39 School of Psychology

SP801		**Statistics and Methodology**				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	40 (20)	100% Coursework	

Availability

Compulsory to:

Developmental Psychology MSc-T
Forensic Psychology, MSc-T
Political Psychology, MSc-T
Group Processes, MSc-T
Cognitive Psychology/Neuropsychology, MSc-T
Social and Applied Psychology MSc-T
Research Methods in Psychology, MSc-T
Evolution and Human Behaviour, MSc-T
Political Psychology, MSc-T

Contact Hours

Total contact hours: 110
Private study hours: 290
Total study hours: 400

Department Checked

03.03.2021

Learning Outcomes

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

8.1. Demonstrate a systemic understanding of the complex concepts and logic of statistical reasoning, using appropriate descriptive and inferential methods;

8.2. Comprehensively understand the fundamentals of scaling and methods used for measuring psychological variables;

8.3. Demonstrate a systemic understanding of the concepts of statistical model and model testing;

8.4. Use software SPSS to manage data, conduct descriptive analyses and test hypotheses; use software AMOS to specify and test structural equation models;

8.5. Interpret results of statistical analyses and outputs of statistical software; make inferences from the results in applied settings;

8.6. Systematically evaluate the appropriateness of statistical analysis methods to research design and data;

8.7. Effectively communicate results of statistical analyses orally and in writing.

8.8. Demonstrate a systemic understanding of how to apply qualitative, correlational and experimental research methods

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Demonstrate an understanding of complex theoretical positions and controversies related to methodology;

9.2 Demonstrate an appreciation of the diverse applications of statistics and its relevance to students' fields of study and social sciences more broadly.

Method of Assessment

Two In Class Tests, each formed of a separate 45 minute theory paper and a separate 2 hour computing paper.

Reassessment methods: Like for Like.

Preliminary Reading

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

Howell, D. C. (2006). Statistical methods for psychology (International Ed.). Belmont, CA: Duxbury Press. (Recommended for those in need of review of statistics; covers similar topics to the Autumn term, but many Autumn topics are not covered in any basic-level text.)

Dancey, C. P., & Ready, J. (2007). Statistics without maths for psychology (4th ed.). London: Pearson. (Exactly what it says; good review of basic concepts and SPSS for the equation-phobic)

Field, A. (2012 or 2013). Discovering statistics using SPSS (3rd edition of higher) London: Sage. (Another introduction focusing on using SPSS)

McDonald, R.P. (1999). Test theory: A unified treatment. Mahwah, NJ: Lawrence Erlbaum. (Relevant to the spring term; a great source of knowledge on psychometrics; particularly recommended for those who prefer concise algebraic treatment rather than a lot of text).

Kline, R. B. (2010). Principles and practice of Structural Equation Modeling (3rd ed.). New York: Guilford Press. (Relevant to the spring term; goes into more depth than the lectures)

Byrne, B. M. (2010). Structural equation modeling with Amos: Basic concepts, applications, and programming (2nd ed.). New York, NY: Taylor and Francis Group. (Relevant to the spring term; a step-by-step guide to fitting measurement models in AMOS; good companion when trying to model your own data).

Pre-requisites

None

Restrictions

Not Available as an elective module

Synopsis *

This module provides a postgraduate-level orientation to both basic and advanced contemporary statistical and methodological issues in psychology. The methodological issues considered include qualitative research methodologies; experimental, quasi-experimental, and correlational research designs in the laboratory and field; and the fundamental issues in psychological measurement including reliability and validity. The statistical techniques taught include univariate and multivariate descriptive and inferential statistics; basic and advanced topics in ANOVA and ANCOVA; linear and logistic multiple regression; some scaling methods; classical test theory, factor analysis; fundamentals of structural equation modelling (path analysis, confirmatory factor analysis, multiple-group analysis), and some item response theory.

SP802	Current Issues in Social and Applied Psychology Part 1						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment		Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework		
3	Canterbury	Autumn	M	20 (10)	100% Coursework		

Contact Hours

22 hours

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1. Analyse the social psychological aspects of problems in a range of applied contexts (e.g. health, legal, organisational, and educational settings)

8.2. Demonstrate expertise in the design and implementation of different research and evaluation methodologies

8.3. Show an appreciation of the theoretical and meta-theoretical issues involved in utilising a social psychological approach

8.4. Demonstrate understanding of the social psychological processes and means by which change can be achieved at individual and organisational level.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1. Demonstrate writing and reading skills to present and interpret material with evidence of the use of relevant literature

9.2. Show the ability to critically evaluate the quality of theory and method in published research

9.3. Demonstrate the ability to express opinions, argue rationally and engage in critical thinking both orally and in the written form

Method of Assessment

100% Coursework

Preliminary Reading

The module reading list can be found online at http://resourcelists.kent.ac.uk/index.html

Pre-requisites

None

Restrictions

Not available wild

Synopsis *

The aim of the module is to provide an understanding of the current conceptual debates within Social Psychology and an appreciation of how practitioners apply psychology in their work. You study the major theoretical models and perspectives, including social cognition, stereotyping, group and interpersonal processes and intergroup relations.

SP805		**Psychology of Criminal Conduct**					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment		Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework with Pass/Fail Elements		
2	Canterbury	Autumn	M	20 (10)	100% Coursework		

Availability

Forensic Psychology MSc-T

Contact Hours

Total contact hours: 33
Private study hours: 167
Total study hours: 200

Department Checked

03.03.2021

Learning Outcomes

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

8.1 Demonstrate comprehensive understanding of criminological theory regarding the origins of offending.

8.2 Demonstrate knowledge of techniques for the study of offender behaviour and its contribution to police work, through critical evaluation of current research and advanced scholarship in the discipline.

8.3 Demonstrate comprehensive understanding of rational decision-making as applied to crime and offences conducted by people who make non-normal decisions, e.g. psychopaths, sex offenders.

8.4 Form a conceptual and systemic understanding of the reality of the functions of different parts of the Criminal Justice System through attendance on course visits.

8.5 Explain to the public, using plain English, how offenders and victims of crime are dealt with by the Criminal Justice System.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Demonstrate intellectual and subject-specific skills (include critical thinking and argumentation, reasoning and reflection, information structuring, analysis and synthesis, application of theory, appropriate use of sources, and clarity in thinking)

9.2 Demonstrate key transferable skills, including communication and information technology (e.g. undertaking online research, producing written documents), working with others, problem solving, and improving learning (including time management and exploring personal strengths and weaknesses).

Method of Assessment

Report (5,000 words)

Reassessment methods: Like for like.

Preliminary Reading

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

Adler, J. (Ed.). (2004). Forensic Psychology: Concepts, Debates and Practice. Devon: Willan Publishing.

Blackburn, R. (1995). The Psychology of Criminal Conduct: Theory, Research and Practice. Chichester: Wiley.

Davies, G, Hollin, C, & Bull, R (Eds.) (2008). Forensic Psychology. Chichester: Wiley.

Howitt, D. (2009). Introduction to Forensic & Criminal Psychology. Essex: Pearson Education.

Pre-requisites

None

Synopsis *

This module examines the topic of criminality from a broad psychological perspective. The origins of the criminal tendency in childhood are detailed and its abundant expression in adolescence highlighted and examined. The evidence that consistent criminal tendencies can be reliably assessed is considered, and the extent to which personality factors can explain that consistency is evaluated. The concept of psychopathy is explored along with examining more generally the relationship between crime, law and moral judgement. The role of victims in creating, defining and reporting crime is analysed, and the psychological consequences of crime for victims and potential victims are explored.

SP806		Psychology of Law and Justice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Compulsory to Forensic Psychology MSc

Contact Hours

Total contact hours: 33
Private study hours: 167
Total study hours: 200

Department Checked

03.03.2021

Learning Outcomes

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

8.1. To allow students to gain a basic understanding of the criminal justice process;

8.2. To allow students to gain a detailed understanding of the psychological factors which may be relevant at each stage of the criminal justice process;

8.3. To allow students to fully appreciate the usefulness and applicability of psychological research in the criminal justice system

8.4. To allow students to understand the psychological effects of criminal justice processes on suspects/defendants.

8.5. To allow students to gain an understanding of psycho-legal processes in practice through attendance on visits to Magistrates and Crown Courts.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1. Evaluate the potential effects of criminal justice processes on stakeholders and suspects/defendants.

9.2. Evaluate the role of forensic psychologists in the criminal justice system.

9.3. Identify appropriate theoretical propositions for analysing the criminal justice processes they view when attending visits to Magistrate and Crown Courts.

9.4. Identify and evaluate the roles of key stakeholders in the criminal justice systems

Method of Assessment

Extended Essay 2,500 words.

Reassessment methods: Like for Like.

Preliminary Reading

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

Davies, G., & Beech, A. (2012). Forensic psychology: Crime, Justice, Law, Interventions. Chichester, K: John Wiley & Sons, Ltd.

