1. **Title of the module**

PSYC6200 (SP620) - The Social Psychology of the Individual

1. **School or partner institution which will be responsible for management of the module**

School of Psychology

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

PSYC3020 Introduction to Social Psychology

1. **The programmes of study to which the module contributes**

Compulsory to :

* BSc in Psychology with a Placement Year
* BSc in Psychology with Clinical Psychology and a Placement Year
* BSc in Psychology
* BSc in Psychology with Clinical Psychology
* BSc in Psychology with Forensic Psychology
* BSc in Psychology with a year abroad
* BSc in Social Psychology
* BSc in Psychology and Social Anthropology
* BSc in Business Psychology
* BSc in Business Psychology and a Placement Year

Not available wild. Not available to Short Term Credit Students.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate knowledge and understanding of theories and research in social cognition, attitudes, and close relationships

8.2 Critically evaluate said concepts, theories and findings

8.3 Manage their own learning, and to make use of psychological research articles in social cognition, attitudes, and close relationships

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate literacy, numeracy and writing skills to present, interpret and discuss concepts, theories, and findings based on the use of the relevant literature
	2. Demonstrate knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology
	3. Critically evaluate the quality of theories, methods and findings in published research
	4. Express well-founded opinions, argue rationally, develop new perspectives and engage in critical thinking both orally and in written form
	5. Demonstrate time management and organisation
2. **A synopsis of the curriculum**

This module introduces you to the major theories and research in the social psychology of interpersonal behaviour. The emphasis throughout is on social cognition, and three main areas will be considered: social cognition and the self, attitudes (including attitude-behaviour relations, attitude change and persuasion), and interpersonal relationships. There will be a strong emphasis on social psychological theory and systematic empirical research in both field and laboratory settings.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Baumeister, R. F., & Bushman, B. J. (2008), Social Psychology and Human Nature, Thomson Wadsworth, International ed, paperback

Leary, M. R. (2004). The curse of the self: Self-awareness, egotism, and the quality of human life. New York: Oxford University Press.

Bohner, G., & Wänke ,M. (2002). Attitudes and attitude change. Hove, England: Taylor and Francis.

1. **Learning and teaching methods**

Total contact hours: 25

Private study hours: 125

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Essay 2,000 words 40%

Examination 2 hours 60%

13.2 Reassessment methods

Like for like.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay (2,000 words)  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module covers worldwide expertise on the subject matter, and encourages students to review content from a breadth of sources, both domestic and international.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018