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| 4202PSYSCISemester 1*Psychology* | RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY 1: RELATIONSHIPS AND ASSOCIATIONS(10c) | *Aim:*1. To introduce the tools for carrying out a literature search.2. To develop an understanding of basic statistical concepts, descriptive statistics, correlation, chi square.3. To use SPSS to carry out statistical analyses.4. To give practical experience of correlational and observational (analysed qualitatively and quantitatively) research methods.5. To develop practical report writing skills. | *Learning activities:*1. Attend lectures and workshops2. Use SPSS/PASW statistical software3. Use LJMU Findit and other databases to find literature.4. Complete coursework tasks5. Complete prescribed reading | *Assessment:*Portfolio (100%) |
| 4203PSYSCISemester 1*Psychology* | INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY AND INDIVIDUAL DIFFERENCES(20c) | *Aim:*1. To present a range of topics in developmental psychology and individual differences research2. To introduce the methods applied to understanding key issues in developmental psychology and individual differences research 3. To enable students to consult and summarise appropriate sources to explain key issues in developmental psychology and individual differences research | *Learning activities:*Large group lectures introduce the topics to students, smaller group seminars focus on coursework preparation. On-line conference activities are directed towards further support for coursework preparation | *Assessment:*Coursework (60%) MCT (40%) |
| 4204PSYSCISemester 1*Psychology* | PSYCHOLOGICAL THEMES(20c) | *Aim:*1. To introduce students to the psychological themes aggression, helping behaviour, stress and emotion.2. To develop students' ability to identify unique contributions of different theoretical perspectives to the psychological research on a particular theme.3. To encourage students to critically compare different theoretical perspectives on a psychological theme.4. To develop students' precising and presentation skills | *Learning activities:*The first lecture on a theme will present definitions of the core concepts, the employed measures and a selection of classical psychological studies on the theme. The next three lectures will take a look at the theme from different theoretical perspectives. In the final lecture/workshop on a theme, students will compare presented perspectives and integrate them. In the workshops on oral presentation skills and academic writing, students will practice presenting and critically discussing scientific research in oral and written form. | *Assessment:*Written coursework portfolio (70%) Poster presentation (30%) |
| 5201PSYSCISemester 1*Psychology* | RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY 3: QUALITATIVE RESEARCH METHODS(10c) | *Aim:*1. To develop understanding of a range of qualitative research methodologies2. To allow students to critically consider ethical issues in respect of qualitative research 3. To give students an understanding of, and an opportunity to practice, key qualitative techniques such as interviewing and facilitating focus groups4. To provide practical experience of interpretative phenomenological analysis 5. To develop practical qualitative report writing skills | *Learning activities:*1. Attend lectures and workshops2. Gain practical experience of qualitative techniques3. Complete coursework tasks | *Assessment:*Qualitative Report (100%)  |
| 5204PSYSCISemester 1*Psychology* | DEVELOPMENTAL AND SOCIAL PSYCHOLOGY(20c) | *Aim:*1. To explore how developmental and social psychological processes influence group behavior and individual differences2. To investigate core areas underpinning human development3. To investigate core areas underpinning the social self in society | *Learning activities:*This module is delivered through lectures and seminars and online activities linked to assessment tasks which include preparatory work for exam and MCT. | *Assessment:*Exam (70%) MCT (30%) |
| 5205PSYSCISemester 1*Psychology* | CAREERS AND EMPLOYABILITY(10c) | *Aim:*1. To equip students with employability related skills2. To focus students on their future careers, and help them to prepare for the career they want3. To provide opportunities for students to gain an understanding of careers they can access with their Psychology degree, and how they can work towards these.4. To develop students psychological literacy skills | *Learning activities:*Developing career and employability skills through a series of lectures, tutorials, and by completing an oral presentation. Option to undertake a work placement as part of this module. | *Assessment:*Oral Presentation (100%) |
