

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### 39 School of Psychology

<b>SP500 Psychology Statistics and Practical</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	100% Coursework	
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	
1	Canterbury	Whole Year	H	30 (15)	60% Coursework, 40% Project	
2	Canterbury	Whole Year	H	30 (15)	100% Exam	
1	Canterbury	Whole Year	H	30 (15)	60% Project, 40% Coursework	
1	Canterbury	Whole Year	H	30 (15)	50% Exam, 40% Project, 10% Coursework	

#### Availability

Compulsory to :

BSc in Psychology with a Placement Year

BSc in Psychology with Clinical Psychology and a Placement Year

BSc in Psychology

BSc in Psychology with Clinical Psychology

BSc in Psychology with Forensic Psychology

BSc in Psychology with Business Psychology

BSc in Psychology with a year abroad

BSc in Social Psychology

BSc in Psychology and Social Anthropology

#### Contact Hours

Total contact hours: 66

Private study hours: 234

Total study hours: 300

#### Department Checked

02.03.2021

#### Learning Outcomes

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

8.1 demonstrate the ability to communicate statistical concepts

8.2 demonstrate understanding of statistical scientific conventions

8.3 show competence in using a statistical computing package (SPSS)

8.4 understand the process of formulating hypotheses on the basis of previous research

8.5 formulate designs appropriate to the questions being asked

8.6 as part of a group, plan and run appropriate psychological research

8.7 acquire good listening skills; show an ability to work with others; respond to other people's viewpoints

8.8 demonstrate the ability to communicate critically

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

9.1 develop and demonstrate intellectual skills (including critical reflection and evaluation, reading and writing skills, time management, self reflection and clarity in thinking);

9.2 develop and demonstrate transferable skills including numeracy, information technology, working with others, communication, problem solving and improving through learning.

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### Method of Assessment

Practical Report (3,000 words) (20%)  
Practical report (2,000 words) (20%)  
4 In Class Tests (equally weighted) (60%)

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

### Preliminary Reading

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

Field A. (2013) Discovering Statistics using IBM SPSS statistics. 4th edition (3rd edition is also fine). Sage.  
Howitt D., & Cramer D. (2011). Introduction to statistics in psychology (5th ed.). Pearson Education.  
Howitt D., & Cramer D. (2011). Introduction to SPSS in psychology (5th ed.). Pearson Education.

### Pre-requisites

None

### Restrictions

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

### Synopsis \*

The broad aims of the module are: (a) to provide a continued training in methodological skills appropriate to psychological investigation; (b) to provide advanced training in statistical techniques of the analysis of psychological data; (c) to provide training in computing skills for conducting analysis of psychological data; and (d) to provide direct experience of some of the phenomena encountered in other Stage 2/3 psychology modules. The practical component of the module consists of a structured programme of laboratory classes and non-laboratory sessions during which students work in small supervised groups designing and carrying out four research projects related to themes encountered in the department's other Stage 2/3 modules. A programme of statistics lectures and computing workshops is closely linked to the practical classes. Computer-based statistical analysis is illustrated using SPSS, a general-purpose statistical package

SP528		Child Development				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

### Availability

Compulsory to:  
BSc in Psychology with a Placement Year  
BSc in Psychology with Clinical Psychology and a Placement Year  
BSc in Psychology  
BSc in Psychology with Clinical Psychology  
BSc in Psychology with Forensic Psychology  
BSc in Psychology (with Studies in Europe)  
BSc in Social Psychology  
BSc in Psychology and Social Anthropology

### Contact Hours

Total contact hours: 25  
Private study hours: 125  
Total study hours: 150

### Department Checked

02.03.2021

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### 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 aspects of developmental psychology, including acquisition of coherent and detailed knowledge informed by research at the forefront of defined aspects of a discipline (e.g., theory of mind; language acquisition)

8.2 deploy accurately established techniques of analysis and enquiry within developmental psychology (e.g., developing a critical understanding of experimental evidence in relevant areas)

8.3 demonstrate a conceptual understanding that enables the student to devise and sustain arguments central to an understanding of contemporary developmental psychology and so be able to describe and comment upon particular aspects of current research in the field.