Journal articles and additional readings will be assigned on a weekly basis.

Pre-requisites

None

Restrictions

Not available as an elective module.

Synopsis *

This course examines the social psychological processes involved in defining an act as criminal and deserving of prosecution and conviction. The course includes evaluations of: why we punish offenders; how they are caught, identified and prosecuted; the role of public opinion in justice and the court process. We also evaluate legal decisions by jurors and judges; the treatment of offenders with special needs and the effects of imprisonment for both prisoners and the prison system.

SP808		**Advanced Research Methods**				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Research Methods in Psychology, MSc-T.

Contact Hours

Total contact hours: 24
Private study hours: 176
Total study hours: 200

Department Checked

03.03.2021

Learning Outcomes

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

8.1. Critically apply an understanding of the role of ethics in the study of psychology as a discipline.

8.2. Demonstrate a systemic and advanced understanding of the design of psychology experiments.

8.3. Demonstrate a comprehensive understanding of how to apply a range of technical tools, which are used across a variety of quantitative and qualitative research areas of social, forensic, cognitive and developmental psychology.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1. Demonstrate the ability to solve complex, advanced research problems in the field of Psychology.

9.2. Apply intellectual skills taught in the module, such as critical reflection.

9.3. Apply transferable skills relating to programming.

Method of Assessment

In Class Test 2 hours 50%
Study Critique 1,000 words 25%
Conversation Analysis 1,000 words 25%

Reassessment methods: Like-for-like.

Preliminary Reading

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

* British Psychological Society. (2014). Code of human research ethics. Leicester: British Psychological Society. Available from www.bps.org.uk/what-we-do/ethics-standards/ethics-standards.

* Heiman, G. (2002) Research methods in Psychology. Boston, Mass: Houghton Mifflin Company Chapter 4

* Ritter, F., Kim, J., Morgan, J. & Carlson, R. (2013) Running behavioural studies with human participants: a practical guide. LA / London: Sage. (Available as an E-Book). Chapter 4 'Risks to validity to avoid while running an experiment'

* Israel, M., & Hay, I. (2006). Research ethics for social scientists. London: Sage. (Available as an E-Book). Chapters 1, 5, 6, 8

* Button, K., Ioannidis, J., Mokrysz, C., Nosek, B., Flint, J., Robinson, E. & Munafo, M. (2013) Power failure: why small sample size undermines the reliability of neuroscience. Nature Reviews Neuroscience, 14: 365-376

* Maxwell, S. (2004) The Persistence of Underpowered Studies in Psychological Research: Causes, Consequences, and Remedies. Psychological Methods, 9(2):147-163. 0.1037/1082-989X.9.2.147

* Prior, J. & van Herwegen, J (2016). Practical research with children. London: Routledge.

* Deutsch Lezak, Howieson, Bigler & Tranel (2012). Theory and practice of neuropsychological assessment.

Pre-requisites

None

Synopsis *

This module will provide students with a broad and practical understanding of the processes involved in the development of high-quality and ethical research designs and procedures in Psychology. It will provide students with an understanding of a range of practical tools used to present stimuli and questionnaires in psychological studies. It will also provide students with the ability to determine the feasibility of conducting a particular study in Psychology in relation to sample size.

SP809		**Research Project in Criminology,Legal or Forensic Psychology**				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	60 (30)	100% Coursework	

2	Canterbury	Whole Year	M	60 (30)	100% Project
1	Canterbury	Whole Year	M	60 (30)	100% Project

Availability

Compulsory to: FOPSY:MSC-T Forensic Psychology

Contact Hours

Total contact hours: None formally timetabled.
Private study hours: 600
Total study hours: 600

Department Checked

03.03.2021

Learning Outcomes

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

8.1. Demonstrate advanced understanding of a specific area of Forensic Psychology by means of a complete critical research review and project report.

8.2. Conduct a piece of research investigating a forensic population/ or factors of relevance to forensic populations or forensic settings as evidenced in a complete project report.

8.3. Demonstrate an advanced understanding of the applicability of various research methodologies to the investigation of Forensic Psychology by means of a complete project report.

8.4. Demonstrate an understanding of key ethical issues in conducting research on forensic populations as documented in either producing and receiving ethical approval for a piece of research, or, in the case of existing data, showing appreciation of core ethical issues in the complete project report.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1. Critically reason in relation to theory and research as documented in a complete critical research review, and project report.

9.2. Write up a piece of research for publication as documented in a complete critical research review, and project report.

9.3. Apply statistical procedures to real world research issues as documented in the complete project report.

Method of Assessment

Critical Research Review 40% 5,000 words
Empirical Research Project 60% 5,000 words

Reassessment methods: Like-for-Like.

Preliminary Reading

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

American Psychological Association (2009). Publication manual (6th ed). Washington, DC: APA.

Health and Care Professions Council (2010). Guidance on conduct and ethics for students. London HCPC. Retrieved from http://www.hpc-uk.org/assets/documents/10002D1BGuidanceonconductandethicsforstudents.pdf

The British Psychological Society (2009). Code of Ethics and Conduct: Guidance published by the ethics committee of the British Psychological Society. Leicester: BPS. Retrieved from www.bps.org.uk/the-society/code-of-conduct/code-of-conduct_home.cfm

The British Psychological Health and Care Professions Council (2010). Guidance on conduct and ethics for students. London HCPC. Retrieved from http://www.hpc-uk.org/assets/documents/10002D1BGuidanceonconductandethicsforstudents.pdf

The British Psychological Society (2009). Code of Ethics and Conduct: Guidance published Society (2010). Code of Human Research Ethics. Leicester: BPS. Retrieved from http://www.bps.org.uk/sites/default/files/documents/code_of_human_research_ethics.pdf

Pre-requisites

None

Restrictions

Not available as an elective module.

Synopsis *

This module entails the student undertaking independent empirical research on a forensic topic. The area is guided by the students' supervisor, but also informed by the Division of Forensic Psychology curriculum. The research is to be at a publishable level and should make an original contribution to the field, however it is not required to provide as comprehensive coverage or investigation as that which would be required for a PhD.

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
SP813		**Advanced Topics in Intergroup Relations**				
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Autumn	M	20 (10)	70% Project, 30% Coursework	

Availability

Compulsory for:
MSc in Group Processes and Intergroup Relations

Optional for:
MSc Research Methods in Psychology
MSc Social and Applied Psychology
MSc Developmental Psychology

Contact Hours

Total contact hours: 22
Private study hours: 78
Total study hours: 200

Department Checked

03.03.2021

Learning Outcomes

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

8.1 Demonstrate advanced knowledge of the core domains of intergroup relation

8.2 Develop the intellectual skill of critical reflection when considering the diversity of theoretical and empirical perspectives that underpin the study of intergroup relations

8.3 Show key intellectual skills when critically evaluating theoretical and empirical literature on intergroup relations

8.4 Develop the skill to apply the theoretical models to real-life social contexts

8.5 Develop the transferable skills to communicate and evaluate analyses of intergroup relations in speech and writing

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Demonstrate writing, reading and oral skills to present and interpret material with evidence of the use of relevant literature

9.2 Develop knowledge and understanding of intergroup relations

9.3 Show the ability to critically evaluate the quality of theory and method in published research and of peers

9.4 Demonstrate the ability to express opinions, argue rationally and engage in critical thinking both orally and in the written form

Method of Assessment

Presentation 30%
Extended Essay 3,000 words 70%

Reassessment methods: Like for like.

Preliminary Reading

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

Golec de Zavala, A., & Cichocka, A. (Eds.) (2013). Social Psychology of Social Problems. The Intergroup Context. Basingstoke, UK: Palgrave Macmillan. (referred to as GZ&C)

We will also extensively use journal articles and reports for discussion in each seminar.

Pre-requisites

None

Synopsis *

This module provides an opportunity to study at an advanced level the literature on intergroup relations. The module builds upon knowledge gathered in the undergraduate degree on social and personality psychology. It will stress how social-psychological and personality theories in combination can explain intergroup processes. Emphasis will be placed on applying theoretical models and empirical findings to the analysis of real-world problems. Topics that will be addressed include social identity and social categorization, social inequality, prejudice, intergroup conflict and innervations to improve intergroup relations. The module relies primarily on research in social and personality psychology, but we will also consider perspectives from other fields, such as political science and sociology. This module relies heavily on student presentation, participation and student discussion.

SP817	Current Issues in Social and Applied Psychology II: Applications					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	70% Project, 30% Coursework	
3	Canterbury	Spring	M	20 (10)	100% Coursework	

Contact Hours

22 hours

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1. Understand the application of social psychological science to problems in a range of contexts, such as health, clinical, forensic, organisational, political and gerontological settings.

8.2. Appreciate the varied modes of interface between fundamental and applied research in social psychology, ranging from the development, testing and refinement of theory to evidence-based professional practice.