| 5207PSYSCISemester 1*Psychology* | MENTAL HEALTH DISORDERS(20c) | *Aim:*To investigate current approaches to the study of mental health.To critically evaluate theories of mental health disorders and related treatment options. To consider models of mental health disorders and the benefits of moving towards a biopsychosocial model. To evaluate the impact of chronic health conditions on mental health and wellbeing. | *Learning activities:*A range of methods are utilised to enhance the student learning experience and to give students greater control over their own learning.Lectures: Part (sometimes all) of most sessions is devoted to a formal lecture in which key concepts and ideas are conveyed. Seminars: These are smaller group sessions which will be focussed on a particular part of the module. During these tutor led sessions, students will discuss and evaluate a current topic in mental health disorders. Virtual session: Relevant material and guidance is provided via Canvas and students can engage at a time and in a way that suits their approach to learning best. Usually several online activities will be suggested for a virtual session. Online discussions: Online discussion forums will be set up on Canvas. These can be used to discuss relevant topics between students or groups of students and will be moderated by the lecturers. Additionally, students are encouraged to use these discussion boards to direct their questions to the lecturers, instead of using e-mail, whenever the question is not of confidential nature. In this way, all students can benefit from the answer and we do not have to answer the same question several times. Independent study: Guidance will be provided on supplementary texts, where these are pertinent to specific topics. In addition, students are expected to engage in independent reading beyond the book chapters/articles assigned to specific topics. Furthermore, students are encouraged to explore web-links, some of which will be provided on Canvas.There are a number of psychology lecturers involved in teaching on this module. This has the advantage that students can profit from their specialist knowledge within a certain area. In addition, students will encounter different teaching styles, enriching their learning experience. Lecturers might use different approaches that are not listed above. | *Assessment:*Phase Tests (30%) Case Study (70%) |
| 6201PSYSCISemester 1*Psychology* | FORENSIC PSYCHOLOGY(20c) | *Aim:*This module aims to allow students to critically evaluate and apply psychological theories and knowledge in relation to real-world forensic problems.Students will work in cross-disciplinary groups in order to critically explore and evaluate a range of potential solutions to real-world problems | *Learning activities:*The module is run as a blend of traditional lectures to build up the forensic knowledge and skills, and problem based learning (PBL) to give you the opportunity to apply those knowledge and skills and to research a range of problems in depth, whilst developing breadth through engaging with others through group presentations.For the PBL aspect of the module, students will work in groups of up to 8 students from a range of disciplinary backgrounds. The cross-disciplinary approach will reflect the way you would work as a forensic psychologist using a case conference approach. Session 1: one hour introduction to the problem one hour in-class research when learning outcomes are discussed and research tasks dividedSession 2: two hours where learning is shared and potential solutions exploredSession 3: two hours where potential solutions are refined and gaps are filled with further researchSession 4: group presentationsBetween sessions groups are expected to do individual research and to communicate regularly in order to develop a robust solutionGroups will be given formative feedback following their presentation which can then be used to inform their individual report on the two assessed problems. Students will be given an opportunity to receive formative feedback on a written report for the first problem | *Assessment:*Report (50%) Report (50%) |
| 6204PSYSCISemester 1*Psychology* | POSITIVE PSYCHOLOGY(20c) | *Aim:*1. To explore in depth the major concepts and research methods used in the field of positive psychology2. To provide an in-depth discussion of the psychological science associated with human strengths, flourishing and positive emotions3. To introduce main theoretical perspectives within Positive Psychology4. To explore the position of Positive Psychology in relation to other branches of Psychology5. To examine design, rationale, application and implications of Positive Psychology interventions6. To reflect on the personal experience with Positive Psychology interventions | *Learning activities:*Students on this module will engage in a range of different learning activities. Many of the lectures will include interactive components which encourage students to participate in active exchange in groups and with the tutors. Directed seminar activities will facilitate the active engagement with psychological theories and evidence relevant to positive psychology. knowledge. By engaging by a Positive Psychology intervention or practice students will furthermore gain some first hand experience Positive Psychology approaches and through personal reflection consider their relevance. Learning will in addition be supported by directed reading of published research and a range of online-activities such as discussion forums. | *Assessment:*Essay (60%) Exam (40%) |