8.4 demonstrate an enhanced conceptual understanding through the provision of information and which leads to enhancing their appreciation of the uncertainty, ambiguity and limits of knowledge within developmental psychology

8.5 apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;

8.6 critically evaluate arguments, assumptions, abstract concepts and data such that they are in a position to make appropriate evaluations of problems in developmental psychology.

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

9.1 manage their own learning, and to make use of scholarly reviews and primary sources (e.g., refereed research articles and/or original materials appropriate to the discipline).

9.2 use qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; and the learning ability needed to undertake appropriate further training of a professional or equivalent nature (e.g., in educational or clinical psychology)

9.3 communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences by means of writing, and through experience in making oral presentations to groups.

### Method of Assessment

Group Presentation 30%  
Examination 2 hours 70%

Reassessment methods: Like for Like.

### Preliminary Reading

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

Gillibrand, R., Lam, V., and O'Donnell, V.L. (2016). *Developmental Psychology*. London: Pearson Education.

### Pre-requisites

None

### Restrictions

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

### Synopsis \*

The focus of this module is on understanding how children develop. Understanding something of the processes of developmental change is a central part of any psychology degree, and by the end of this module you should be in a better position to understand the significance of child development for human psychology. As the course progresses we will move from issues germane to early infancy, through childhood and the associated social, cognitive and emotional changes the child experiences during that period, concluding with an overall look at the bigger picture.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP529 Personality</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

### Availability

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

### Contact Hours

Total contact hours: 25  
Private study hours: 125  
Total study hours: 150

### Department Checked

15.02.21

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge of personality theories
- 8.2 Demonstrate knowledge and understanding of the research methods used in the measurement of personality and in the prediction of behaviour from personality
- 8.3 Demonstrate an Integrative understanding of personality theories.

### Method of Assessment

Research Proposal 2,000 words 40%  
Examination 2 hours 60%

Reassessment methods

Like for Like.

### Preliminary Reading

Ashton, M. C. (2013). Individual Differences and Personality (2nd ed.). London: Academic Press  
Ashton, M. C. (2017). Individual Differences and Personality (3rd ed.). London: Academic Press

### Synopsis \*

The module provides a comprehensive overview of the main theories in personality and differential psychology and introduces a number of key topics in research on personality and individual differences. We will consider what personality is, why it differs between people, and what the impact is of personality on life outcomes. The module introduces students to the basic principles of the scientific study of personality and the major dimensions of personality variation. We examine personality change and stability, the biological bases, and genetic and environmental influences. We will also focus on other important individual differences such as mental abilities (intelligence), political attitudes, religious beliefs and sexuality.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP566</b>		<b>Cognition in Action</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
2	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	80% Project, 20% Coursework	

### Contact Hours

Total contact hours: 22  
Private study hours: 128  
Total study hours: 150

### Department Checked

05.03.21

### 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 Use the intellectual skill of critical reflection 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 Evaluate through written analysis and interpretation the application of cognitive theory and empirical findings to its broader context.
- 8.5 Develop an appreciation of the historical and conceptual issues in the study of cognition in action.

### Method of Assessment

Seminar Report 1, 500 words (50%)  
Short answer written exercise 1,500 words (50%)

Reassessment method:  
Like for like

### Preliminary Reading

This module covers a variety of materials, not available in a single textbook. The main teaching materials are journal articles; these will be listed in more detail in an additional document. All articles are available through the University of Kent library or through <http://resourcelists.kent.ac.uk/index.html>.

### Restrictions

Not available as an elective module. Available to Short Term Credit students at the discretion of the school/module convenor.

