report question:* Report a study exploring the association between extraversion and Facebook use.

### **Assessment Component 2 – 30%**

1500 word quantitative study report: this second report will introduce students to a t-test analysis, using a simple experimental design from cognitive psychology.

*Exemplar report question:* Report a study exploring differences in memory recall across two tasks.

### **Assessment Component 3 – 30 %**

A 1500 word qualitative study report will introduce students to a simple qualitative thematic analysis of a provided transcript.

*Exemplar report question:* Conduct a basic thematic analysis of the provided transcript exploring student wellbeing and report this appropriately.

### **Assessment Component 4 – 20%**

Four Research Participation Hours and a 1000 word reflective log. Students will be required to complete four research hours by the end of this module, and to write a reflective log demonstrating their awareness of the research topics and studies that they have experienced through their participation hours, and their related ethical and design issues.

### **Assessment Summary**

| <b>Activity type</b> | <b>Percentage</b> |
|----------------------|-------------------|
| Written Exam         | -                 |
| Coursework           | 100%              |
| Practical            |                   |
| <b>TOTAL</b>         | <b>100%</b>       |

## READING LIST (EXEMPLI GRATIA)

### Essential Reading

- Brace, N., Kemp, R., & Snelgar, R. (2012) *SPSS for Psychologists*. (5<sup>th</sup> ed.). Hants: Palgrave Macmillan.
- Coolican, H. (2009). *Research methods and statistics in psychology*. (5<sup>th</sup> ed.). London: Hodder & Stoughton.
- Smyth, T.R. (2004). *The principles of writing in psychology*. Basingstoke: Palgrave Macmillan.

### Background Reading

- APA (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). APA: Washington, DC.
- Beech, J. R. (2008). *How to write in Psychology: A Student Guide*. Oxford: John Wiley & Sons.
- Beins, B.C., & Beins, A. M. (2012). *Effective writing in psychology: Papers, posters and presentations*. (2<sup>nd</sup> ed.). Oxford: Blackwell.
- Dancey, C., & Reidy, J. (2007). *Statistics without maths for psychology*. (4<sup>th</sup> ed.). London: Prentice Hall. (E-book also available.)
- Field, A., & Hole, G. (2003). *How to design and report experiments*. London: Sage.
- Harris, P. (2008). *Designing and reporting experiments in psychology*. (3<sup>rd</sup> ed.). Milton Keynes: Open University Press. (E-book also available.)
- Holt, N., & Walker, I (2009). *Research with people: theory, plans and practicals*. London: Palgrave Macmillan.
- Howitt, D., & Cramer, D. (2010). *Introduction to research methods in psychology* (3<sup>rd</sup> ed.). Harlow: Pearson Education.
- Howitt, D., & Cramer, D. (2010). *Introduction to statistics in psychology: A complete guide for students*. (5<sup>th</sup> ed.). Harlow: Pearson Education.

**MODULE CODE:** M4X00903  
**TITLE:** Applied Psychology  
**DATED:** 02/04/2014  
  
**LEVEL:** 4  
**CREDITS:** 20  
**JACS CODE:** C810

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### **AIM(S)**

The aims of this module are to:

- introduce students to the various disciplines within Applied Psychology;
- provide students with an understanding of the ways in which theory and research can be applied to the concepts of individual, organisational and societal health; and
- develop students' IT, groupwork and oral presentation skills.

### **LEARNING OUTCOMES**

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

1. recognise the different disciplines within applied psychology;
2. describe how theories and models can be applied to improving individual, organisational and/or societal health;
3. understand the role of research in applied psychology and associated practical, professional and ethical issues; and
4. the ability to present work through appropriate media.

### **INDICATIVE CONTENT**

The first lecture for this module will define the distinction between applied psychology and "basic" or experimental psychology, using a number of empirical examples. Students will be introduced to the range of applied disciplines within psychology, including:

- health psychology
- environmental psychology
- occupational psychology
- educational psychology
- forensic psychology
- clinical psychology

Lectures will then focus on topical issues within some of these disciplines in order to develop students' understanding of the ways in which theory and research can be applied to the concepts of individual, organisational and societal health. Examples will include:

- using health psychology models to understand health-related decision making
- the role of intervention development and evaluation in health psychology
- understanding causes of stress in the workplace and the effectiveness of primary, secondary and tertiary stress management interventions
- the role of applied psychologists in influencing government policy using case studies
- clinical psychology in the 21<sup>st</sup> century

Throughout the module, students will be informed about the professional standards expected within the various applied disciplines, and encouraged to consider the many ethical and practical issues associated with taking psychology “out of the laboratory” and “into the workplace”.

## LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the disciplines of applied psychology and the concepts and principles of applied research within core disciplines. During seminars students will discuss topical examples and case studies of applied psychology in the real world and consider the ethical and practical issues of applied practice and research design.

Allocation of teaching to deliver the module are:

| Activity type                                                                                                         | Hours      | Percentage  |
|-----------------------------------------------------------------------------------------------------------------------|------------|-------------|
| Scheduled learning <ul style="list-style-type: none"> <li>Lectures = 20 hours</li> <li>Seminars = 20 hours</li> </ul> | 40         | 20%         |
| Independent learning                                                                                                  | 160        | 80%         |
| Placement learning                                                                                                    | -          | -           |
| <b>TOTAL</b>                                                                                                          | <b>200</b> | <b>100%</b> |

## ASSESSMENT

| Learning Outcomes                                                                                                 | PLO               | Assessment Criteria<br><i>To achieve each outcome a student must demonstrate the ability to:</i>                       |
|-------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------|
| 1. Recognise the different disciplines of applied psychology                                                      | 4.1               | Describe the role and function of the key disciplines of applied psychology                                            |
| 2. Describe how theories and models can be applied to improving individual, organisational and/or societal health | 4.4               | Identify appropriate theories and models for improving individual, organisational or societal health                   |
| 3. Understand the role of research in applied psychology and the associated practical and ethical issues          | 4.9<br>4.8<br>4.3 | Select appropriate qualitative and/or quantitative research designs and measures for a given applied research question |
| 4. The ability to present work through appropriate media                                                          | 4.13              | Present work through the required media                                                                                |

### Assessment Component 1 – 50%

Group seminar presentation (five minutes per individual): students will work in small groups to produce and deliver a presentation on the different disciplines of applied psychology. Each student's contribution will be assessed individually.

*Exemplar presentation assessment:* Design and deliver a group PowerPoint presentation demonstrating examples of three different disciplines within applied psychology.