| 6207PSYSCISemester 1*Psychology* | FACE PERCEPTION: PROCESSES AND DISORDERS(10c) | *Aim:*1) To introduce theory and research relating to the processes of attending to,categorising and recognising human faces.2) To provide an in-depth discussion of disordered face perception arising from bothdevelopmental disorders and acquired brain damage.3) To examine the forensic applications of research in face perception.4) To encourage students to develop their skills of critical evaluation andindependent review of research literature. | *Learning activities:*LecturesSeminar | *Assessment:*Essay (100%) |
| 6210PSYSCISemester 1*Psychology* | WORK PSYCHOLOGY(10c) | *Aim:*1. To introduce students to the role of work attitudes and their relation to work performance2. To critically evaluate theories of group and team working and effectiveness3. To introduce the processes of organisational development and change4. To evaluate psychological approaches to leadership in the workplace5. To evaluate how social, cognitive and organisational factors relate to work design, and to work outcomes such as performance and stress | *Learning activities:*The programme is delivered primarily through lectures. These will be supported by workshops and discussions as appropriate. There will be an on-line discussion to support preparations for completion of the coursework | *Assessment:*Essay (100%) |
| 6211PSYSCISemester 1*Psychology* | PLEASURE AND PAIN: SENSATION, EMOTION AND BEHAVIOUR(20c) | *Aim:*• Introduce the theoretical perspectives and importance of understanding the role of sensory inputs on affective experiences and how these impact on perception.• Instruct students in methods to induce and measure sensory (touch, pain, olfaction, taste) experiences in a laboratory setting• Consider the importance of experimental design and control and provide students with the experience of designing basic laboratory study of sensation and affect• Provide students with the skills needed to prepare a research report in a concise manner in the style needed for publication including focusing on the key elements of this work.• Provide students with the opportunity and skills to work in a group towards a common research goal• Systematically consider and reflect on a range of design and working choices. | *Learning activities:*44 hours: Lectures (10hrs), Lab sessions (24hrs) & workshops (10hrs) | *Assessment:*Reflective Essay (30%) Experimental report (70%) |
| 7100BRAINSemester 1*Psychology* | Somatosensory Systems(20c) | *Aim:*To provide a comprehensive understanding of the mammalian somatosensory system, from sensory transduction through to central representation in the brain and behaviours - in sickness and health. | *Learning activities:*A basic objective is for students to further develop their critical thinking capabilities based on a more evidence based knowledge of the topic. Students will be encouraged to read widely and to identify and incorporate learning from the other modules in this MSc in order to avoid any compartmentalised learning. Lectures will provide basic knowledge but follow-up, student led, seminars, will dig deeper and challenge students to test their knowledge by reviewing and critically appraising peer reviewed papers. These seminar discussions will give students the opportunity to improve their verbal communication skills.A broad range of practicals will be used to develop students technical skills in data collection and analysis:These will include Psychophysical, Electrophysiological and Behavioural studies in invertebrates and humans and running ELISAS to conduct endocrine analysis | *Assessment:*PRESENTATION (40%) EXAM (60%) |
| 7101BRAINSemester 1*Psychology* | Current Methods in Brain and Behaviour(20c) | *Aim:*This module aims to provide students with:1. Opportunities to explore several current methods in brain and behaviour used to investigate core areas of cognitive neuroscience2. Opportunities to develop a critical perspective on the complex ethical issues related to research in cognitive neuroscience3. Hands-on practice in using neuroimaging and neuro-stimualtion technologies as well as the design and conduct of cognitive behavioural tasks4. An ability to design research with neuroimaging (fMRI/fNIRS) and neuro-stimulation techniques (TMS, tDCS);5. An ability to critically evaluate the data collected using such techniques 6. Conceptual knowledge about the maths that supports the analyses found within published papers in cognitive neuroscience 7. The opportunity and skills to work in a group towards a common research goal.8. The