### Synopsis \*

This module tackles a variety of hot and/or critical topics in cognitive psychology, building upon the theories and research assimilated at Stages 1 and 2. The goal of the lecturers, both experts on their topics, is to bring students to a more advanced level, where they can start to evaluate pieces of research in terms of their findings, conceptual underpinnings and/or methodological choices. The overarching theme focuses on free will and metacognition, looking in particular at the extent to which we control, or feel we control, our cognitive processes and behaviour in areas such as decision making, imitation and memory. We will discuss research that has used a variety of methods, including behavioural, animal and neuroimaging techniques. Practical applications and relevance to a general understanding of behaviour will be emphasised throughout.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP580</b>		<b>Advanced Developmental Psychology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

### Availability

Not available as an elective module. Available to Short-Term Credit students, subject to convenor/school approval.

### Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

### Department Checked

22.02.21

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. understand alternative theoretical, empirical and methodological perspectives in the field of advanced developmental psychology.
2. critically think about research into advanced developmental psychology
3. present and defend complex arguments in the field advanced developmental psychology
4. demonstrate an appreciation of the historical and conceptual issues in the study of developmental Psychology.
5. demonstrate a good knowledge and understanding of the principal topics and perspectives (e.g. social, developmental, cognitive and biological) in psychology and how they relate to contemporary society

### Method of Assessment

Exam: 2 hours: 60%

Coursework Essay: 1,500 Words: 40%

Short-term Credit students taking the module will be required to complete a second 1,500 word essay instead of the exam. This will assess the same Learning Outcomes as the Exam.

Reassessment method

Like-for-Like.

### Preliminary Reading

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.

### Synopsis \*

Developmental psychology aims to understand the developmental trajectory of psychological processes involved in human thought, action, behaviour and emotion. The underlying premise of this field is that a fuller understanding of any psychological phenomena becomes available once we explain when and how it develops. The main purpose of this module is to critically review recent research into key topics within advanced developmental psychology (e.g. social development, the development of prejudice, children as witnesses, the development of mindreading and learning from others). Through such an examination we will be a good position to understand the questions, issues and controversies that are at the forefront of research in developmental psychology

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP581 Project in Legal, Criminological or Forensic Psychology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	80% Project, 20% Coursework	
1	Canterbury	Whole Year	H	30 (15)	90% Project, 10% Coursework	
1	Canterbury	Whole Year	H	30 (15)	95% Project, 5% Coursework	

### Availability

Compulsory to Psychology and Law.

### Contact Hours

Total contact hours: 42.5  
Private study hours: 257.5  
Total study hours: 300

### 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 understanding of relative advantages and disadvantages of alternative research methods and designs. Where relevant, demonstrate acquisition of more advanced skills in research techniques and data collection.

8.2 Demonstrate an ability to adhere to rigorous procedure when collecting and / or coding data.

8.3 Demonstrate an understanding of ethical issues relating to research with human participants.

8.4 Demonstrate an ability to organise and manipulate complex data or research evidence, match statistical or other analytical techniques to the research question and evidence available, and implement more robust analytical techniques commensurate with the awarded credits.

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

9.1 Demonstrate an ability to develop literature search and writing skills.

9.2 Demonstrate the ability to solve problems through independent learning and generate ideas about directions for future research.

9.3 Demonstrate a development of intellectual and professional skills, such as critical reflection/evaluation, and time-management.

9.4 Demonstrate transferable skills relating to numeracy, information technology, working with others, communication, problem solving, and independent learning.

### Method of Assessment

Project 5,000 words 95%  
Professional Conduct 5%

Reassessment methods: Like-for-Like

### Preliminary Reading

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

Forshaw, M. (2007). *Easy statistics in Psychology: a BPS guide*. Blackwell.

Horst, J. (2015). *The Psychology Research Companion: from student project to working life*. Routledge.