### Assessment Component 2 – 50%

Academic poster of a study proposal (1500 words max): students will be expected to create an individual academic poster using PowerPoint which outlines the intended study design and associated practical and ethical issues.

*Exemplar poster assessment:* Design a study proposal to explore an element of health-related decision-making and produce an individual academic poster of your proposal using the guidelines given.

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | -           |
| Coursework    | 50%         |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

### READING LIST (EXEMPLI GRATIA)

#### Essential Reading

Davey, G (Ed.) (2011). *Applied Psychology*. London: BPS Blackwell.

#### Background Reading

Arnold, J. (2010). *Work psychology: Understanding human behaviour in the workplace* (5<sup>th</sup> ed.). Harlow: Financial Times Prentice Hall. (2005 4<sup>th</sup> edition E-book also available.)

Ayers, S., & de Visser. (2011). *Psychology for Medicine*. London: SAGE.

Bayne, R., & Jinks, G. (2013). *Applied Psychology: Research, Training and Practice* (2<sup>nd</sup> edition). London: SAGE.

Bennett, P. (2000). *Introduction to Clinical Health Psychology*. Buckingham: Open University Press. (E-book also available.)

Bennett, P. (2011). *Abnormal and clinical psychology: An introductory textbook* (3<sup>rd</sup> ed.). Maidenhead: McGraw-Hill/ Oxford University Press. (E-book also available.)

Morrison, V., & Bennett, P. (2012). *An introduction to health psychology* (3<sup>rd</sup> ed.). Harlow: Pearson. (E-book also available.)

**Websites, journals 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 module handbooks and the VLE system. Useful websites for this module will include:

- <http://www.bps.org.uk/>
- <http://www.hsl.gov.uk>

**MODULE CODE:** M4X00904  
**TITLE:** Communication and Social Interaction  
**DATED:** 02/04/2014

**LEVEL:** 4  
**CREDITS:** 20

**JACS CODE:** C881

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### **AIM(S)**

- To introduce students to key conceptual and methodological issues in understanding human social behaviour
- To develop an understanding of how to apply social psychological theories to a variety of classic and contemporary individual and group phenomena
- To develop students' self-awareness of their own behaviour in individual and group settings.

### **LEARNING OUTCOMES**

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

1. understand key social psychological concepts in understanding how individuals and groups interact;
2. describe classic social psychological theories of human social behavior;
3. demonstrate awareness of how multiple channels of communication can be applied to understanding real world issues; and
4. the ability to present work through appropriate media.

### **INDICATIVE CONTENT**

Lectures and seminars will allow students to develop their understanding of classic social psychological theories and empirical studies that have offered explanations for human social behaviour. Lectures will introduce each topic, and seminars will encourage students to develop their critical and discussion skills. Topics will include:

- Causal attribution
- Attitudes and attitude change
- Prosocial behaviour
- Relationship formation, maintenance and dissolution
- Group dynamics
- Leadership

The module will then introduce students to the variety of channels of communication used by humans and how these can influence both individual and group interaction. An initial focus upon verbal communication will introduce students to the bases of language and the study of language, and this will be followed by a consideration of non-verbal communication. Topics will include:

- Verbal communication
  - Biological, cognitive and social bases of language
  - The study of language
  - Meaning and using language

- Non-verbal communication:
  - Facial expressions, eye-contact, body movement, postures, gestures
  - Paralanguage
  - The symbolism of clothing

## LEARNING AND TEACHING STRATEGY

Topics will be introduced in weekly lectures, and consolidated through seminars which will vary in format from group exercises and discussions to small group exercises in order to further develop students' understanding of the principles and key topic areas within social psychology.

Allocation of teaching to deliver the module are:

| Activity type                                                                                                             | Hours      | Percentage  |
|---------------------------------------------------------------------------------------------------------------------------|------------|-------------|
| Scheduled learning <ul style="list-style-type: none"> <li>• Lectures = 20 hours</li> <li>• Seminars = 20 hours</li> </ul> | 40         | 20%         |
| Independent learning                                                                                                      | 160        | 80%         |
| Placement learning                                                                                                        |            |             |
| <b>TOTAL</b>                                                                                                              | <b>200</b> | <b>100%</b> |

## ASSESSMENT

| Learning Outcomes                                                                                                    | PLO        | Assessment Criteria<br><i>To achieve each outcome a student must demonstrate the ability to:</i>                                                   |
|----------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand key social psychological concepts in understanding how individuals and groups interact                 | 4.1<br>4.5 | Accurately describe and discuss key psychological concepts, debates and theories relating to individual and group interaction                      |
| 2. Describe classic social psychological theories of human social behaviour                                          | 4.7        | Accurately describe appropriate social psychological theories and clearly identify the main concepts and assumptions that underpin these           |
| 3. Demonstrate awareness of how multiple channels of communication can be applied to understanding real world issues | 4.4        | Describe how social psychological theories of communication have contributed to understanding and explaining social interaction in the real world. |
| 4. The ability to present work through appropriate media                                                             | 4.13       | Present work through the required media using appropriate conventions                                                                              |

### Assessment Component 1 – 50%

A two hour combined exam (multiple choice and short answer exam) will assess levels of knowledge and understanding related to key concepts that will underpin modules delivered at levels five and six.

### Assessment Component 2 – 50%

1,500 word assignment: This will assess students' ability to develop a deeper, empirically-supported discussion around a specified topic.

*Exemplar assignment question:* With reference to appropriate theory and empirical evidence, discuss psychological explanations regarding why people join groups.

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written Exam  | 50%         |
| Coursework    | 50%         |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

### READING LIST (EXEMPLI GRATIA)

#### Essential Reading

Baron, R. A., & Branscombe, N. R. (2013). *Social Psychology* (13<sup>th</sup> edition). London: Pearson.

Harley, T. A. (2013). *The Psychology of Language: from Data to Theory*. London: Taylor & Francis.

Holtgraves, T. M. (2002). *Language as Social Action*. New Jersey: Lawrence Erlbaum Associates, Inc.

#### Additional reading

Gross, R. (2010). *Psychology: The science of mind and behaviour*. London: Hodder Education.

Hogg, M. A., & Vaughan, G. M. (2008). *Social Psychology*. Harlow, Essex: Pearson Prentice Hall.

Kassin, S., Fein, S., & Markus, H. R. (2011). *Social psychology* (8<sup>th</sup> edition). Belmont, CA: Wadsworth.

Maio, G., & Haddock, G. (2010). *The Psychology of Attitudes and Attitude Change*. London: Sage.

Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social Psychology* (12<sup>th</sup> edition). Upper Saddle River, N.J.: Pearson Prentice Hall.