skills needed to prepare a research report in a concise manner in the style needed for publication. | *Learning activities:*Lectures will introduce students to some general principles of cognitive neuroscience research, including neuroanatomy. These interactive sessions will provide an introduction for students to the basics of neuroimaging and neuro-stimulation research as well as possibilities and limitations of using these techniques. During workshops, students will receive hands-on experience in small groups in running brain imaging (fMRI/fNIRS) and neuro-stimualtion experiments, including brain region localization, electrode montage, minimizing artifacts, and health and safety in the lab. A number of simple experimental paradigms will be used that provide interesting and reliable results. Data processing workshops will provide computer-based training in data handling, screening and analysis (MATLAB). Students will be trained to interpret the output of popular analysis software such as SPM for fMRIIn Practical sessions students will design, programme and conduct a computer based behavioural study. | *Assessment:*REPORT (70%) PORTFOLIO (30%) |
| 7101HEAPSYSemester 1*Psychology* | FUNDAMENTAL ISSUES IN HEALTH PSYCHOLOGY(20c) | *Aim:*The module will give historical overview of health psychology with particular emphasis on key philosophical, conceptual and theoretical developments | *Learning activities:*The module will essentially rely on traditional lectures. However ,each lecture session will involve at least an hour of interactive class discussions during which students will be expected to evaluate some literature and share their thoughts with the rest of the class. These class discussions may involve critical analyses, general debate, and even preparation of case studies. Health psychology is largely an evidence-based field, rooted in theory. Thus, it is essential that students gain considerable experience in reading empirical papers, literature reviews and editorial commentary. They would be required to show understanding of empirical results, theoretical postulates, and other published literature (e.g. meta-analysis) relevant to a variety of health psychology topics covered in this module. The ability to evaluate and discuss published literature is particularly relevant to all learning outcomes. | *Assessment:*Critical evaluation (50%) Examination (50%) |
| 7102HEAPSYSemester 1*Psychology* | RESEARCH SKILLS AND METHODOLOGY FOR HEALTH PSYCHOLOGY(20c) | *Aim:*The module aims to equip students with the research skills necessary to conduct and critically evaluate health psychology research, including the systematic review and synthesis of research literature. A secondary aim is to develop students’ knowledge of the variety and limitations of methodologies used in health psychology, and of the ethical, policy and professional issues related to research and practice in health service contexts. | *Learning activities:*The material will be delivered through a mixture of traditional lectures, seminars and workshops. The emphasis throughout will be on interaction, encouraging students to explore the material for themselves and develop their own critical thinking, communication, and research design skills. | *Assessment:*Systematic review (60%) Reflective report (40%) |
| 7103HEAPSYSemester 1*Psychology* | ANALYSIS FOR HEALTH PSYCHOLOGY(20c) | *Aim:*Develop to a professional level, student's existing knowledge of, and skills in data acquisition, validation, coding, analysis, interpretation and presentation. | *Learning activities:*The module will be delivered via seminars and IT workshops (typically a 25/75% split) to provide students with the practical and analytical skills necessary to meet the learning outcomes. Students will be provided with both qualitative and quantitative raw data sets that will be used to develop an understanding of the 'real world' process of managing, analysing and presenting data. | *Assessment:*Qualitative analysis (50%) Quantitative analysis (50%) |
| 7104HEAPSYSemester 1*Psychology* | LONG-TERM CONDITIONS(20c) | *Aim:*To develop in-depth understanding of psychological issues involved in the course and outcome of long-term conditions which have contemporary relevance for the NHS and Public Health, such as diabetes, heart disease, cancer and obesity. | *Learning activities:*The material will be delivered through a mixture of traditional lectures and workshop activities. The emphasis throughout will be on interaction, encouraging students to explore the material for themselves and develop their critical skills. Directed independent reading will supplement these activities. | *Assessment:*Examination (100%) |
| 7106BRAINSemester 1*Psychology* | Research Methods and Statistics(20c) | *Aim:*To present students with key statistical methods relevant to the study of brain and behaviour, and to enable them to further develop research skills in order to become independent researchers. | *Learning activities:*The module is mostly practical; students will learn through groups and individual workshops. | *Assessment:*Exam (40%) Research grant proposal (60%) |