8.3. Analyse social psychological aspects of problems in a range of applied contexts and to identify the means by which change can be achieved.

8.4. Demonstrate expertise in the design and implementation of different research and evaluation methodologies.

8.5. Demonstrate an appreciation of issues involved in applying social psychological theory and methods

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1. Critically reflect on key themes with oral discussion and written analysis.

9.2. Creatively evaluate and generalise appropriately.

9.3. Select and synthesise complex materials, through organising, developing, and evaluating evidence.

9.4. Systematically approach problem solving, individually and as part of a group, also using appropriate information technology.

9.5. Plan work and study independently, through personal development and time management.

9.6. Communicate persuasively, through written assessment and oral discussions.

9.7. Cooperate within a team, and recognise the contribution of self and others.

9.8. Understand the statistical analysis conducted by others, and its limits.

Method of Assessment

100% Coursework.

Preliminary Reading

The module reading list can be found online at http://resourcelists.kent.ac.uk/index.html

Pre-requisites

None

Synopsis *

This module provides an understanding of current conceptual debates in Social Psychology together with an appreciation of how practitioners apply behavioural principles in their field of work. The module focuses on the application of conceptual and methodological insights to significant real-world problems, as well as the development of new theoretical approaches based on the lessons learned from applied research and practice.

SP825	Assessment and Treatment of Offenders in Forensic Settings

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

This module is only available to students registered for the MSc in Forensic Psychology.
Not available wild / optional

Contact Hours

Weekly three-hour lecture-workshops

Department Checked

23.1.18 Synopsis updated from latest MO TF

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:
8.1. Demonstrate a systemic understanding of the contribution of both theoretical and applied psychology to judicial systems.
8.2. Demonstrate a comprehensive understanding of the application of psychology in relation to the assessment and treatment of offenders.
8.3. Demonstrate a clear appreciation of forensic psychological practice, particularly in relation to the assessment and treatment of offenders, ethical issues, and the production of testimony.
8.4. Possess a conceptual understanding of the role of Forensic Psychologists in the assessment and treatment of offenders.
8.5. Possess a detailed understanding of issues related to the assessment, management and treatment of mentally disordered offenders.
8.6. Possess a detailed understanding of issues related to the assessment, management and treatment of non-mentally disordered offenders.
8.7. Possess a systemic understanding of relevant professional issues involved in working with both mentally disordered and non-disordered dangerous offenders.
8.8. Demonstrate self-direction and originality through an ability to describe and critically evaluate the literature in assessment and treatment of offenders.

The intended generic learning outcomes.
On successfully completing the module students will be able to:
9.1. Build professional skills and develop the ability to review, and present appropriate scientific material, in a professional manner
9.2. Critically appraise and undertake professional writing which will develop an excellent level of generic skills transferable to forensic practice and other professional settings
9.3. Comprehensively demonstrate expertise in scientific writing by selecting, organising, analysing, evaluating and synthesising complex material in psychology
9.4. Describe and critically evaluate the literature in assessment and treatment of offenders

Method of Assessment

100% Coursework. Formed of a reflective piece (30%) and an assessment report (70%)

Preliminary Reading

The module reading list can be found online at http://resourcelists.kent.ac.uk/index.html

Pre-requisites

None

Restrictions

Available only to Forensic MSc-T students.

Synopsis *

In this module you are introduced to the role of forensic psychology within secure establishments, exploring both general and specific issues related to working with dangerous mentally disordered and non-disordered offenders. You evaluate the importance of assessment in understanding the function of offending, identifying treatment targets and measuring change, and explore the difficulties associated with such assessments. Treatment models and their application to a variety of offences are discussed, including in special hospital and criminal justice settings. Gender differences are raised with particular attention to mental health problems in women who offend. Forensic cases are used to demonstrate the complexities associated with assessing and treating this population.

SP827	Current Issues in Cognitive Psychology and Neuropsychology					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	40 (20)	100% Coursework	

Availability

** MODULE WITHDRAWN **

Contact Hours

Total contact hours: 22
Private study hours: 178
Total study hours:. 200

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:
8.1 Understand the core areas of concern in cognitive psychology and neuropsychology (such as vision, memory and language)
8.2 Understand the practice and significance of interdisciplinary cooperation, and the role of cross-domain constraint satisfaction in furthering scientific discovery in the different areas of cognitive psychology and neuropsychology.

The intended generic learning outcomes.
On successfully completing the module students will be able to:
9.1 Acquiring the critical and analytical skills in dealing with one's own and others' theoretical ideas and empirical research (from a range of disciplines).
9.2 The ability to develop coherent arguments and to evaluate critically and reconstruct flexibly in the light of one's own and others' feedback.
9.3 Developing the ability to communicate criticism, analyses, and arguments effectively and efficiently.
9.4 Extending their ability to communicate effectively and efficiently through different means (e.g. in written extended essays and orally)

Method of Assessment

100% Coursework.

Preliminary Reading

The module reading list can be found online at http://resourcelists.kent.ac.uk/index.html

Pre-requisites

None

Synopsis *

The course provides a coherent base for understanding the methodological and theoretical issues that are currently considered important in the study of cognitive psychology and neuropsychology. Students will be shown how to critically appraise the philosophical and theoretical underpinnings of the various disciplines that comprise cognitive psychology and neuropsychology, and to evaluate how these disciplines may successfully be combined to further scientific understanding of the core problems in cognitive psychology and neuropsychology today. A selection of material from areas such as vision, learning, memory, language, reasoning, emotion will be referred to in order to examine the relationship between brain and mind, the modularity of brain and mind, and the notion of different levels/frameworks of description and explanation.

SP829		Advanced Topics in Cognition in Action				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	20 (10)	100% Coursework	
4	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

MSc in Cognitive Psychology/Neuropsychology

Contact Hours

Total contact hours: 22
Private study hours: 178
Total study hours: 200

Department Checked

03.03.2021

Learning Outcomes

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

8.1 Demonstrate knowledge and understanding of how core concepts, theories and findings in the study of research in cognition have been applied to broader contexts.

8.2 Critically reflect when considering the diversity of perspectives in the study of cognition in its broader context.

8.3 Critically evaluate theoretical and empirical literature on cognition and action.

8.4 Show an ability to evaluate and interpret the application of Cognitive theory and empirical findings to its broader context

8.5 Demonstrate appreciation of the historical and conceptual issues in the study of Cognition in Action

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Demonstrate knowledge of a range of theoretical approaches to cognitive psychology/neuropsychology

9.2 Demonstrate awareness of current research and scholarship that requires students to engage with aspects of work at the frontiers of knowledge

Method of Assessment

Presentation (approx. 20 minutes; non-prescriptive) 20%
Extended essay 4,000 words 80%

Reassessment methods: 100% Coursework.

Preliminary Reading

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

This module covers a variety of materials that is not available in a single text book. The main teaching materials are journal articles. Recommended textbooks for background reading as follows:

Durso F.T., Nickerson R.S., Dumais S.T., Lewandowsky S, Perfect T.J. (2007) Handbook of Applied Cognition. Second edition. John Wiley & Sons.

Gazzaniga M., Ivry R.B., Mangun G.R. (2013) Cognitive Neuroscience: The Biology of the Mind. Fourth edition. W. W. Norton & Company

Groome D., Eysenck M. (2016) An Introduction to Applied Cognitive Psychology. Second edition, Psychology Press.

Pre-requisites

None

Synopsis *

The central theme of this module will be to explore how cognition functions in the real world, that is, to investigate the application of cognitive models to the broader context of human behaviour. Possible topics for study include: the role of cognition in development, emotion, memory and action; applications to eyewitness testimony, intentional forgetting and embodied cognition. Practical applications and relevance to a general understanding of behaviour will be emphasised throughout.

SP842		Advanced Developmental Social Psychology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Compulsory to:
Developmental Psychology, MSc

Optional to:
Social & Applied Psychology, MSc
Research Methods in Psychology, MSc
Group Processes and Intergroup Relations, MSc

Contact Hours

Total contact hours: 22 hours
Private study hours: 178 hours
Total study hours: 200 hours

Department Checked

03.03.2021

Learning Outcomes

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

8.1 Demonstrate knowledge and understanding of current theories and research in developmental social psychology.

8.2 Demonstrate key intellectual skills by critically evaluating developmental social psychological theories and research, and presenting these arguments in written form.

8.3 Develop critical analysis skills through group discussion.

8.4 Develop knowledge and understanding of common research methods used by developmental psychologists, including the research questions they can be used to answer, as well as the advantages and disadvantages of each method.

8.5 Gain insight into the key challenges facing developmental psychologists conducting research.

8.6 Develop the ability to generate new research questions, and develop a plan of research to answer these questions in the form of a written 'Research Proposal'

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Develop ability to appraise developmental social psychology theories and methods used in the study of social development.

9.2 Work and collaborate with others in reviewing research and communicate work to an audience (i.e. via group discussion).