### Pre-requisites

None

### Restrictions

Not available Elective / Optional

### Synopsis \*

All students are required to carry out a piece of psychological research on a specific topic, and to then present it as a report that adheres to the conventions of academic Psychology.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP582 Psychology Project</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	45 (22.5)	100% Project	
1	Canterbury	Whole Year	H	45 (22.5)	80% Project, 20% Coursework	

### Availability

Core to these programmes :

APPSY-S:BSC – Applied Psychology BSc (Hons)

PSY-A:BSC – Psychology (with studies in Europe) BSc (Hons)

PSY:BSC – Psychology BSc (Hons)

SOCPSY:BSC – Social Psychology BSc (Hons)

### Contact Hours

Total contact hours: 42.5

Private study hours: 407.5

Total study hours: 450

### Department Checked

02.03.2021

### Learning Outcomes

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

8.1 Demonstrate an understanding of relative advantages and disadvantages of alternative research methods and designs. Where relevant, demonstrate acquisition of more advanced skills in research techniques and data collection.

8.2 Demonstrate an ability to adhere to rigorous procedure when collecting and / or coding data.

8.3 Demonstrate an understanding of ethical issues relating to research with human participants.

8.4 Demonstrate an ability to organise and manipulate complex data or research evidence, match statistical or other analytical techniques to the research question and evidence available, and implement more robust analytical techniques commensurate with the awarded credits.

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

9.1 Demonstrate an ability to develop literature search and writing skills.

9.2 Demonstrate the ability to solve problems through independent learning and generate ideas about directions for future research.

9.3 Demonstrate a development of intellectual and professional skills, such as critical reflection/evaluation, and time-management.

9.4 Demonstrate transferable skills relating to numeracy, information technology, working with others, communication, problem solving, and independent learning.

### Method of Assessment

Project (5,000 words) (80%)\*

pre-registration assignment (1,800 words) (15%)

Professional Conduct (5%)

\*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment methods: Like-for-like.

### Preliminary Reading

• Forshaw, M. (2007). Easy statistics in Psychology: a BPS guide. Blackwell.

• Horst, J. (2015). The Psychology Research Companion: from student project to working life. Routledge.

### Pre-requisites

None

### Restrictions

NOT available Elective / Optional

### Synopsis \*

All students are required to carry out a piece of psychological research on a specific topic, and to then present it as a report that adheres to the conventions of academic Psychology.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP583 Clinical Psychology Project</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	45 (22.5)	80% Project, 20% Coursework	
1	Canterbury	Whole Year	H	45 (22.5)	90% Project, 10% Coursework	

### Availability

Core to these programmes:

- Applied Psychology with Clinical Psychology, titled Psychology with Clinical Psychology and a -Placement Year from 2019 entry onwards

- Psychology with Clinical Psychology

### Contact Hours

Total contact hours: 59.5

Private study hours: 390.5

Total study hours: 450

### Department Checked

02.03.2021

### Learning Outcomes

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

- 8.1. Demonstrate an ability to critique clinical psychology theory and research, and use rigorous research design, data collection and analysis to test and further develop theory and draw clinical implications from the results.
- 8.2. Demonstrate an understanding of relative advantages and disadvantages of alternative research methods and designs. Where relevant, demonstrate acquisition of more advanced skills in research techniques and data collection.
- 8.3. Demonstrate an ability to adhere to rigorous procedure when collecting and / or coding data.
- 8.4. Demonstrate an understanding of ethical issues relating to research with human participants.
- 8.5. Demonstrate an ability to organise and manipulate complex data or research evidence, match statistical or other analytical techniques to the research question and evidence available, and implement more robust analytical techniques.

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

- 9.1. Demonstrate an ability to develop literature search and writing skills.
- 9.2. Demonstrate the ability to solve problems through independent learning and generate ideas about directions for future research.
- 9.3. Demonstrate a development of intellectual and professional skills, such as critical reflection/evaluation, and time-management.
- 9.4. Demonstrate transferable skills relating to numeracy, information technology, working with others, communication, problem solving, and independent learning.