| 4205PSYSCISemester 2*Psychology* | RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY 2: TESTING FOR DIFFERENCES(10c) | *Aim:*1. To introduce the tools for carrying out a literature search.2. To develop an understanding of basic statistical concepts, descriptive statistics, t-tests, Mann-Whitney U test, Wilcoxon Matched Pairs, ANOVA, post-hoc testing.3. To use SPSS to carry out statistical analyses.4. To give practical experience of between subjects research methods.5. To develop practical report writing skills. | *Learning activities:*1. Attend lectures and workshops2. Use SPSS/PASW statistical software3. Use databases to find literature.4. Complete coursework tasks5. Complete prescribed reading | *Assessment:*Portfolio (100%) |
| 4207PSYSCISemester 2*Psychology* | CONCEPTS IN MENTAL HEALTH AND WELLBEING(20c) | *Aim:*1. Introduce historical and conceptual issues in understanding mental health/psychological difficulties.2. Examine contemporary models and interventions for psychological difficulties.3. Introduce emerging models demonstrating our developing understanding and approach to supporting psychological difficulties. | *Learning activities:*Lectures, seminars, reading and assessment preparation. | *Assessment:*Course work Essay (60%) Final exam (40%) |
| 5202PSYSCISemester 2*Psychology* | RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY 4: ADVANCED QUANTITATIVE RESEARCH METHODS(20c) | *Aim:*1. To examine the rationale behind and use of advanced tests of differences and relationships in psychological research.2. To develop an understanding of factorial analysis of variance (ANOVA), multivariate analysis of variance (MANOVA), simple regression and multiple regression.3. To analyse data using advanced statistical tests such as factorial ANOVA, MANOVA and multiple regression.4. To provide practical experience of between participant, within participant, mixed, MANOVA and correlational designs.5. To use SPSS to carry out statistical analyses.6. To develop practical report writing skills. | *Learning activities:*1. Attend lectures and workshops2. Use SPSS statistical software3. Complete coursework tasks4. Complete prescribed reading | *Assessment:*Practical report (70%) Exam (30%) |
| 5203PSYSCISemester 2*Psychology* | COGNITIVE AND BIOLOGICAL PSYCHOLOGY(20c) | *Aim:*1. To explore how neurophysiological processes influence behaviour.2. To investigate the structure and basic mechanisms of the brain.3. To examine key advances in the understanding of individual differences in human cognition, including theories of perception, memory, language processing, thinking and attention. | *Learning activities:*Lecture & seminar attendance, independent study, library search, essay preparation, online conferencing, discussion forum. The module will be delivered in large groups for lectures and small groups for seminars. Lectures are used to present key information and seminars will focus on activities and student readings. | *Assessment:*short essays cog & bio (50%) Multiple choice exam cog & bio (50%) |
| 5206PSYSCISemester 2*Psychology* | CONTEMPORARY ISSUES IN APPLIED PSYCHOLOGY(20c) | *Aim:*1. To introduce students to the psychology of risk-taking behaviours and threat assessment in the context of health, digital communication and crime2. To develop students' ability to evaluate risk-taking behaviours and threat assessment in applied psychology from multiple perspectives3. To facilitate students' personal and educational development through structured and supported tutorials | *Learning activities:*- lectures- workshop - analysis of journal papers- workshop - group discussion - tutor-led discussion board- personal tutorial | *Assessment:*essay (50%) exam (50%) |
| 6202PSYSCISemester 2*Psychology* | HEALTH PSYCHOLOGY(20c) | *Aim:*1. To explore in depth the major concepts and research methods used in the field of health psychology.2. To critically appraise biopsychosocial factors involved in the enhancement of health and prevention of illness.3. To analytically assess the role of secondary prevention in relation to health and illness.4. To examine, in detail, specific health problems and their impact on both patients and families.5. To compare and contrast techniques used in the application of health psychology for both the prevention and management of illness. | *Learning activities:*Lectures (32hrs) & Seminars (8hrs) | *Assessment:*Literature review (50%) Exam (50%) |