9.3 Demonstrate the ability to solve problems through independent learning and develop own research ideas.

9.4 Develop ability to communicate in writing.

Method of Assessment

Extended Essay 4,000 words 80%
Project Proposal 2,000 words 20%

Reassessment methods: Like for like.

Preliminary Reading

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

Durkin, K. (1995). Developmental Social Psychology. Oxford: Blackwell.

Nesdale, D. (2001). Development of prejudice in children. In M. Augoustinos & K. J. Reynolds (Eds.), Understanding prejudice, racism and social conflict. London: Sage.

Each lecture will have an associated reading list, usually around 6 journal articles.

Pre-requisites

None

Synopsis *

Developmental social psychology aims to understand the developmental path of the social psychological processes involved in human thought and action. The underlying premise of this expanding, yet relatively new, field is that an understanding of any social psychological phenomena is only possible once we explain when and how it develops. This area of study has grown from a recognition that social psychologists rarely include a developmental dimension to their explanations, while developmentalists often ignore the social basis of human development. SP842 Advanced Developmental Social Psychology aims to provide students with a strong understanding of the theoretical accounts of major issues within the field of developmental social psychology (e.g. the development of prejudice and social identity, the impact of gender and racial stereotyping, language development, peer influence). Students will also be exposed to a variety of research methods employed by developmental psychologists and will develop the ability to critically evaluate these methods.

SP844		Groups, Teams and Organisations				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Autumn	M	20 (10)	100% Coursework	

5	Canterbury	Spring	M	20 (10)	100% Coursework
4	Canterbury	Spring	M	20 (10)	100% Coursework

Availability

Compulsory to:

Organisational Psychology MSc-T and Groups and Inter-Group Relations MSc-T

Contact Hours

Total contact hours: 22
Private study hours: 178
Total study hours: 200

Department Checked

03.03.2021

Learning Outcomes

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

8.1 Demonstrate advanced knowledge of the core domains of group processes; particularly as they relate to teams and organisations

8.2 Understand a range of conceptual, historical, theoretical, and philosophical issues underlying the role of groups and teams in organisations

8.3 Demonstrate knowledge and understanding of evolutionary perspectives on human group behaviour;

8.4 Develop the intellectual skill of critical reflection when considering the diversity of perspectives, including psychological, management, and evolutionary perspectives, that underpin the study of groups, teams, and organisations

8.5 Show key intellectual skills when critically evaluating theoretical and empirical literature on group processes;

8.6 Design meaningful research studies and write a research proposal which link psychological science to organisational issues;

8.7 Apply psychological research about groups and teams in organisations to management and business contexts

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Creatively evaluate and generalise appropriately;

9.2 Select and synthesis complex materials through organising, developing, and evaluating relevance;

9.3 Systematically approach problem solving, individually and as part of a group, also using appropriate information technology;

9.4 Plan work and study independently, through personal development and time management;

9.5 Communicate persuasively, through written assessment and oral discussions;

9.6 Cooperate within a team, and recognise the contribution of self and others;

9.7 Understand the statistical analysis conducted by others, and its limits.

Method of Assessment

Presentation (approx. 30 minutes, non-prescriptive) 40%
Research Proposal 4,000 words 60%

Reassessment methods: Like for Like

Preliminary Reading

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

Baron, R. S. & Kerr, N. L. (2003). Group process, group decision, group action. (2nd ed.) Buckingham: Open University Press.

Hogg, M. (2001). A social identity theory of leadership. Personality and Social Psychology Review, 5, 184-200.

Pre-requisites

None

Synopsis *

This module provides an opportunity to study the literature on group processes at an advanced level and familiarises students with current theorising and research on the psychology of groups and teams in organisations. The module introduces theoretical and empirical background, and uses these to help students develop ideas for further research and practice.

The module builds upon knowledge of social psychology gained at undergraduate level and draws primarily on small group research in social and organisational psychology, but perspectives from other fields such as moral psychology and economics will also be considered. Seminar topics include social identity, group cohesion, status and leadership, creativity, social dilemmas, trust/distrust, as well as moral judgment and behaviour. The module involves a great deal of student presentation, participation and discussion.

SP847	**Forensic Cognition: Theory, Research and Practice**					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Compulsory to : FOPSY:MSC-T Forensic Psychology

Contact Hours

Total contact hours: 30
Private study hours: 170
Total study hours: 200

Department Checked

03.03.2021

Learning Outcomes

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

8.1. Demonstrate an advanced understanding of forensic-related cognition for a wide range of offender and non-offender groups.

8.2. Demonstrate an advanced understanding of socio-cognitive factors that may be relevant at different stages in the criminal justice process.

8.3. Demonstrate an advanced understanding of the usefulness and applicability of various research methodologies used to investigate forensic-related cognition.

8.4. Critically evaluate forensic-related cognitive research in the laboratory, field settings, and in court.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1. Critically reason in relation to theory, research, and clinical practice.

9.2. Demonstrate advanced written and oral skills for presenting research-informed arguments.

9.3. Demonstrate a broad understanding of the principles of sound research design.

9.4. Show expertise in design, statistical analysis and evaluation of research

Method of Assessment

Research Proposal 3,000 words 100%

Reassessment methods: Like-for-Like

Preliminary Reading

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

Gannon, T.A., Ward, T, Beech, A.R., & Fisher, D. (2007). Aggressive offenders' cognition: Theory,

research and practice. Chichester, UK: Wiley.

Ó Ciardha, C., & Ward, T. (2013). Theories of Cognitive Distortions in Sexual Offending: What the Current Research Tells Us. Trauma, Violence, & Abuse, 14(1), 5-21. doi:10.1177/1524838012467856

Crick, N. and Dodge, K. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. Psychological Bulletin, 115, 74-101.

Wells, G. L., Memon, A., & Penrod, S. D. (2006). Eyewitness evidence: Improving its probative value. Psychological Science in the Public Interest, 7, 45-75.

Pre-requisites

None

Restrictions

Not available as an elective module.

Synopsis *

This module asks what sort of thinking occurs in individuals who sexually molest children, rape adults, or commit acts of violence. Do they think their actions are legitimate in some instances or do they know their actions are wrong but choose to offend nonetheless? Cognition, or thinking, is recognised as being a key component underlying the way people think and behave. Understanding how research on cognition and social cognition can be applied to crime allows researchers and practitioners to shed light on offenders' antisocial behaviours. In this strongly research-based course, you will learn about some of the influential theories that have been developed to help explain offenders' antisocial actions, the latest cutting-edge research designed to help understand why men offend, and widely used treatment programmes designed to alter cognitive characteristics associated with offending in order to reduce recidivism. This course will not be limited to offenders' cognition, however. You will also learn about fascinating social-cognitive phenomena associated with child and adult eyewitness testimony, and how memory can play havoc with the criminal justice system.

SP850	**Advanced Cognitive (Neuroscience) Methods in Practice**					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

MSc in Cognitive Psychology/ Neuropsychology
MSc in Research Methods in Psychology

Contact Hours

Total contact hours: 25
Private study hours: 175
Total study hours: 200

Department Checked

03.03.2021

Learning Outcomes

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

8.1 Develop knowledge and understanding of structures and functions of the human brain and how they can be measured successfully using behavioural methods, eye-tracking and event-related brain potentials

8.2 Show key intellectual skills by critically evaluating the role of cognitive neuroscience techniques for examining explicit human behaviour and the underlying cognitive mechanisms

8.3 Develop a sound understanding of how results from the different cognitive neuroscience techniques relate to/ complement each other (including temporal sensitivity and spatial resolution)

8.4 Develop the ability to evaluate through written analysis and interpretation the contributions made by the different approaches and research methods that are used in cognitive neuroscience

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Familiar with a broad range of advanced research methods relevant to cognitive (neuro)psychology

9.2 Capable of independently planning a research study and familiar with the appropriate statistical techniques for analysing the results

9.3 Critique (i.e. evaluate the strengths and weaknesses of) the research methods and evaluate their relevance to specific research questions

9.4 Competently disseminate their work to an audience

9.5 Demonstrate the ability to express opinions, argue rationally and engage in critical thinking both orally and in the written form

Method of Assessment

Poster presentation A1 size; guideline of 1,000 words but not prescriptive 20%
Essay 3,000 words 80%

Reassessment methods: Like for Like.

Preliminary Reading

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

Carreiras, M., & Clifton, C.E. (2004). The on-line study of sentence comprehension: Eyetracking, ERP and beyond. Psychology Press, USA.

Rayner, K. (1998). Eye movements in reading and information processing: 20 years of research. Psychological Bulletin, 124, 372-422.

Handy, T.C. (2004). Event-related potentials: A methods handbook. MIT Press.

Luck, S. J., & Kappenman, E. S. (2012). The Oxford Handbook of Event-Related Potential Components. Oxford University Press, USA.

Luck, S. (2014). An introduction to the Event-related potential technique. MIT Press.