#### Journal

Journal of Language and Social Psychology.

**Websites, journals 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 module handbooks and the VLE system.

**MODULE CODE:** M4X00905  
**TITLE:** Experimental Psychology  
**DATED:** 02/04/2014

**LEVEL:** 4  
**CREDITS:** 20  
**JACS CODE:** C856

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### **AIM(S)**

The aim of this module is to:

- provide students with an awareness of the evolution of psychology as a scientific discipline;
- develop a strong understanding of historical, ethical and research design issues in experimental psychology; and
- develop students' awareness of critical thinking skills and the importance of the "timeline" of psychology.

### **LEARNING OUTCOMES**

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

1. understand the historical roots of the development of psychology as a science;
2. show knowledge of the development of different experimental techniques over time and the ethical issues associated with them;
3. demonstrate understanding of the modern integration of multiple perspectives within experimental psychology; and
4. the ability to present work through appropriate media.

### **INDICATIVE CONTENT**

Module content will focus around the emergence of psychology as a science, starting with discussion of the philosophical roots of many of the issues that we explore in psychology. Specific content coverage mapping on to BPS core curriculum areas will include:

- The study of psychology as a science
- Political and ethical issues in psychology
- The historical paradigm of experimental psychology

It will focus upon the empirical foundations and timeline of psychological science; exploring key developments, clashes and controversies in experimental psychology such as:

- research fraud,
- the file-drawer problem,
- issues of statistical testing,
- ethical issues in experimental psychology.

Students will also be introduced to new developments in experimental psychology such as cognitive neuropsychology. A key element of the module will be to encourage understanding of how and why dominant perspectives emerged at certain

times. An underpinning theme of the module will be consideration of whether psychology through the ages has fitted a paradigmatic view of science.

### LEARNING AND TEACHING STRATEGY

Topics will be introduced in two-hour weekly lectures, and consolidated through seminars which will vary in format from group exercises and discussions to practical tasks in order to support the application, discussion, and critical evaluation of the principles and methods of experimental psychology.

Allocation of teaching to deliver the module are:

| Activity type                                                        | Hours      | Percentage  |
|----------------------------------------------------------------------|------------|-------------|
| Scheduled learning<br>• Lectures = 20 hours<br>• Seminars = 20 hours | 40         | 20%         |
| Independent learning                                                 | 160        | 80%         |
| Placement learning                                                   | -          | -           |
| <b>TOTAL</b>                                                         | <b>200</b> | <b>100%</b> |

### ASSESSMENT

| Learning Outcomes                                                                                                               | PLO        | Assessment Criteria<br><i>To achieve each outcome a student must demonstrate the ability to:</i>               |
|---------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------|
| 1. Understand the historical roots of the development of psychology as a science                                                | 4.1        | Identify important developments in experimental psychology                                                     |
| 2. Show knowledge of the development of different experimental techniques over time and the ethical issues associated with them | 4.2<br>4.5 | Describe specific experimental techniques and associated methodological and ethical debates and issues.        |
| 3. Demonstrate understanding of the modern integration of multiple perspectives within experimental psychology                  | 4.6        | Recognise the multiple perspectives and founding concepts upon which modern experimental approaches are based. |
| 4. The ability to present work through appropriate media                                                                        | 4.13       | Present work through the required media                                                                        |

#### Assessment Component 1 – 50%

A two hour seen exam will allow students to display their understanding of the key module topic areas within a traditional written essay-exam format.

#### Assessment Component 2 – 50%

1,500 word written assignment – this will allow students to display their depth of understanding in a written assignment asking them to discuss different perspectives used within experimental psychology.

*Exemplar Assignment Question:* Describe how the Behaviourist and Cognitive perspectives have informed the development of modern day experimental approaches using appropriate examples.

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 50          |
| Coursework    | 50          |
| Practical     | -           |
| <b>TOTAL</b>  | <b>100%</b> |

### READING LIST (EXEMPLI GRATIA)

#### Essential Reading

Brysbaert, M. & Rastle, K. (2013). *Historical and conceptual issues in psychology*. (2<sup>nd</sup> ed.) Harlow: Pearson.

Fairholm, I. (2012). *Issues, debates and approaches in psychology*. Basingstoke: Palgrave Macmillan.

#### Background Reading

Gross, R. D. (2010). *Psychology: The science of mind and behaviour* (6<sup>th</sup> ed.). London:

Hodder Education. (E-book also available.)

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

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

#### Journals

Annual Review of Psychology

Current Directions in Psychological Science

Perspectives on Psychological Science

Psychological Science

**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 module handbooks and the VLE system.

**MODULE CODE:** M4X00907  
**TITLE:** Psychology in Society  
**DATED:** 02/04/2014

**LEVEL:** 4  
**CREDITS:** 20  
**JACS CODE:** C846

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### **AIM(S)**

- To teach students an awareness of how psychology influences all aspects of human society across cultures
- To understand the application of psychological theory and knowledge in understanding and improving societal health and functioning, including the potential role of psychology in the sustainable development agenda.
- To develop students' reflective skills and confidence in using contemporary media for academic purposes

### **LEARNING OUTCOMES**

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

1. understand how psychological principles and knowledge underpin societal issues;
2. discuss ways in which psychological research can be used to improve societal health and functioning;
3. consider the changing role of the individual in contributing to debates in society; and
4. the ability to present work through appropriate media.

### **INDICATIVE CONTENT**

This module, which runs across semesters One and Two of Level Four, will introduce students to the role that psychological research and practice plays in society. It will discuss key psychological theories and empirical studies and explore their influence at individual, group, societal and cultural levels. Examples include:

- how attitudes are formed and how these attitudes may be changed, at a political level through 'nudge' theory or by individuals and groups in consumer/environmental psychology;
- how personality styles and message framing influences behaviours;
- how public health is influenced by the messages and use of words and images in the media and from health professionals;
- the psychology of morality from a developmental and evolutionary perspective and how this influences our notion of social responsibility;
- understanding attitudes in society toward mental health issues and the impact upon individuals with mental health problems;
- how we access information in contemporary society and the influence this has upon us;
- and the influence of technology on 'real-world' and 'virtual' societies.

An underlying theme in this module will be the consideration of who decides how psychology is used in society, and whether this is changing as a new, technological

society emerges. As the internet is at the forefront of this change students will be encouraged to use internet tools in their research and one of their assessments, whilst course delivery will also integrate technology to fit with the overall theme of the module

## LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the application of specific psychological concepts, theories and models to understanding societal behaviour. Seminars will introduce practical examples of use of social media and online tools that will be used to support the application and discussion of topics, and students will be encouraged to engage appropriately in social media to facilitate these discussions.