| 6205PSYSCISemester 2*Psychology* | PSYCHOLOGY IN EDUCATION(20c) | *Aim:*To explore the application of cognitive psychology to understanding individual differences in children’s academic performanceTo appreciate how social and environmental factors impact children’s academic performanceTo explain developmental disorders in terms of impairments of cognitive processes To investigate how developmental disorders affect learning and performanceTo evaluate interventions which are designed to improve aspects of academic performance | *Learning activities:*You will be carrying out exercises and discussions in a seminar-style format. Learning will also be supported by Discussion Boards and the Adobe Connect tool for on-line interactive learning. | *Assessment:*Case study (60%) Examination (40%) |
| 6208PSYSCISemester 2*Psychology* | SOCIAL COGNITION(10c) | *Aim:*1. To introduce students to theory and research concerning social cognition.2. To analyse and evaluate key models and theories within the field of social cognition.3. To explore contemporary applied issues in social cognition. | *Learning activities:*Students will attend lectures and seminars and undertake private study on the topics presented by the tutor. | *Assessment:*Exam (100%) |
| 6209PSYSCISemester 2*Psychology* | FUNCTIONS OF HUMAN SLEEP(10c) | *Aim:*1. To introduce key theories of the functional role of sleep in relation to the brain and behaviour.2. To explore contemporary applied issues in sleep research and to introduce students to methodologies and techniques in current use.3. To consider potential conflict between sleep as a biological drive and social influences on sleep patterns.4. To encourage independent review of research literature in the development of critical discussion. | *Learning activities:*The module materials are presented in weekly lectures but in order to complete this module students will need to engage in independent study, library data base searching and online forum discussion. | *Assessment:*exam (100%) |
| 6212PSYSCISemester 2*Psychology* | PSYCHOLOGY OF SEXUAL VIOLENCE(10c) | *Aim:*This module is designed to provide future criminal justice practitioners, who are presently studying at LJMU, with a basic understanding of the psychology of sexual violence. This is very important, as LJMU students aspiring to work in the criminal justice system in future, WILL encounter this controversial topic and probably many times, during their careers. This module therefore aims to:1. Provide students with an understanding of the different types of sexual violence (i.e. contact and non-contact offences, offences involving adults and children, known and stranger victims, and offences involving internet etc.).2. Provide students with an understanding of the psychological theories and motivational explanations which underpin our current understanding of why offenders commit such offences.3. Engage students in the applied nature of working in this field, by guiding them through the assessment and formulation of a case example. | *Learning activities:*Content will be delivered through weekly two hour lectures. However, a range of e'learning methods are utilised to enhance the student learning experience and to give them greater control over their own learning.Members of the module team have direct experience of working with sex offenders, both in secure and community settings. This has the advantage of allowing students to benefit from their specialist knowledge and experience within this field. Additionally, students will encounter different teaching styles, enriching their learning experience. Lecturers might use different approaches that are not listed above. | *Assessment:*Essay (100%) |
| 7102BRAINSemester 2*Psychology* | Cognitive Neuroscience(20c) | *Aim:*To provide an understanding of advanced and state-of-the-art topics in cognitive neuroscience, within the context of healthy and disordered brain structure and function. | *Learning activities:*The module will help students to develop a critical thinking style, using a problem-solving approach to research studies and topics. Exploration of research topics will occur in a series of theoretical and clinical lectures, with corresponding, student led, seminars designed to facilitate practice in critical analysis and problem solving of various factors introduced by different research papers. Seminars will also give students the opportunity to practice presenting various research articles in preparation for their assessments. | *Assessment:*EXAM (60%) PRESENTATION (40%) |
| 7103BRAINSemester 2*Psychology* | Applied Neuroscience(20c) | *Aim:*To provide an understanding of methods in neurophysiology and psychophysiology from the perspective of applied research. To provide students with a technical background in signal treatment and analyses for these methods and examples of their application in the real-world. | *Learning activities:*Student will experience a number of practical sessions with research apparatus in order to enhance understanding. In order to highlight the importance of methodology and signal interpretation, students will study the application of these methods to the study of real-world issues. For the purposes of assessment, students will be provided with a number of real-world research problems and required to develop a research proposal that incorporates one or more of the four methods. This assessment requires critical thinking and creative problem-solving in order to design a proposal where methods are deployed in a way that is appropriate, realistic and scientifically valid. Students are also provided with an opportunity to practice their presentation skills and receive feedback on their proposal via a poster presentation. | *Assessment:*PRESENTATION (25%) RESARCH PROPOSAL (75%) |