### Method of Assessment

Project Report (5,000 words) (80%)\*

Pre-registration assignment (1,800 words) (15%)

Professional Conduct (5%)

\*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment methods: Like for Like

### Preliminary Reading

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

Barker, C., Pistrang, N. & Elliott, R. (2015). Research Methods in Clinical Psychology: An introduction for students and practitioners. John Wiley & Sons.

### Pre-requisites

None

### Restrictions

NOT available Elective / Optional

### Synopsis \*

All students are required to carry out a piece of psychological research on a specific topic, and to then present it as a report that adheres to the conventions of academic Psychology.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP587</b>		<b>Forensic Psychology Project</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	45 (22.5)	80% Project, 20% Coursework	

### Availability

Compulsory to Psychology with Forensic Psychology BSc (Hons).

### Contact Hours

Total contact hours: 40

Private study hours: 410

Total study hours: 450

### Department Checked

02.03.2021

### Learning Outcomes

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

- 8.1. Formulate a research question in light of the current Forensic Psychology literature.
- 8.2. Undertake appropriate selection of complex methods and procedures to investigate the research question.
- 8.3. Demonstrate an understanding of ethical issues relating to research with human subjects.
- 8.4. Demonstrate experience of organising and manipulating complex data or research evidence.

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

- 9.1. Demonstrate an ability to develop literature search and writing skills.
- 9.2. Demonstrate the ability to solve problems through independent learning and generate ideas about directions for future research.
- 9.3. Demonstrate a development of intellectual skills, such as critical reflection and evaluation, time-management
- 9.4. Demonstrate transferable skills relating to numeracy, information technology, working with others, communication, problem solving, and independent learning

### Method of Assessment

Project (5,000 words) (80%)\*

Pre-registration assignment (1,800 words) (15%)

Professional Conduct (5%)

\*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment methods: Like for Like.

### Preliminary Reading

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

Bell, J. (1993). *Doing Your Research Project*. Buckingham: Open University Press. \*

Harris, P. (1986). *Designing and Reporting Experiments*. Buckingham: Open University Press. \*

Leach, J. (1991). *Running Applied Psychology Experiments*. Buckingham: Open University Press. \*

Denscombe, M. (1998). *The Good Research Guide*. Buckingham: Open University Press. \*

\* Or equivalent later editions.

### Pre-requisites

None

### Restrictions

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

### Synopsis \*

All students are required to carry out an original piece of psychological research on a topic of their own choosing, and to then present it as a report that adheres to the conventions of academic psychology.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP588 Psychology Research Participation (Stage 2)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	4 (2)	Pass/Fail Only	

### Availability

Compulsory to all Psychology Undergraduate provision. Non-contributory credits. PASS / FAIL only. Required for progression / award

### Contact Hours

Total contact hours: 40

Private study hours: 0

Total study hours: 40

### Department Checked

02.03.2021

### Learning Outcomes

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

- 8.1. Experience and participate in a wide range of practical research studies.
- 8.2. Reflect upon an understanding of data collection under controlled conditions.
- 8.3. Use gained experience in future research data collection.

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

- 9.1. Be sensitive to contextual and interpersonal factors
- 9.2. Use effective personal planning and time keeping skills to attend and undertake studies.
- 9.3. Use of Information Technology to participate in research data collection.

### Method of Assessment

Pass/Fail RPS credit collection – Block I Autumn Term

Pass/Fail RPS credit collection – Block II Spring Term

Students who do not wish to participate in studies (due to, but not limited to, personal or ethical reasons) are permitted to complete the RPS requirement by submitting one or more written assignments instead. Each block of the RPS is treated separately and can be completed through an essay.

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

### Preliminary Reading

This is a practical participation module, and therefore no reading is required.

### Pre-requisites

None

### Progression

PASS / FAIL only. Required for progression / award

### Restrictions

Not available elective. Not available to Short-Term credit students.