Allocation of teaching to deliver the module are:

| Activity type                                                                                                         | Hours      | Percentage  |
|-----------------------------------------------------------------------------------------------------------------------|------------|-------------|
| Scheduled learning <ul style="list-style-type: none"> <li>Lectures = 20 hours</li> <li>Seminars = 20 hours</li> </ul> | 40         | 20%         |
| Independent learning                                                                                                  | 160        | 80%         |
| Placement learning                                                                                                    | -          | -           |
| <b>TOTAL</b>                                                                                                          | <b>200</b> | <b>100%</b> |

## ASSESSMENT

| Learning Outcomes                                                                                              | PLO  | Assessment Criteria<br><i>To achieve each outcome a student must demonstrate the ability to:</i> |
|----------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------|
| 1. Discuss how psychological principles and knowledge underpin societal issues                                 | 4.4  | Discuss relevant psychological principles in relation to a given topical issue.                  |
| 2. Understand the ways in which psychological research can be used to improve societal health and functioning. | 4.9  | Identify the role of psychological research in improving an area of societal functioning.        |
| 3. Consider the changing role of the individual in contributing to debates in society.                         | 4.5  | Reflect upon their own and others contribution to contemporary debates in Society.               |
| 4. The ability to present work through appropriate media                                                       | 4.13 | Present work through the required media.                                                         |

### Assessment Component 1: Blog – 50%

Students will be required to create and maintain an empirically supported blog (minimum three entries) with a word count of 1500 words from a psychological perspective in relation to a topical issue of relevance to their role within society.

*Exemplar blog assignment question:* Using empirical evidence to support your argument, find examples of altruistic behaviour in the news and discuss the possible psychological explanations for this behaviour.

### **Assessment Component 2: 1500 word study report – 50%**

Students will be required to produce a 1500 word study quantitative report on a given topic, exploring the ways in which psychological knowledge and research could improve societal health and functioning.

*Exemplar Research Question:* Carry out a study exploring how nudge theory influences people's choices on purchasing plastic bags.

### **Assessment Summary**

| Activity type | Percentage  |
|---------------|-------------|
| Written Exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

### **READING LIST (EXEMPLI GRATIA)**

#### **Essential Reading**

Kassin, S., Fein, S., & Markus, H. R. (2013). *Social psychology* (9<sup>th</sup> ed.). Belmont, CA:

Wadsworth.

Miller, A. G. (Ed.). (2004). *The social psychology of good and evil*. New York: Guilford Press.

#### **Background Reading**

Cromby, J., Harper, D., & Reavey, P. (2013). *Psychology, mental health and distress*. Basingstoke: Palgrave Macmillan.

Ellemers, N., Spears, R., & Doosje, B. (Eds.). (1999). *Social identity: context, commitment, content*. Oxford: Blackwell.

Langdridge, D., & Taylor, S. (Eds.). (2006). *Critical readings in social psychology*. Milton Keynes: Open University Press.

Shiraeve, E. B., & Levy, D. A. (2010). *Cross-cultural psychology: Critical thinking and contemporary applications*. (5<sup>th</sup> International ed). Upper Saddle River, N.J.: Pearson Education.

#### **Journals**

Annual Review of Psychology

British Journal of Social Psychology

Journal of Experimental Social Psychology

Journal of Personality and Social Psychology

Personality and Social Psychology Bulletin

Perspectives on Psychological Science

Psychological Science

**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 module handbooks and the VLE system.

**MODULE CODE:** M4X02241  
**TITLE:** Academic Skills  
**DATED:** 30/06/2016

**LEVEL:** 4  
**CREDITS:** 20

**JACS CODE:** C831

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#### **AIM(S)**

- To introduce academic and essential learning skills for higher education within the context of the students' programme of study
- To introduce students to basic applied qualitative and quantitative research design and associated ethical issues

#### **LEARNING OUTCOMES**

By the end of this module students should be able to:

- engage in appropriate levels of academic reading and writing;
- understand qualitative and quantitative methods for research and evaluation in the field of mental health;
- identify the main ethical issues in applied research design;
- organise their learning effectively and reflect upon their own progress and future development.

#### **INDICATIVE CONTENT**

This module will introduce students to the skills appropriate to studying psychology at HE level. Initially, the focus will be upon aspects of academic reading and writing to provide students with a clear set of guidelines regarding the appropriateness of various sources and how information should be presented in written assignments. Topic covered in the first weeks of the module will include:

- Literature searching
- Writing and presentation conventions
- Referencing various sources
- Unfair practice (such as collaboration and plagiarism)

Module content will then focus on developing an awareness of a range of qualitative and quantitative methods and techniques used to study mental health in a variety of contexts, with module coverage including discussion of studies published in this area and including:

- Researching vulnerable people: professional and ethical issues
- Qualitative research methods (e.g., interviews, focus groups, case studies)
- Quantitative research methods (e.g., questionnaire design, online surveys)
- Reporting research (report-writing conventions, academic presentations)

## LEARNING AND TEACHING STRATEGY

Subsequent lectures and workshops will introduce students to the basics of designing and conducting research. Lectures will be supported by workshops which will introduce practical examples of academic skills, research design and associated ethical issues. Workshops will allow students to develop their understanding of the requirements and their skill levels in a supportive environment. Through these workshops, students will become familiar with basic research and evaluation methods and will be supported in early requirements for assessments for this module.

Allocation of teaching to deliver the module are:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 30         | 15%         |
| Independent learning | 170        | 85%         |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – 1500 word written essay (50%)

Students will be asked to write an essay focused around understanding of research design issues adhering to the required academic conventions.

*Exemplar: Discuss the main differences between qualitative and quantitative research methods using examples from studies in the field of mental health.*

### Assessment Component 2 – 1500 word Study report (50%)

Students will be asked to collect simple survey data on an issue relating to mental health and will be expected to report it according to the required conventions of report-writing.

*Exemplar: Using the data collected, produce a brief research report exploring participants' understanding of the causes of depression.*

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written Exam  | -           |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

|                                                                                                                                                                                                                                                              |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Does the module contribute to ESD?                                                                                                                                                                                                                           | Yes |
|                                                                                                                                                                                                                                                              |     |
| If yes please provide brief details (no more than 100 words):<br><br>The focus of this module is to equip students with skills and knowledge in the application of a broad range of academic and research skills in the area of mental health and wellbeing. |     |

## READING LIST (EXEMPLI GRATIA)

### Essential Reading

Holt, N., & Walker, I (2009). *Research with people: theory, plans and practicals*. London: Palgrave Macmillan.