| 7104BRAINSemester 2*Psychology* | Neuroendocrinology(20c) | *Aim:*To provide an understanding of advanced and cutting-edge topics in neuroendocrinology within the context of health and disease of animals and humans. | *Learning activities:*The module will be delivered primarily using a problem-based learning approach, supported by lectures & seminars. The students will work in groups to research a series of case studies guiding them through relevant advanced course material.Practical classes will provide opportunities to develop wet lab experience and relevant practical skills in the study of neuroendocrine modulation of behaviour. Seminars will offer opportunities for critical evaluation of cutting edge research. | *Assessment:*Portfolio (60%) exam (40%) |
| 7105HEAPSYSemester 2*Psychology* | HEALTH PSYCHOLOGY: CONTEXT AND APPLICATIONS(20c) | *Aim:*To introduce students to the ways in which theory and knowledge covered in otherMSc modules can be applied in context. To investigate and practise the basic interpersonal, communication, technical and professional skills required of a practitioner in an applied setting. To examine the role interpersonal factors have on patients’ decisions to seek and comply with treatment. | *Learning activities:*The material will be delivered through a mixture of traditional lectures, student-led seminars and workshops. The emphasis throughout will be on interaction, encouraging students to explore the material for themselves and develop their skills during the sessions and via directed independent reading. | *Assessment:*Report (60%) Examination (40%) |
| 7106HEAPSYSemester 2*Psychology* | PSYCHOSOCIAL FACTORS AND HEALTH(20c) | *Aim:*To enable students to develop in-depth understanding of behavioural, cognitive,emotional and individual difference factors that contribute to health and illness. | *Learning activities:*Seminar tasks will include group discussion, case-studies, problem-solving, role-play, reviewing exercises, feedback on presentations, directed independent reading, traditional lectures and formative assessment. | *Assessment:*Examination (60%) Case Study Presentation (40%) |
| 7107HEAPSYSemester 2*Psychology* | STRESS, HEALTH AND COPING(20c) | *Aim:*The module aims to teach students about the concept of stress and coping and how it relates to health outcomes Overview: Stress reactivity is described with reference psychoneuroimmunology (how autonomic, endocrine, immune physiological systems interact with the brain). The role of cognitive processes pertaining to anxiety and coping strategies is also described. The workshops contribute a practical component to the module as students perform a laboratory-based data collection exercise. | *Learning activities:*The material will be delivered through a mixture of traditional lectures and workshops. Lectures will include interactive exercises and the latter part of the module will be conducted in a laboratory workshop setting. | *Assessment:*Review & Laboratory Report (100%) |
| 4201PSYSCIYearlong*Psychology* | STUDYING PSYCHOLOGY(20c) | *Aim:*1. To equip students with selected academic skills necessary for successful engagement with the Psychology degree programme.2. To train students to think critically about key issues in Psychology.3. To provide opportunities through experiential learning for students to gain an understanding of the practice of psychological research, and ethical matters that arise from such practice. | *Learning activities:*TutorialsLecturesParticipating in Psychology research studies | *Assessment:*Oral Presentation (40%) Written Portfolio (50%) |
| 6200PSYSCIYearlong*Psychology* | PSYCHOLOGY DISSERTATION(40c) | *Aim:*This module aims to allow students to develop and independently apply their empirical research skills in their chosen area of psychology.They will explore, in depth, recent and relevant literature in their chosen field and use it to guide the design of a methodologically appropriate study to address a specific research question. They will independently analyse, report and critically evaluate their data using scientific language and conventions. | *Learning activities:*Attend lecturesMeet regularly with supervisorConduct a literature searchDraw up a research plan with a realistic time scale.Conduct and write-up research project.Complete application for ethical approval of dissertation work and submit it to a recognised research ethics committee or panel. | *Assessment:*Dissertation (85%) Proposal (15%) |