### Synopsis \*

The Research Participation Scheme (RPS) enables students commencing their training in Psychology to gain experience with academic research through participation in studies conducted by staff and other students who are more advanced in their studies (i.e., Final Year, MSc, PhD). Students enrolled in the RPS accumulate credits that correspond to the time spent participating in studies. All studies offered via the RPS have received independent ethical approval and comply with the BPS Code of Human Research Ethics.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP589</b>		<b>Reflective Diary</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	4 (2)	Pass/Fail Only	

### Availability

Psychology with Clinical Psychology MSc/BSc

### Contact Hours

Total contact hours: 10

Private study hours: 30

Total study hours: 40

### Department Checked

02.03.2021

### Learning Outcomes

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

8.1 Adopt multiple perspectives on issues concerning Clinical Psychology, and systematically analyse the relationships between them

8.2 Pose, operationalise and critique different perspectives on topics within Clinical Psychology

8.3 Present and evaluate individual reflections

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 and recording to maintain a record of a series of research related activities

### Method of Assessment

Pass/Fail Logbook 100%

Reassessment methods: Like-for-Like

### Preliminary Reading

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

Bassot, B. (2016). The reflective journal (2nd edition). London: MacMillan Palgrave

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 elective. Not available to Short Term Credit Students.

### Synopsis \*

Students will attend a series of talks relating to topics in Clinical Psychology. They will be required to keep a reflective diary across Stage 2 where they record reflections on the series of talks. This allows the students to have a record of activities for their CV, contributes to employability, and gives practice for similar requirements at PG level or in pursuing professional training in Clinical Psychology

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP597 Clinical Psychology 1</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

### Availability

Psychology with Clinical Psychology,

Applied Psychology with Clinical Psychology/Psychology with Clinical Psychology and a Placement Year

Available for Short-Term Credit students subject to school/convenor approval.

### Contact Hours

The module will be taught by lectures, seminars and private study.

Total Contact Hours: 22

Private Study Hours: 128

### Department Checked

02.03.2021

### Learning Outcomes

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

8.1 demonstrate detailed knowledge of how psychopathology is defined and the nature of diagnostic and classification systems

8.2 demonstrate a basic knowledge of key theoretical orientations in clinical psychology (e.g. behavioural and cognitive-behavioural; systemic/social constructionist, narrative) and how they can be used to explain the development of specific problems such as anxiety or depression.

8.3 demonstrate developing skills in critical evaluation by using case studies to review the strengths and weakness of theoretical models.

8.4 demonstrate an understanding of the importance of the scientific literature relating to issues raised in lectures and seminars.

8.5 present material with evidence of the use of relevant literature to support arguments and conclusions.

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

9.1 show their capacity to draw on published research and theory to formulate an argument.

9.2 demonstrate an ability to understand, and communicate in writing, abstract concepts.

9.3 demonstrate an ability to use information technology (word processing, email, internet use)

### Method of Assessment

Exam: 2 hour: 80%

Essay: 2,500 words: 20%

An alternative assessment may be provided for those short-term students who will no longer be registered when the examination takes place. This will take the form of an essay, and will be of 3,500 words in length and submitted at the same time as the other coursework essay.

Reassessment methods: Like-for-like.

### Preliminary Reading

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

Hunsley, J. & Lee, C. M. (2014). Introduction to Clinical Psychology: An evidence-based approach (2nd Edition). Ontario: Wiley. ISBN: 9780470835807

O'Donohue, W. Fisher, J. E. Hayes, S. C. (Eds) (2008). Cognitive Behavior Therapy: Applying empirically supported techniques in your practice (2nd Edition). New Jersey: Wiley. ISBN: 0471236144.

### Pre-requisites

None

### Restrictions

Not available elective

Available for Short-Term Credit students subject to school/convenor approval.

### Synopsis \*

The course introduces the concept of psychopathology and presents students with a range of models currently used in clinical research and practice to understand and treat psychological problems. It provides opportunities for exploring ways in which specific problems such as anxiety, depression and schizophrenia are understood from medical, cognitive behavioural and systemic orientations, and encourages students to compare and contrast these approaches.