Seely, J. (2013). *Oxford Guide to Effective Writing and Speaking: How to communicate Clearly*. (2<sup>nd</sup> ed.) Oxford: Open University Press.

### Recommended Reading

Beins, B.C., & Beins, A. M. (2012). *Effective writing in psychology: Papers, posters and presentations*. (2<sup>nd</sup> ed.). Oxford: Blackwell.

Coolican, H. (2014). *Research methods and statistics in psychology*. (6<sup>th</sup> ed.) London: Hodder & Stoughton.

Howitt, D., & Cramer, D. (2014). *Introduction to research methods in psychology* (4<sup>th</sup> ed.) Harlow: Pearson Education.

Pritchards, A.M. (2008) *Studying and Learning at University: Vital Skills for Success in your Degree*. London: Sage Publications.

Van Emden, J. & Becker, L. (2010) *Presentation Skills for Students*. (2<sup>nd</sup> ed.) Palgrave Macmillan.

**MODULE CODE:** M4X02242  
**TITLE:** Introduction to Mental Health  
**DATED:** 30/06/2016

**LEVEL:** 4  
**CREDITS:** 20

**JACS CODE:** C842

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### **AIM(S)**

The aims of this module are to:

- Provide students with an understanding of key terms and definitions of mental health and the problems and challenges associated with defining mental health
- Enable students to recognise the social, psychological and biological factors which contribute to mental health issues across the lifespan

### **LEARNING OUTCOMES**

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

- Explain the key concepts, definitions and models of mental health and recognise the problems surrounding these definitions;
- Define the current UK system for the classification of psychological disorders and mental ill-health;
- Describe the biological, psychological and social factors that can contribute to mental ill-health and how these inform different treatment approaches;
- Organise their learning effectively and reflect upon their own progress and future development.

### **INDICATIVE CONTENT**

The module will commence with discussion about the ways in which mental health has been defined and described through history to the present day. Students will learn about the wide variety of terms and concepts used to define mental health (such as mental illness, psychopathology, abnormality, madness, distress) and will be encouraged to consider the implications of these definitions in relation to the range of phenomena they describe and issues of treatment, stigma and discrimination.

Module content will then introduce students to the range of biological, psychological and social factors associated with mental health, and the complex interaction between these factors. Key models and theories of mental health will be introduced,

including the medical model, biopsychosocial model, diatheses-stress models, humanistic model, cognitive model, and family systems approaches. Students will be encouraged to consider how these models underpin not only the treatment of mental health problems but also our understanding of how to engage in public education initiatives about mental health.

Topic content will then focus on the current DSM and ICD systems for classifying mental health problems in the UK, with students introduced to the range of disorders captured within this system and the way in which these classifications are identified and treatment plans formulated.

## LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the areas and the concepts and principles of core disciplines. During seminars students will discuss topical examples and case studies of a range of mental health problems in order to develop understanding of the causal factors and implications of a diagnostic label.

Allocation of teaching to deliver the module are:

| Activity type                              | Hours      | Percentage  |
|--------------------------------------------|------------|-------------|
| Scheduled learning (lectures and seminars) | 30         | 15%         |
| Independent learning                       | 170        | 85%         |
| <b>TOTAL</b>                               | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1: Coursework: 2,000 word essay (50%)

In this essay students will be expected to discuss an issue relating to their understanding of the diagnostic and classification systems in mental health.

*Exemplar: Discuss how the biopsychosocial model has informed our understanding of the causes of mental health.*

### Assessment Component 2: Group presentation (individually assessed; five minutes per person) (50%)

In this first presentation assessment, students will be expected to prepare and present a PowerPoint presentation, working as group in the preparation of the overall presentation whilst making an individual contribution to the presentation preparation and delivery.

*Exemplar: Working as a group, prepare and present a PowerPoint presentation describing at least three different approaches to understanding mental health. Each individual must make their own contribution to the presentation and present for five minutes.*

## Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | -           |
| Coursework    | 50%         |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

## EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

|                                                                                                                                                                                                                                                                                                                                              |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Does the module contribute to ESD?                                                                                                                                                                                                                                                                                                           | Yes |
| If yes please provide brief details (no more than 100 words):                                                                                                                                                                                                                                                                                |     |
| The focus of this module is to equip students with critical understanding of issues relating to mental health and wellbeing, through encouraging students to identify the importance of drawing upon scientific knowledge and research. This links to the QAA graduate learning outcome for knowledge and understanding for future thinking. |     |

## READING LIST (EXEMPLI GRATIA)

### Essential Reading

Cromby, J., Harper, D., & Reavey, P. (Eds.). (2013). *Psychology, Mental Health and Distress*. Basingstoke: Palgrave Macmillan.

### Recommended Reading

Bennett, P. (2011). *Abnormal and clinical psychology: An introductory textbook* (3<sup>rd</sup> ed.) Maidenhead: McGraw-Hill/ Oxford University Press. (E-book also available.)

Davey, G. (2014). *Psychopathology: Research, Assessment, and Treatment in Clinical Psychology* (2<sup>nd</sup> ed.) Oxford: Blackwell.

Nolen-Hoeksema, S. (2014). *Abnormal Psychology* (6<sup>th</sup> ed.) New York: McGraw-Hill.

Paris, J. (2013). *The Intelligent Clinician's Guide to the DSM-5*. Oxford: Oxford University Press.

### Journals

American Journal of Psychiatry  
British Journal of Psychiatry  
Journal of Abnormal Psychology  
Journal of Consulting and Clinical Psychology

**MODULE CODE:** M4X02243  
**TITLE:** Mental Health in Children and Young People  
**DATED:** 30/06/2016

**LEVEL:** 4  
**CREDITS:** 20

**JACS CODE:** C821

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### **AIM(S)**

- To enable students to gain an understanding of mental health and well-being in children and young people
- To provide students with knowledge of the role of the professional in ensuring mental health and well-being in children and young people

### **LEARNING OUTCOMES**

By the end of this module students should be able to:

- Demonstrate an understanding of mental health issues seen in childhood and their impact on children's well-being;
- Demonstrate an awareness of the importance of children's poor mental health and its impact on their well-being, home- and school-life;
- Identify appropriate treatments and interventions to improve mental health and well-being in children;
- Organise their knowledge and learning through use of a range of information resources, and present their work at the appropriate level.

### **INDICATIVE CONTENT**

The module will begin with introducing students to a number of important policies created to protect the child. These include the convention on the rights of the child (CRC), The Good Childhood Report and Every Child Matters.