Huettel, S.A., Song, W.A., & McCarty, G. (2009). Functional Magnetic Resonance Imaging. 2nd ed., Sinauer.

Poldrack, R.A., Mumford, J.A., & Nichols, T. E. (2011). Handbook of Functional MRI Data Analysis, CUP.

Field, A., & Hole, G. (2008). How to design and report experiments. Sage Publications ltd.

Ward, J. (2012). The Students Guide to Cognitive Neuroscience. Hove: Psychology Press.

Pre-requisites

None

Synopsis *

This module will provide students with theoretical instruction and practical experience in some key advanced research methods appropriate for scientific research in cognitive (neuro)psychology. The study of cognitive processes and the temporal nature of brain activity will feature highly in this module.

SP851	Advanced Topics in Cognitive Development					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Contact Hours

22 hours

Learning Outcomes

8. The intended subject specific learning outcomes.
On successfully completing the module students will be able to:
8.1 Understand alternative theoretical, empirical, and methodological perspectives in the study of developmental psychology
8.2 Critically appraise research in cognitive development
8.3 Present and defend complex arguments and develop their own view on the most appropriate theoretical or methodological approach to each topic.

9. The intended generic learning outcomes.
On successfully completing the module students will be able to:
9.1 Appraise developmental psychology theories and methods used in the study of cognitive development through an understanding of statistical material
9.2 Ability to communicate critically evaluations of developmental psychology methods and theories in terms of cognitive development.
9.3 Work and collaborate with others in reviewing research and disseminate or communicate work to an audience (i.e. via a poster, presentation)
9.4 Demonstrate the ability to solve problems through independent learning and use of IT.

Method of Assessment

100% Coursework. Formed of two seminar reports (10% each) and a research proposal (80%).

Preliminary Reading

This module covers a variety of materials, not available in a single textbook. The main teaching materials are journal articles, which will be made available throughout the module.

Pre-requisites

None

Synopsis *

This module explores the typical development of key cognitive functions and the psychological methods employed to study these developments. The aim of the module is to explore these topics at an advanced level, allowing students to evaluate critically pieces of research in terms of their findings, conceptual underpinnings, and/or methodological approaches.
Lecture topics may include: Research methods in developmental psychology; Critical periods and plasticity; Introduction to theories of word learning; The critical period for language learning; Social learning and imitation; Thinking about the minds of others; Understanding knowledge; Metacognition

SP852	**Developmental Psychology in Professional Practice**					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Optional to Developmental Psychology, Social & Applied Psychology, Research Methods, Groups and Intergroup Relations, and Cognitive/Neuropsychology

Contact Hours

Total contact hours: 22
Private study hours: 178
Total study hours: 200

Department Checked

03.03.2021

Learning Outcomes

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

8.1. Demonstrate knowledge and understanding of how developmental psychology theory and methods are used in Professional Settings e.g. education, healthcare, clinical.

8.2. Demonstrate understanding of the potential contribution Developmental Psychology research can make to Professional Settings e.g. education, healthcare, clinical.

8.3. Gain insight into current issues/problems in Professional Settings where Developmental Psychology is or could potentially provide insights/solutions. 8.4. Familiarise self with Case Studies illustrating Developmental Psychology in action in Professional Settings. 8.5. Develop own Case Study illustrating Developmental Psychology in action in Professional Settings.

8.6. Demonstrate key intellectual skills be critically evaluating the role of Developmental Psychology in Professional Settings, in terms of the relevance and usefulness of theory and methodologies used in Developmental Psychology.

8.7. Evaluate the contribution developmental psychology can make in Professional Settings.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1. Appraise developmental psychology theories and methods used in the study of cognitive development through an understanding of statistical material

9.2. Communicate critically evaluations of developmental psychology methods and theories in terms of cognitive development.

9.3. Work and collaborate with others in reviewing research and disseminate or communicate work to an audience (i.e. via a poster, presentation)

9.4. Demonstrate the ability to solve problems through independent learning and use of IT.

Method of Assessment

Poster A2 size; guidelines of 500 – 1,000 words, but not prescriptive 40%
Essay 6,000 words 60%

Reassessment methods: Like for Like.

Preliminary Reading

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

There is no core text book for this course as it covers specialist topics in depth. Instead, for each lecture background reading will be provided. This will include the relevant books, book chapters and journal articles. For those students who welcome a recommendation for a good background book then the following book is a good core reader.

Alexander, P.A. & Winne, P.H. (2006). Handbook of educational psychology (2nd Ed). Mahwah, NJ: Lawrence Erlbaum Associates

Ashton, R. & Roberts, E. (2006). What is valuable and unique about the educational psychologist? Educational Psychology in Practice.

Pre-requisites

None

Synopsis *

The focus of this module is on developing students' understanding of how developmental psychology can be applied in professional settings. This module will provide students with an insight into how developmental psychology theory and methods are used in Professional settings e.g. education, healthcare, clinical. Students will receive lectures from professionals working in Clinical psychology, Educational psychology and Speech and Language development. These contributors will explain, first-hand, current issues/problems in professional settings where developmental psychology is or could potentially provide insights/solutions the extent. The speakers will consider the role of developmental psychology in their professional settings, outline major theories that inform practice and critically evaluate the role of developmental psychology in their setting. Students will have an opportunity to hear about specific instances where theories and methods from developmental psychology can be applied to a particular problem or issue in a professional setting, referred to as 'Case Studies'.

SP853	**Facial Identity Matching: Cognitive Research and Forensic Practice**					

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Contact Hours

22 hours

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate knowledge and understanding of the issues surrounding human behaviour and performance when performing as eyewitnesses.

8.2 Show key intellectual skills by critically evaluating the role of psychological research for understanding human behaviour in relation to the criminal justice system.

8.3 Demonstrate a sound understanding of how psychological theory and methodology have influenced police procedures.

8.4 Evaluate through written analysis and interpretation the contributions made by psychological research to improving the way in which eyewitness evidence is collected and how eyewitness testimony is evaluated

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Show familiarity with how advanced research methods relevant to cognitive psychology can be applied to real world questions.

9.2 Critique (i.e. evaluate the strengths and weaknesses of) the research data intended to address specific research questions

9.3 Competently disseminate their work to an audience (i.e. via a poster)

9.4 Express opinions, argue rationally and engage in critical thinking both orally and in the written form

Method of Assessment

100 % Coursework, comprising presentations and a research proposal

Preliminary Reading

The module reading list can be found online at http://resourcelists.kent.ac.uk/index.html

Synopsis *

This module will provide students with theoretical instruction about how the methods and techniques of cognitive psychology have been applied to the practical topic of evaluating eyewitness testimony. The study of cognitive processes involved in face recognition and face matching will feature highly in this module.

SP854	**Advanced Topics in Developmental Psychopathology**					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	60% Exam, 40% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Exam	

Availability

Compulsory for the MSc in Developmental Psychology

Optional module for the following Masters Programmes:
Social & Applied Psychology; Research Methods; Cognitive Psychology & Neuropsychology.

Contact Hours

Total contact hours: 22
Private study hours: 178
Total study hours: 200

Department Checked

03.03.2021

Learning Outcomes

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

8.1 Demonstrate knowledge and understanding of current theories and research in the study of developmental psychopathology.

8.2 Critically evaluate theories of and research into developmental psychopathology, and demonstrating these skills in written form.

8.3 Show critical analysis skills through group discussion.

8.4 Demonstrate knowledge and understanding of common research methods used to study developmental psychopathology, including the research questions they can be used to answer.

8.5 Gain insight into the key challenges facing clinicians and practitioners who work in educational and clinical settings with people who have developmental disorders.

8.6 Gain insight into the key techniques employed by clinicians and practitioners who work in educational and clinical settings with people who have developmental disorders

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Appraise theories and methods used in the study of developmental psychopathology.

9.2 Work and collaborate with others in reviewing research, and communicate work to an audience via group discussion.

9.3 Solve problems through independent learning and generate ideas about directions for future research.

9.4 Communicate orally and in writing.

Method of Assessment

Examination 2 hours 60%
Essay 2,000 words 40%

Reassessment methods: Like for like.

Preliminary Reading

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

This module covers a variety of materials, not available in a single textbook. The main teaching materials are journal articles; these articles will be suggested and made available throughout the module. However, two texts that are recommended for general background reading are:

• Hulme, C., & Snowling, M.J. (2009). Developmental disorders of language, learning, and cognition. Oxford: Wiley-Blackwell.

• Marshall, C. (2013). Current issues in developmental disorders. Hove: Psychology Press.