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<b>SP598</b>		<b>Clinical Psychology 2</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

### Availability

Psychology with Clinical Psychology,

Applied Psychology with Clinical Psychology/Psychology with Clinical Psychology and a Placement Year

Available for Short-Term Credit students subject to school/convenor approval.

### Contact Hours

The module will be taught by lectures, seminars and private study.

Total Contact Hours: 22

Private Study Hours: 128

### Department Checked

02.03.2021

### Learning Outcomes

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

8.1 demonstrate a detailed knowledge of the range of areas in which a clinical psychologist might work.

8.2 demonstrate a detailed knowledge of the range of specialisms in which a clinical psychologist might work.

8.3 demonstrate an appreciation of the centrality of the service user to all work conducted by a clinical psychologist.

8.4 describe in a balanced and critical manner the issues raised in lectures, in outlining how theory and research can be used effectively in practice.

8.5 present material with evidence of the use of relevant literature to support arguments.

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

9.1 draw on published research and theory to formulate an argument.

9.2 demonstrate an ability to understand, and communicate in writing, abstract concepts.

9.3 demonstrate an ability to use information technology (word processing, email, internet use)

### Method of Assessment

Exam – 2 hours: 80%

Essay: 2,500: 20%

An alternative assessment may be provided for those short-term students who will no longer be registered when the examination takes place. This will take the form of an essay, and will be of 3,500 words in length and submitted at the same time as the other coursework essay.

Reassessment methods: Like-for-like.

### Preliminary Reading

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

Hunsley, J. & Lee, C. M. (2014). Introduction to Clinical Psychology: An evidence-based approach (2nd Edition). Ontario: Wiley. ISBN: 9780470835807

O'Donohue, W. Fisher, J. E. Hayes, S. C. (Eds) (2008). Cognitive Behavior Therapy: Applying empirically supported techniques in your practice (2nd Edition). New Jersey: Wiley. ISBN: 0471236144.

### Pre-requisites

PSYC5970 (Or similar in case of Short-Term credit students, at convenor/school discretion).

### Restrictions

Not available elective.

Available for Short-Term Credit students subject to school/convenor approval.

### Synopsis >\*

Overview of clinical psychology, historical and current clinical and service issues. Social Inequalities, mental health and mental health services. Childhood autism and early intervention. Working with people with profound and multiple learning disabilities. Behavioural interventions in learning disabilities. Issues in community care. Women and mental health. Advances in clinical behaviour analysis. Clinical psychology training

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<b>SP600 Psychology Project (Joint Hons)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	95% Project, 5% Coursework	
1	Canterbury	Whole Year	H	30 (15)	90% Project, 10% Coursework	
1	Canterbury	Whole Year	H	30 (15)	80% Project, 20% Coursework	

### Availability

Compulsory to Psychology and Social Anthropology, and Psychology and Sociology.

### Contact Hours

Total contact hours: 42.5  
Private study hours: 257.5  
Total study hours: 300

### Department Checked

02.03.2021

### Learning Outcomes

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

8.1 Demonstrate an understanding of relative advantages and disadvantages of alternative research methods and designs. Where relevant, demonstrate acquisition of more advanced skills in research techniques and data collection.

8.2 Demonstrate an ability to adhere to rigorous procedure when collecting and / or coding data.

8.3 Demonstrate an understanding of ethical issues relating to research with human participants.

8.4 Demonstrate an ability to organise and manipulate complex data or research evidence, match statistical or other analytical techniques to the research question and evidence available, and implement more robust analytical techniques commensurate with the awarded credits.

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

9.1 Demonstrate an ability to develop literature search and writing skills.

9.2 Demonstrate the ability to solve problems through independent learning and generate ideas about directions for future research.

9.3 Demonstrate a development of intellectual and professional skills, such as critical reflection/evaluation, and time-management.