Module content will then introduce students to the range of mental health and well-being issues that children face. These will include internalizing disorders such as Depression and Anxiety; Disruptive Behaviour Disorders such as Oppositional Defiant Disorder and Conduct Disorder and Neurodevelopmental Disorders such as ADHD and Autism. Students will explore the biological, psychological and social factors associated with these conditions, and how they impact upon their home and school life. Students will also explore some of the negative consequences of mental health in children and young people. These will include self-harm and poor academic achievement.

Finally, students will be introduced to the role of the professional in improving mental health and well-being in children e.g. educational psychologists, therapists, counsellors and medical treatments. This knowledge will provide students with the opportunity to explore a variety of ways to raise awareness and improve mental health and well-being in children.

## LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to a number of key policies, mental health disorders and their etiology. Tutorials and seminars will provide an opportunity to explore the impact mental health has on a child's life. Through the use of vignettes and case studies during seminars students will critically evaluate treatments and interventions used to support children's mental health.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 30         | 15%         |
| Independent learning | 170        | 85%         |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

**Assessment Component 1 – Coursework:** 2,000 word written Assignment (60%)

A written essay will require students to discuss the specific issues that can lead to mental health problems in children and/or young people.

*Exemplar: Discuss the impact of poor mental health on a child's home and school-life.*

**Assessment Component 2 – Coursework:** 1,000 word Leaflet (40%)

This assessment will require students to create a professional leaflet aimed at raising awareness of a specific mental health problem for children and/or young people.

*Exemplar: Using empirical evidence and statistics, create an awareness-raising leaflet about autism in children and young people aimed at the general public*

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Does the module contribute to ESD?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Yes |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |
| If yes please provide brief details (no more than 100 words):<br>According to the Bruntland Report "Our Common Future" sustainable development is "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." The focus of this module also meets the QAA ESD learning outcomes relating to social justice, ethics, and wellbeing, and future thinking, by evaluating the impacts and interconnections of different generations in terms of mental health. |     |

## READING LIST (EXEMPLI GRATIA)

### Essential Reading

Shatkin, J. P. (2015). *Treating Child & Adolescent Mental Illness: A Practical, All-in-One Guide*. London: WW Norton & Company

### Recommended

Adelman, H. S., & Taylor, L. (Eds.). (2009). *Mental health in schools: Engaging learners, preventing problems, and improving schools*. Corwin Press.

Bradshaw, J. (2016) *The Well-Being of Children in the UK* (4<sup>th</sup> Edition). London: Policy Press.

Claveirole, A. and Gaughan, M. (2010) *Understanding Children and Young People's Mental Health*, London: Wiley-Blackwell.

Collins, J. and Foley, P. (2008) *Promoting Children's Well-being: Policy and Practice (Working Together for Children)*, London: Policy Press.

Dogra, N. (2008) *A Multidisciplinary Handbook of Child and Adolescent Mental Health for Front-line Professionals*, (2<sup>nd</sup> Edition) Jessica Kingsley Publishers Ltd.

Holt, M. K., & Grills, A. E. (Eds.). (2015). *Critical Issues in School-based Mental Health: Evidence-based Research, Practice, and Interventions*. Routledge.

McAuley, C., Pecora, P.J. & Rose, R. (2006) *Enhancing the Well-being of Children and Families through Effective Interventions: International Evidence for Practice*. London: Jessica Kingsley.

McAuley, C. and Reose, W. (2010) *Child Well-being: Understanding Children's Lives*. London: Jessica Kingsley Publishers.

Riley, J., Wragg, T. & Burrell, A. (2007) *Promoting Children's Well-being*. London: Network Continuum Education.

Timimi, S., Bentall, R. & Sanders, P. (2009) *A Straight-talking Introduction to Children's Mental Health Problems*. London: PCCS Books.

Underdown, A. (2006) *Young Children's Health and Well-being*. Buckingham: Open University Press.

### Journals

Developmental Psychology

Journal of Abnormal Psychology

Journal of Consulting & Clinical Psychology

Personality Disorders: Theory, Research and Treatment

**MODULE CODE:** M4X02244  
**TITLE:** Understanding old age  
**DATED:** 30/06/2016

**LEVEL:** 4  
**CREDITS:** 20

**JACS CODE:** C822

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### **AIM(S)**

- To develop students' understanding of key developmental, social, and cognitive theories of ageing.
- To develop understanding of the causes and impact of mental health difficulties and cognitive decline in old age from an individual, familial and societal perspective.

### **LEARNING OUTCOMES**

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

- Describe the key theories that underpin our understanding of the developmental, social, and cognitive challenges of ageing;
- Identify the causes and impact of cognitive decline and dementia in old age from an individual, familial and societal perspective;
- Demonstrate an understanding of the health and social care system in an ageing UK population;
- Organise their knowledge and learning through the use of information resources and present their work at the appropriate level.

### **INDICATIVE CONTENT**

Early module content will introduce students to the key theories of normal ageing processes, exploring the social, developmental, and cognitive challenges faced as part of the natural aging process. Students will understand that whilst "normal ageing" involves cognitive and physical decline, that many older people lead happy and fulfilling lives and navigate successfully around the challenges of retirement, physical and cognitive decline, reduced social circles and even bereavement.

We will then turn our attention to understanding the social, biological and psychological factors associated with psychological distress and mental health problems in older adulthood. The module will explore factors associated with depression in older age, including retirement, social isolation and grief, using psychological theories to understand how individuals work through bereavement and grief.

The module will then focus on one of the most common cognitive disorders in older age, that of dementia. The module will discuss the prevalence, symptoms and causes of dementia, including Alzheimer's Disease, with a focus on developing understanding of the biological and cognitive processes associated with these diseases and the impact of these diseases not only on the individual but for those caring for people with dementia. The ways in which the UK health and social care system supports such individuals will also be explored.

The module will also include coverage of prejudicial attitudes towards older adults, exploring the impact of these attitudes on the wellbeing of older adults and identifying ways of reducing the stigma and discrimination associated with both the normal ageing process and with illnesses such as dementia.

### **LEARNING AND TEACHING STRATEGY**

Lectures will introduce the students to the key theories of ageing and cognitive decline, with seminars being used to introduce case studies for discussion in order to develop understanding of the impact of aging on the individual and wider social network. Guest speakers from local Dementia support organizations will be brought in to support some of these seminar discussions.