Pre-requisites

None

Synopsis *

This module investigates common forms of neurodevelopmental disorder. The goal of the module is to help students understand the behavioural manifestations of these disorders, as well as their possible psychological/cognitive, neurobiological, and/or etiological (genetic/environmental) causes. Moreover, the module will explore some characteristic approaches that clinicians take when attempting to support people with these disorders and remediate the difficulties that these people experience. Finally, students will learn to evaluate critically pieces of research on developmental psychopathology in terms of study findings, conceptual underpinnings, and/or methodological approaches

SP855		**Research Apprenticeship Dissertation**					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment		Convenor
2	Canterbury	Spring	M	60 (30)	100% Coursework		
2	Canterbury	Spring	M	60 (30)	80% Project, 20% Coursework		

Availability

Organisational Psychology MSC-T.

Contact Hours

Total contact hours: 20
Private study hours: 580
Total study hours: 600

Department Checked

03.03.2021

Learning Outcomes

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

8.1. Understand a range of conceptual, historical, theoretical, and philosophical issues underlying the role of psychology in organisations

8.2. Demonstrate specialist knowledge and systematic understanding of the key issues in organisational psychology.

8.3. Understand the major research and analytic techniques and methodologies used by psychologists investigating psychological issues in organisations.

8.4. Understand contextual forces impacting organisations and how they co-exist or interact with psychological factors (e.g. political, environmental, technical, legal, social).

8.5. Develop specialist knowledge, and evaluate critically current research in organisational psychology

8.6. Design a meaningful research study and write up research which links psychological science to organisational issues using APA format

8.7. Conduct organisational psychology research to address business and management issues

8.8. Apply ethical values to research and practice related to organisational psychology

8.9. Understand how to apply psychological research to management and business contexts

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1. Critically reflect on key themes with oral discussion and written analysis

9.2. Creatively evaluate and generalise appropriately

9.3. Select and synthesise complex materials, through organising, developing, and evaluating relevance

9.4. Systematically approach problem solving, individually and as part of a group, also using appropriate information technology

9.5. Plan work and study independently, through personal development and time management

9.6. Communicate persuasively, through written assessment and oral discussions

9.7. Cooperate within a team, and recognise the contribution of self and others

9.8. Conduct appropriate data analysis and to understand the statistical analysis conducted by others, and its limits

Method of Assessment

Seminar Presentation 5-10 minutes 15%
Abstract Reports approx. 750 words 5%
Dissertation 8,000 words 80%

Reassessment methods: Like-for-like.

Preliminary Reading

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

No books are recommended for purchase. Students will conduct their own literature search and discuss suitable readings with their supervisor. The following materials are useful references and can be considered in preparation for the module:

• American Psychological Association (2009). Publication Manual of the American Psychological Association (6th Ed.). Washington: American Psychological Association

• British Psychological Society (2009). Code of Ethics and Conduct. Available: http://www.bps.org.uk/system/files/documents/code_of_ethics_and_conduct.pdf

• Brewerton, P., & Millward, L. (2001). Organizational Research Methods: A Guide for Students and Researchers. London, UK: Sage Publications Ltd.

Pre-requisites

PSYC8570

Restrictions

Not available as an elective module. Not available to short-term credit students.

Synopsis *

All students undertake a supervised empirical research project in an area of organisational psychology to gain practical experience of research. The module allows students to develop research skills by working closely with expert researchers or practitioners. The research will be conducted as a research apprenticeship, so the student will work on a wider programme or research developed by the supervisor, or on a project specific to an organisation (still with close supervision from an academic supervisor). Some of the apprenticeship will involve working in collaborative teams (e.g. for data collection) but all students will write up the research independently in the form of a dissertation. Most projects will be with academics from the University (School of Psychology, Kent Business School, or related disciplines) but there will be some opportunities for students to work on projects outside the University with external research partners.

SP857	Organisational Psychology: Methods and Statistics					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Organisational Psychology MSc-T

Contact Hours

Total contact hours: 42
Private study hours: 158
Total study hours: 200

Department Checked

03.03.2021

Learning Outcomes

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

8.1. Demonstrate an advanced understanding in principles of research design, the scientific method, experimental, descriptive and qualitative research, and how these are applied in the organisational psychology context.

8.2. Demonstrate an ability in several basic and advanced statistical techniques and how these are connected to organisational psychology research methods.

8.3. Demonstrate a systematic understanding of the relationships between statistical analysis choices, research hypotheses and study design.

8.4. Conduct advanced statistical analysis using common software tools, interpret results of these analyses and relate them back to hypotheses and theories.

8.5. Design meaningful research studies and how to write research proposals that adhere to the psychological standards in publishing (APA guidelines).

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1. Read, digest and summarise scientific papers at an advanced level. This is connected to the transferable skill of being able to carry out an effective literature search using electronic sources such as Web of Knowledge and Google Scholar; accurately summarise the literature sources and critically evaluate their relevance.

9.2. Write research proposals that are complete, concise and well-structured. This is connected to transferable skills relating to organising information clearly; presenting information orally and in written form; adapting communication style for different audiences; use of graphs and table as communication tools

9.3. Analyse data and present research findings in an accessible manner.

9.4. Use common software tools. Transferable skills are connected to the ubiquitous nature of technology and software analytical tools in the practice of organisational psychology within business contexts.

9.5. Learn how to work with others collaboratively in designing and developing research, and individually to present the result.

Method of Assessment

*Computing Test ICT 2 hours 50% *(exempt from ICT regs due to practical element)
MCQ ICT 2 hours 20%
Research Proposal 2,000 words 30%

Reassessment methods: Like for Like.

Preliminary Reading

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

Brewerton, P. M., & Millward, L. J. (2001). Organizational research methods: A guide for students and researchers. London: Sage.

Field, A. (2018). Discovering statistics using SPSS (5th Edn). London: Sage.

Heiman, G. (2002). Research methods in psychology (3rd ed.). Boston, Mass.: Houghton Mifflin.

Howitt, D. & Cramer, D. (2011). An introduction to statistics in psychology (5th Ed.). London: Prentice Hall.

Pre-requisites

None

Restrictions

Not available as an elective module. Not available to short term credit students.

Synopsis *

This module focuses on developing and extending students' knowledge of research methods and statistics. There is an important element of the module which focuses on developing students' understanding of the basics of research methods and statistical analysis. However, the module also goes further by teaching students about some advanced methodological and statistical tools. Topics to be covered include:

a) Searching and reviewing relevant literature for a research project.
b) Research design, variables, sampling, levels of measurement, surveys and experiments.
c) Descriptive statistics (frequency, mean, mode, median).
d) Basic inferential statistics (t-test, correlations, chi-square, One-Way ANOVA).
e) Advanced inferential statistics (Multivariate ANOVA, Linear & Logistic Regression).
f) Qualitative research methods (focus groups, interviews)
g) Presenting statistical findings in an understandable way when writing research reports.

SP858	Entrepreneurship, Innovation and Creativity					

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

Organisational Psychology MSC-T

Contact Hours

Total contact hours: 35
Private study hours: 115
Total study hours: 150

Department Checked

04.03.2021

Learning Outcomes

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

8.1. Understand the contemporary work environment, the need for innovation and the role of the organisational psychologist and demonstrate understanding through critical evaluation.

8.2. Demonstrate practically and theoretically an understanding of the important role of the political, social, technological, and economic environment in entrepreneurship and innovation, drawing upon established and new theories in the field.

8.3. Develop and critically demonstrate a thorough understanding of the process of hypothesis driven innovation and business model design, and its application.

8.4. Understand and demonstrate critically how to develop and validate an entrepreneurial or innovative business idea with customers.

8.5. Demonstrate how to choose the right metrics to track the potential success of a business idea.

8.6. Present and pitch validated business or research ideas to investors, managers, and/or funders

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1. Critically reflect on key themes with oral discussion and written analysis

9.2. Creatively evaluate and generalise appropriately

9.3. Select and synthesise complex materials, through organising, developing, and evaluating relevance

9.4. Systematically approach problem solving, individually and as part of a group, also using appropriate information technology

9.5. Plan work and study independently, through personal development and time management

9.6. Communicate persuasively, through written assessment and oral discussions

9.7. Cooperate within a team, and recognise the contribution of self and others.

9.8. Understand the statistical analysis conducted by others, and its limits

Method of Assessment

Presentation 10 minutes (approx., non prescriptive) 20%
Business Report 5,000 words 80%

Reassessment methods: This module will be reassessed by 100% coursework.

Preliminary Reading

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

* Ries, E. (2011). The Lean Startup. New York: Crown Business

* Blank, S. & Dorf, B. (2012). The Startup Owner's Manual. California: K&S Ranch

* Cooper, B. & Vlaskovits, P. (2013). The Lean Entrepreneur. New Jersey: John Wiley

* Osterwalder, A. & Pigneur, Y. (2010). Business Model Generation. New Jersey: John Wiley.

Pre-requisites

None

Synopsis *

This module focuses on helping students develop the skills of working in an innovative environment as a social scientist. Innovation has become important to organisations. The practice of hypothesis-driven or lean innovation provides a unique role for the social scientist within start-ups and large organisations. During this module, students will learn about the theory and practice of innovation. Students will also work with a team on validating a product idea.