The allocation of teaching to deliver the module is:

| <b>Activity type</b> | <b>Hours</b> | <b>Percentage</b> |
|----------------------|--------------|-------------------|
| Scheduled learning   | 30           | 15%               |
| Independent learning | 170          | 85%               |
| <b>TOTAL</b>         | <b>200</b>   | <b>100%</b>       |

### **Assessment Component 1 – Coursework: Portfolio (50%)**

Students will be asked to carry out research into three charities/support organisations that work to support older people and to produce a portfolio documenting the sources of advice and support available in relation to a specific issue.

*Exemplar: Produce a portfolio documenting the sources of advice and support available to older people suffering from bereavement.*

### **Assessment Component 2 – Coursework: 1,500 word written review (50%)**

Students will be provided with a recent media story related to mental health in old age and will be asked to discuss the extent to which this story is based on relevant theory and evidence.

*Exemplar: Using appropriate theory and empirical evidence, review a recent media story on the impact of dementia.*

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

### EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Does the module contribute to ESD?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Yes</b> |
| <p>If yes please provide brief details (no more than 100 words):</p> <p>According to the Bruntland Report “Our Common Future” sustainable development is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” This module explores the issues surrounding an ever growing aged population and meets the QAA ESD learning outcome of encouraging students to identify the causes and possible solutions to inequity at intra and inter-generational levels.</p> |            |

### READING LIST (EXEMPLI GRATIA)

#### Essential Reading

Schaie, K. W., & Willis, S. L. (Eds.). (2010). *Handbook of the Psychology of Aging*. Academic Press.

#### Recommended

Baker, C. (2014). *Developing Excellent Care for People Living with Dementia in Care Homes*. London: Jessica Kingsley Publishers.

Binstock, R. H., George, L. K., Cutler, S. J., Hendricks, J., & Schulz, J. H. (Eds.). (2011). *Handbook of aging and the social sciences*. Academic Press.

Christopher, G. (2013). *The Psychology of Ageing: From Mind to Society*. Palgrave Macmillan.

Bond, J., Peace, S., Dittman-Kohli, F. and Westerhof, G. (2007) *Ageing in Society*. London: Sage Publications.

Erber, J. T. (2011) *Aging and older adulthood*. John Wiley & Sons.

James, I. A. (2011) *Understanding behaviour in dementia that challenges: A guide to assessment and treatment*. London: Jessica Kingsley Publishers.

Powell, J. L. (2006) *Social theory and aging*. Rowman & Littlefield.

Rabbitt, P. (2014). *The Aging Mind: An Owner's Manual*. London: Routledge.

Segal, L. (2013). *Out of time: The pleasures and the perils of ageing*. Verso Books.

Stuart-Hamilton, I. (2011). *An introduction to gerontology*. Cambridge: Cambridge University Press.

## **Journals**

Aging and Mental Health

American journal of family therapy

Journal of Abnormal Psychology

Journal of Aging and Health

Journal of Consulting and Clinical Psychology

Journal of Gerontology

## **Websites**

<http://www.ageuk.org.uk/>

<https://www.alzheimers.org.uk/>

<http://www.alzheimersresearchuk.org/>

<https://www.dementiafriends.org.uk/>

**MODULE CODE:** M4X02245  
**TITLE:** Stress, Coping and Resilience  
**DATED:** 30/06/2016

**LEVEL:** 4  
**CREDITS:** 20

**JACS CODE:** C848

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### **AIM(S)**

- To develop an understanding of the causes and consequences of stress on our mental health and wellbeing
- To encourage greater understanding and self-reflection of the importance of self-care and effective coping in individuals working within the field of mental health

### **LEARNING OUTCOMES**

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

- Identify the main causes and consequences of stress in today's society
- Understand the complex interplay between biological, psychological and social processes in understanding individual differences in stress, coping and resilience
- Apply this understanding to their own behaviours in order to identify relevant coping and self-care strategies
- Organise their knowledge and learning through the use of information resources and present their work at the appropriate level.

### **INDICATIVE CONTENT**

The prevalence of stress in today's society will be explored and the major causes of stress will be identified alongside discussion of the implications of stress for the UK healthcare system, other organizations and wider society. The impact of the challenges faced in the 21<sup>st</sup> century from economic, social, environmental and political struggles will be discussed from an individual and societal perspective. The consequences of sustained stress on the individual and its implications for the workplace and wider society will also be identified, including physical illnesses, psychological distress, depression, and behavioural problems such as alcoholism or problem gambling.

Module content will then introduce students to models of stress and coping, exploring the complex interaction between biological, psychological and social factors. The

transactional model of stress and coping will be used as framework for understanding individual differences in the ability to cope with pressure and the stress response, exploring the role of cognitive appraisal and other psychological factors in the stress and coping process. Empirical evidence reporting on the effectiveness of certain coping styles and interventions will be reviewed, and the implications of poor coping for mental health. The module will also explore evidence for the role of positive emotions in the stress and coping process.

Finally, the module will consider how an understanding of models of stress and coping can be used to understand the mental health difficulties experienced by certain populations in society, including NHS workers, armed forces personnel, and those working in the field of mental health. Students will be encouraged to consider the extent to which the individual, the workplace organisation and government should be seen as responsible for managing stress and promoting wellbeing in today's society. The concept of resilience in young people and associated mental health issues will be explored alongside consideration of how we could seek to tackle this issue in the face of the pressures faced by young people in today's world.

## LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples of coping strategies which will be used to support the application and discussion of the techniques learned. Case studies will also be used to develop understanding of the various causes and consequences of stress.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 30         | 15%         |
| Independent learning | 170        | 85%         |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – Individual presentation (10 minutes) - 50%

This assessment will expect students to create and deliver an individual presentation demonstrating their understanding of individual differences in stress and/or coping.

*Exemplar: Create and deliver a presentation which describes how the transactional model of stress and coping explains individual differences in stress, appraisal and coping.*

### Assessment Component 2 – Coursework: reflective diary (2,000 words max) - 50%

This assessment will enable students to demonstrate understanding of their own cognitive style and coping strategies and to reflect on their own ways of managing stress.

*Exemplar: Maintain a reflective diary for two weeks, reflecting on your own coping styles and cognitive appraisals and evaluating specific stress management techniques that you may have engaged in.*

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 50%         |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

### EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

|                                                                                                                                                                                                                                                                                                                                                                    |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Does the module contribute to ESD?                                                                                                                                                                                                                                                                                                                                 | Yes |
| If yes please provide brief details (no more than 100 words):                                                                                                                                                                                                                                                                                                      |     |
| It meets the QAA ESD graduate learning outcomes of encouraging students to : <ul style="list-style-type: none"><li>• Identify the interactions between human communities and environmental and social system and its impact for wellbeing.</li><li>• Evaluate the consequences of their own actions, be resourceful and adapt a problem-solving mindset.</li></ul> |     |

### READING LIST (EXEMPLI GRATIA)

#### Essential Reading

Harrington, R. (2013). *Stress, Health and Well-Being: Thriving in the 21st Century*. London: Wadsworth. (e-book available)

#### Recommended

Aldwin, C.M. (2007). *Stress, Coping, and Development: An Integrative Perspective* (2<sup>nd</sup> Ed). London: Guildford Press

Dewe, P., O'Driscoll, M.P. & Cooper, C.L. (2010). *Coping with Work Stress: A Review and Critique*. London: Wiley-Blackwell

Folkman, S. (Ed) (2010). *The Oxford Handbook of Stress, Health, and Coping*. Oxford University Press.