SP859	Applying Psychology to Organisations: Extended Literature Review						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment		Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework		

Availability

Optional to: Organisational Psychology MSc-T

Contact Hours

Total contact hours: 16
Private study hours: 134
Total study hours: 150

Department Checked

04.03.2021

Learning Outcomes

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

8.1 Demonstrate a sound knowledge covering a range of conceptual and theoretical issues underlying a specific area within organisational psychology

8.2 Demonstrate specialist knowledge and systematic understanding of a key chosen area in organisational psychology

8.3 Demonstrate a clear understanding of the major research and analytic techniques adopted by organisational psychologists (research/practice) in the specific chosen area of organisational psychology

8.4 Demonstrate an understanding of the application of psychology in organisations

8.5 Demonstrate an understanding the major analytic techniques and methods adopted by researchers in the chosen area of organisational psychology, including an awareness of ethical issues and how these can be applied.

8.6 Demonstrate an ability to independently research existing materials and data to develop a literature review of a specific chosen area in organisational psychology,

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1. Critically reflect on key themes through oral discussion and written analysis

9.2. Demonstrate critical thinking and creativity, to evaluate and generalise materials appropriately

9.3. Select and synthesise complex materials through organising, developing, and evaluating relevance

9.4. Demonstrate a systematic approach to problem solving, individually and in groups

9.5. Plan work and study independently, and use resources in a way suited to further study or practice

9.6. Find, record, organise, and contribute to knowledge in the field of organisational psychology

9.7. Write clearly, concisely, and in an organised way

9.8. Enhance personal development skills through time management, autonomy, self-drive and self management

9.9. Demonstrate problem solving through identifying, scanning, and organising literature to abstract meaning, theoretical novelties, and potential applications

Method of Assessment

Proposal 1,000 words 20%
Extended Essay 5,000 words 80%

Reassessment methods: This module is reassessed by 100% coursework.

Preliminary Reading

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

There is no specific reading list, as this will vary by topic and will be considered in consultation with the academic supervisor. The following texts are recommended readings for general skills development.

American Psychological Association (2009). Publication Manual of the American Psychological Association (6th ed.). Washington: American Psychological Association

British Psychological Society (2009). Code of Ethics and Conduct. Available: http://www.bps.org.uk/system/files/documents/code_of_ethics_and_conduct.pdf

Brewerton, P., & Millward, L. (2001). Organizational Research Methods: A Guide for Students and Researchers. London, UK: Sage Publications Ltd.

Pre-requisites

None

Synopsis *

In this module, students conduct an extended literature review and critique on a topic relevant to organisational psychology. The topic will be developed through discussion with an academic supervisor, to identify a particular area of research that is relevant and topical. The module will develop advanced research skills and problem solving. On completion of the modules, students will have specialist knowledge and evidence of independent research.

SP860	**Political Psychology**					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Compulsory for:
MSc Political Psychology : POLPSY:MSC-T

Optional for:
MSc in Group Processes and Intergroup Relations : GRPPRO:MSC-T
MSc Research Methods in Psychology : RMPSY:MSC-T
MSc Social and Applied Psychology : SOCAPSY:MSC-T
MA Programmes in the School of Politics and International Relations

Contact Hours

Total contact hours: 34
Private study hours: 166
Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

8.1 Demonstrate advanced knowledge of the core domains of political psychology, including core conceptual, historical, theoretical, and philosophical issues underlying the discipline of political psychology;

8.2 Demonstrate the intellectual skill of critical reflection when considering the diversity of theoretical and empirical perspectives that underpin the study of psychology of political processes;

8.3 Demonstrate the skill to synthesise literature and research in psychology and political science;

8.4 Show key intellectual skills when critically evaluating theoretical and empirical literature on political psychology;

8.5 Demonstrate the skill to apply the theoretical models to real-life social contexts;

8.6 Demonstrate the transferable skills to communicate and evaluate analyses of political psychology in speech and writing;

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Demonstrate writing, reading and oral skills to present and interpret material with evidence of the use of relevant literature;

9.2 Show the ability to critically evaluate the quality of theory and method in published research and of peers;

9.3 Demonstrate the ability to express opinions, argue rationally and engage in critical thinking both orally and in the written form

Method of Assessment

Long Essay 4,000 words 80%
Short Essay 1,000 words 20%

Reassessment methods: Like for Like.

Preliminary Reading

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

Huddy, L., Sears, D.O., & Levy, J.S. (Eds.) (2013). The Oxford Handbook of Political Psychology (2nd Ed.). New York: Oxford University Press.

Jost, J. T., & Sidanius, J. (Eds.) (2004). Political Psychology: Key readings. New York: Psychology Press.

Jost, J.T., Kay, A.C., & Thorisdottir, H. (Eds.) (2009). Social and psychological bases of ideology and system justification. New York: Oxford University Press.

A list of carefully selected empirical articles from leading journals in the fields of social/personality psychology and political science will be provided.

Pre-requisites

None

Synopsis *

This module provides an opportunity to study at an advanced level the literature on political psychology. The module will stress how psychology and political science in combination can serve to analyse and explain political processes. Emphasis will be placed on applying theoretical models and empirical findings to the analysis of real-world problems. Topics that will be addressed include political ideology, social justice and inequality, political engagement and extremism, political leadership and perceptions of government and authority. This module relies heavily on student participation and discussion.

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
SP861		**Advanced Research Project in Political Psychology**				
1	Canterbury	Whole Year	M	60 (30)	90% Project, 10% Coursework	
1	Canterbury	Whole Year	M	60 (30)	100% Coursework	

Availability

Compulsory for MSc Political Psychology.

Contact Hours

Total contact hours: 50
Private study hours: 550
Total study hours: 600

Department Checked

04.03.2021

Learning Outcomes

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

8.1 Demonstrate the ability to report a piece of research according to professional conventions, including theory, hypotheses, methods, analysis and interpretation of results, and discussion.

8.2 Have a detailed appreciation of the difficulties and constraints they have encountered during their project.

8.3 Demonstrate that they have conducted an empirical research project in an area of Psychology or Political Science and informed by the other discipline, appropriate to their degree, documented in a complete project report.

8.4 Demonstrate the ability to present their scientific work in person, clearly and effectively, with the use of visual aids such as slides or posters.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Develop enhanced skills in critical evaluation of arguments

9.2 Developed enhanced skills in statistical analysis

9.3 Develop enhanced skills in the management of projects

9.4 Develop enhanced skills in written and oral communication – in particular the ability to communicate complex information in a clear and accessible style.

Method of Assessment

Dissertation 8,000 words 90%
Oral presentation 10%

Reassessment methods: Like for Like.

Preliminary Reading

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

Students are required to conduct their own literature searches, typically with some advice from supervisors. Students will also be encouraged to use the following materials to aid preparation of the research report:

Bryman, A. (various editions). Social Research Methods. Oxford: Oxford University Press.

Publication Manual of the American Psychological Association, 6th ed. Washington, DC: American Psychological Association, 2010.

Pre-requisites

None

Restrictions

Not available as an elective module. Not available for short-term credit students.

Synopsis *

The module will stress the integration of psychology and political science as a way to analyse and explain political processes. All students undertake a supervised empirical research project grounded in the area of psychology or political science and informed by the other discipline. The aim of the dissertation is to teach students the ability to plan, execute, analyse, and report a piece of independent research in the relevant setting. The dissertation will consolidate theoretical knowledge of psychology and political science, to foster an ability to integrate findings from the two fields, an appreciation of the ways in which that knowledge has been applied in previous research and practice, and the methodological and statistical skills to set up a scientific investigation.

Timetable: A research proposal is written and approved in the Autumn Term. All research with human subjects will require approval of the School of Psychology Ethics Panel. If appropriate, an ethical application is submitted to the panel (and, if required, outside ethics committees). The deadline for submission of dissertations is in July or August.

SP862		Forensic Psychology Reflective Log Book				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	4 (2)	Pass/Fail Only	

Availability

Compulsory to Forensic Psychology MSc-T

Contact Hours

Total contact hours: 1
Private study hours: 39
Total study hours: 40

Department Checked

04.03.2021

Learning Outcomes

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

8.1. Adopt multiple, comprehensive theoretical perspectives on reflective issues concerning Forensic Psychology

8.2. Demonstrate a complex and systemic understanding of reflection applied to Forensic Psychology

8.3. Show originality in the application of knowledge through presentation and evaluation of a range of personal experiences involving reflection in Forensic Psychology.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1. Engage in reflective practice on professional development and career trajectory

9.2. Be sensitive to contextual and interpersonal factors

9.3. Use effective personal planning, initiative and responsibility in recording to maintain a record of a series of reflective experiences and activities

Method of Assessment

Logbook (Pass/Fail)

Reassessment methods: Like for like.

Preliminary Reading

No core texts are required. However, cutting edge journal articles will be made available for discussion as part of the module. These will be subject to change each year.

Pre-requisites

None

Restrictions

Not available as an elective module. Not available to short-term credit students.

Synopsis *

Students will be required to maintain a reflective Log Book of all work and visits undertaken as part of their programme of study. This allows the students to have a record of activities for their CV, contributes to employability, will aid for further study at PhD level if the student wishes.

SP863	**Advanced Topics in Business Psychology**					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	20 (10)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	M	20 (10)	60% Exam, 40% Coursework	

Availability

Compulsory to Organisational Psychology MSc-T.
Available elective.

Contact Hours

Total contact hours: 22
Private study hours: 178
Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

8.1 Demonstrate a systematic understanding of key concepts and emerging themes in psychological and behavioural science applied to the workplace

8.2 Demonstrate a systematic understanding of evidence-based professional practice and interventions in workplace settings

8.3 Demonstrate an awareness of the wider business context and the consultancy cycle

8.4 Demonstrate a systematic understanding of professional and ethical standards relevant to the work of business psychologists

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Critically reflect on key themes through oral discussion and written analysis

9.2 Demonstrate critical thinking and creativity, to evaluate and generalise materials appropriately

9.3 Select and synthesise complex materials through organising, developing, and evaluating relevance

9.4 Demonstrate a systematic approach to complex problem solving, individually and in groups

9.5 Plan work and study independently, and use resources in a way suited to further study or professional practice

Method of Assessment

Examination 2 hours 60%
Group Poster Presentation 1,000 words 40%

Reassessment methods: Like-for-like

Preliminary Reading

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

Arnold, J., & Randall, R., et al. (2010). Work psychology: Understanding human behaviour in the workplace (6th ed.). Essex: Pearson.

Ashleigh, M., & Mansi, A. (2012). The psychology of people in organizations. Essex: Pearson.

Pre-requisites

None

Synopsis *

This module examines key concepts and emerging themes in Psychology applied to work and organisations; for example, work motivation, leadership and management, nudging, and well-being — with a particular focus on areas of research within the School of Psychology. Applications of psychological and behavioural science to work and organisations will be enriched by case studies and situated in the wider business context in which psychologists practice and provide consultancy, including relevant ethical and legal frameworks.

SP864	**Current Issues in Cognitive Psychology and Neuropsychology**					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

This module is compulsory to students registered for the MSc in Cognitive Psychology/Neuropsychology.

Contact Hours

Total contact hours: 22
Private study hours: 178
Total study hours:. 200

Department Checked

04.03.2021

Learning Outcomes

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

8.1 Understand the core areas of concern in cognitive psychology and neuropsychology (such as vision, memory and language)

8.2 Understand the practice and significance of interdisciplinary cooperation, and the role of cross-domain constraint satisfaction in furthering scientific discovery in the different areas of cognitive psychology and neuropsychology.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Acquiring the critical and analytical skills in dealing with one's own and others' theoretical ideas and empirical research (from a range of disciplines).

9.2 The ability to develop coherent arguments and to evaluate critically and reconstruct flexibly in the light of one's own and others' feedback.

9.3 Developing the ability to communicate criticism, analyses, and arguments effectively and efficiently.

9.4 Extending their ability to communicate effectively and efficiently through different means (e.g. in written extended essays and orally)

Method of Assessment

Two essays, with a combined volume of up to 4,000 words, one worth 30% and one 70%.

Reassessment methods: Like for Like.

Preliminary Reading

There is no core text. The seminars will have reading allocated per week, and will be reviewed each year to remain contemporary.

Pre-requisites

None

Synopsis *

The course provides a coherent base for understanding the methodological and theoretical issues that are currently considered important in the study of cognitive psychology and neuropsychology. Students will be shown how to critically appraise the philosophical and theoretical underpinnings of the various disciplines that comprise cognitive psychology and neuropsychology, and to evaluate how these disciplines may successfully be combined to further scientific understanding of the core problems in cognitive psychology and neuropsychology today. A selection of material from areas such as vision, learning, memory, language, reasoning, emotion will be referred to in order to examine the relationship between brain and mind, the modularity of brain and mind, and the notion of different levels/frameworks of description and explanation.

SP865	**Mind, Brain and the Body**					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	20 (10)	100% Coursework	
1	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Optional for: MSc Cognitive Psychology/Neuropsychology

Contact Hours

Total contact hours: 22
Private study hours: 178
Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

8.1 Describe the general physiology of the somatosensory and motor systems from the periphery to the brain.

8.2 Understand mechanisms of sensorimotor plasticity, including how the brain reorganises after central or peripheral neural damage.

8.3 Understand the central role of the sensorimotor system in body awareness and sense of self.

8.4 Understand how somatosensory and motor systems impact, and interact with, cognitive processes (e.g., learning, language, emotional processing, and social cognition)

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Acquire critical and analytical skills in dealing with one's own and others' theoretical ideas and empirical research (from a range of disciplines).

9.2 Develop coherent arguments, and the ability to critically evaluate and flexibly reconstruct those ideas in the light of feedback.

9.3 Interpret and critically analyse scientific findings within their broader empirical and theoretical contexts.

9.4 Communicate ideas effectively and efficiently through different means (e.g. in written extended essays and orally)

Method of Assessment

Portfolio 4,000 words 100%

Reassessment methods: Like for Like.

Preliminary Reading

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

The seminars will have reading allocated per week, and will be reviewed each year to remain contemporary.

Foundations of Embodied Cognition volume 1 - perceptual and emotional embodiment
(https://www.routledge.com/product/isbn/9781138805811?source=igodigital)

Foundations of Embodied Cognition volume 2 - conceptual and interactive embodiment
(https://www.routledge.com/product/isbn/9781138805835?source=igodigital)

Pre-requisites

None

Synopsis *

The module will survey cutting edge research emphasising the role of sensory and motor systems in human cognition. We will discuss the relationship between brain, mind and body, from physiological, experimental, philosophical, linguistic, and neuroscientific perspectives. The module will cover areas such as sensorimotor interactions, interoception, somatosensory and motor plasticity, body representation, body ownership, the sense of agency, as well as embodied cognition. Implications for cognition, social behaviour and clinical conditions will be emphasised.

SP998		Advanced Research Project in Psychology					

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment		Convenor
4	Canterbury	Whole Year	M	60 (30)	90% Project, 10% Coursework		

Availability

Compulsory to:
Developmental Psychology, MSc-T
Research Methods in Psychology, MSc-T
Political Psychology, MSc-T
Group Processes, MSc-T
Cognitive Psychology/Neuropsychology, MSc-T
Social and Applied Psychology MSc-T

Contact Hours

Total contact hours: No formal timetabled events.
Private study hours: 600
Total study hours: 600

Department Checked

04.03.2021

Learning Outcomes

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

8.1. Demonstrate the ability to report a piece of research in BPS/APA format, including theory, hypotheses, methods, analysis and interpretation of results, and discussion.

8.2. Have a detailed appreciation of the difficulties and constraints they have encountered during their project.

8.3. Demonstrate that they have conducted an empirical research project in an area of Psychology appropriate to their degree, documented in a complete project report.

8.4. Demonstrate the ability to present their scientific work in person, clearly and effectively, with the use of visual aids such as slides or posters.

The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1. Demonstrate enhanced skills in critical evaluation of arguments

9.2. Demonstrate enhanced skills in statistical analysis

9.3. Demonstrate enhanced skills in the management of projects

9.4. Demonstrate enhanced skills in written and oral communication – in particular the ability to communicate complex information in a clear and accessible style.

Method of Assessment

Presentation 5-10 minutes 10%
Dissertation 8,000 words 90%

Reassessment methods: Like for Like.

Preliminary Reading

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

No books are recommended for purchase. Students will conduct their own literature search and discuss suitable readings with their supervisors. The following materials are useful references and can be considered in preparation for the module:

American Psychological Association (2009). Publication Manual of the American Psychological Association (6th Ed.). Washington: American Psychological Association

British Psychological Society (2009). Code of Ethics and Conduct. Available:
http://www.bps.org.uk/system/files/documents/code_of_ethics_and_conduct.pdf

Pre-requisites

None

Restrictions

Not available elective. Not available to short-term credit students.

Synopsis *

All students undertake a supervised empirical research project in an area of psychology relevant to their chosen MSc programme, and submit it as a typed dissertation of approximately 8,000 words. The aim of the dissertation is to test the student's ability to plan, execute, analyse, and report a piece of independent research in the relevant setting. The dissertation requires detailed theoretical knowledge of the discipline, an appreciation of the ways in which that knowledge has been applied in previous research and practice, and the methodological and statistical skills to set up a scientific investigation. Supervision is provided by the principal teaching staff and by other appropriate staff with research interests in a student's chosen area. Students are advised to read the School's Ethics pages for information on submitting applications for ethical approval to the School and to relevant outside bodies.