Lazarus, R. and Folkman, S. (1984). *Stress, Appraisal, and Coping*. Springer.

Lovallo, W.R. (2015). *Stress and Health: Biological and Psychological Interactions*. London: SAGE.

Walker, C. & Fincham, B. (2011). *Work and the Mental Health Crisis in Britain*. London: Wiley

#### Example Relevant Journals

Journal of Occupational Health Psychology

Stress and Health  
Work and Stress

**Websites**

<http://www.apa.org/helpcenter/stress.aspx>

<http://www.mind.org.uk/workplace/mental-health-at-work/>

<http://www.time-to-change.org.uk/get-involved/get-your-workplace-involved/support-employees>

**MODULE CODE:** M4X02246  
**TITLE:** Professional Skills for Mental Health  
**DATED:** 30/06/2016  
  
**LEVEL:** 4  
**CREDITS:** 20  
  
**JACS CODE:** C843

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#### **AIM(S)**

- To develop an understanding of the core professional competencies and interpersonal skills required when working in the field of mental health
- To identify and develop students' own interpersonal and communication skills when working with individuals, groups and organisations.

#### **LEARNING OUTCOMES**

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

- Understand and identify the core professional competencies required for working in a range of settings within the field of mental health
- Demonstrate awareness and basic competence in key listening and helping skills
- Reflect upon their existing strengths and future development needs for working effectively in the field of mental health
- organise their knowledge and learning through the use of information resources and present their work at the appropriate level.

#### **INDICATIVE CONTENT**

Early module content will introduce students to the range of professions within the UK that involve supporting, advocating for, and helping treat people with mental health difficulties. The professional competencies for a broad range of professions will be discussed including psychiatry, clinical and counselling psychology, psychotherapy and counselling, social work, mental health nursing, occupational therapy, health and social care, and third sector organisations. Through discussion of case studies and real life examples, students will develop an understanding of the different roles and responsibilities across these various professions, including the training routes and professional boundaries of each before starting to identify the common interpersonal skills and UK structures within which these professions operate.

Module content will then focus on developing an understanding of the historical, conceptual and professional differences between psychological therapies, psychotherapeutic approaches, counselling and helping. Students will be introduced to models of helping and basic helping skills and will have the opportunity to develop practical competence in basic interpersonal skills recognised as core to working with people experiencing mental health difficulties, including supportive listening, verbal and non-verbal communication skills.

Throughout the module, students will be informed about the professional standards expected within the various fields of mental health, and encouraged to consider the many ethical and professional issues associated with working in this field.

## LEARNING AND TEACHING STRATEGY

This module will involve practical skills-based workshops alongside lectures that will introduce the students to the concepts, principles and practices of the skills needed for working in mental health-related professions. Case studies will also be used to develop understanding and application of relevant skills and professional competencies.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 30         | 15%         |
| Independent learning | 170        | 85%         |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### **Assessment Component 1 – Practical: In class skills assessment (10 minutes): 50%**

This in-class assessment will require students to complete a short role-play exercise demonstrating a defined set of basic listening and communication skills.

*Exemplar: Apply the listening and communication skills you have developed through this module to the provided role-play situation.*

### **Assessment Component 2 – PDP Plan & Portfolio (1,500 words) 50%**

This assessment will allow students to demonstrate their understanding of the different training routes and professional competencies required for working in different settings within mental health to reflect on their own personal development needs in relation to one or more of these professional pathways.

*Exemplar: Create a professional portfolio of two different professional training routes for working in the field of mental health and identify the core competencies you believe you would need to develop to work within one of these areas.*

## Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 50%         |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

## EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Does the module contribute to ESD?                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Yes |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |     |
| If yes please provide brief details (no more than 100 words):<br><br>The focus of this module is to equip students with an understanding of and basic competence in the professional skills required for working in the field of mental health alongside basic self-reflection skills for their own personal development. It therefore meets the QAA ESD learning outcomes of a commitment to lifelong learning in relation to sustainability and wellbeing and the ability to evaluate their actions. |     |

## READING LIST (EXEMPLI GRATIA)

### Essential Reading

Coll, X., Papageorgiou, A., Stanley, & Tarbuck, A. (2012). *Communication Skills in Mental Health Care: an introduction*. London: Radcliffe Publishing

Cottrell, S. (2010). *Skills for Success: The Personal Development Planning Handbook*. 2<sup>nd</sup> edition. Hampshire: Palgrave Macmillan.

### Recommended

Egan, G. (2013). *The Skilled Helper: a problem-management and opportunity-development approach to helping* 10<sup>th</sup> edition. Pacific Grove: Brooks/Cole

Golightley, M. (2014). *Social Work and Mental Health*: London: Sage Publications

Midwinter, R. & Dickson, J. (2015). *Embedding Counselling and Communication Skills: a relational Skills Module*. London: Routledge

McLeod, J. and McLeod, J. (2011) *Counselling Skills: a practical guide for counsellors and helping professions* 2<sup>nd</sup> edition. Maidenhead: Open University Press

Nelson-Jones, R. (2013) *Introduction to counselling skills: text and activities*. 3<sup>rd</sup> edition. London. SAGE.

Pritchard, C., 2006. *Mental Health Social Work and Evidence-based practice*. London: Routledge.

### **Journals**

British Journal of Guidance and Psychotherapy

Counselling and psychotherapy research (BACP)

Journal of mental health counseling

Journal of child psychotherapy

Journal of psychotherapy practice and research Therapy Today (BACP)

### **Websites**

Mind

<http://www.mind.org.uk/>

Mental health Foundation

<http://www.mentalhealth.org.uk/>

Mental Health Wales

[http://www.mentalhealthwales.net/mhw/framework\\_wales.php](http://www.mentalhealthwales.net/mhw/framework_wales.php)

Social Care Institute for Excellence

<http://www.scie.org.uk/publications/guides/guide15/specialistcare/mentalhealth>