9.4 Demonstrate transferable skills relating to numeracy, information technology, working with others, communication, problem solving, and independent learning.

### Method of Assessment

Project 5,000 words 95%  
Professional Conduct 5%

Reassessment methods: Like-for-like.

### Preliminary Reading

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

- Forshaw, M. (2007). Easy statistics in Psychology: a BPS guide. Blackwell.
- Horst, J. (2015). The Psychology Research Companion: from student project to working life. Routledge.

### Pre-requisites

None

### Restrictions

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

### Synopsis \*

All students are required to carry out a piece of psychological research on a specific topic, and to then present it as a report that adheres to the conventions of academic Psychology.

NB The expected complexity and depth of assessed work will be commensurate with the number of credits being awarded

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<b>SP601 Understanding People with Learning Disabilities</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	75% Project, 25% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	100% Project	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

### Availability

Optional to:

Applied Psychology BSc

Applied Psychology with Clinical Psychology BSc

Psychology BSc

Psychology with Studies in Europe BSc

Psychology with Clinical Psychology BSc

Psychology with Forensic Psychology BSc

Psychology (with Studies in Europe) BSc

Social Psychology BSc

Available as an elective module. Available to Short Term Credit students at the discretion of the school/module convenor.

### Contact Hours

The module will be taught by lecture/seminar sessions and private study.

Total Contact Hours: 22

Private Study Hours: 128

### 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 Map definitions and social constructions of learning disabilities

8.2 Understand issues specific to learning disabilities

8.3 Demonstrate a knowledge of the link between policy and practice in services provision for people with learning disabilities

8.4 Critically discuss the impact of service provision on the lives of people with learning disabilities

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

9.1 Describe in a balanced and critical way the questions raised in lectures

9.2 Demonstrate ability to present material in both a poster and essay format with evidence of the use of relevant literature to back argument

9.3 Question and debate the application of research and theory to practical situations

9.4 Show ability to express opinions and argue rationally

9.5 Appreciate the impact of theory research, and practice in naturally occurring settings

### Method of Assessment

Essay – 2,500 words: 75%

Poster-Plan – one page A4: 25%

Reassessment methods: Like-for-like

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Preliminary Reading

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

Whilst there is no single text which satisfactorily covers the entire course, background information about learning disability, current services and strategies for analysing and changing behaviour can be found in the following text, and students are advised to either buy or borrow this text from the library.

Grant, G., Ramcharan, P., Flynn, M. Richardson, M. (Eds) (2010) Learning Disability. A Life Cycle Approach to Valuing People, Berkshire, Open University Press

Students also need to read the following policies:

Department of Health (2001) Valuing People: a New Strategy for Learning Disability for the 21st Century cm5086. London, The Stationary Office.

HM Government (2009) Valuing People Now: a new three-year strategy for people with learning disabilities, 'Making it happen for everyone' London, Department of Health  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_093377](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_093377)

### Pre-requisites

None

### Restrictions

Available to Short Term Credit students at the discretion of the school/module convenor.

### Synopsis \*

This module provides an introduction to important issues in learning disabilities. It examines definitions and attitudes to people with for example, Down's Syndrome. It explores a number of particular difficulties which people with learning disabilities experience, including communicating, establishing social and sexual relationships, and some of the resultant problems, such as sexual abuse and challenging behaviour. Finally, the most recent social policy initiatives are considered with a focus on how services might implement policy objectives (such as social inclusion and adult protection).

<b>SP602 Researching People with Learning Disabilities</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	70% Project, 30% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Project	

### Availability

Optional to Psychology undergraduate programmes.

Available as an elective module. Available to Short-Term Credit students at the discretion of the school and/or module convenor.

### Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

### 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 Establish a rapport with a person with learning disabilities in a service setting

8.2 Demonstrate knowledge of work related issues for people with learning disabilities

8.3 Understand ethical issues involved in interviewing people with learning disabilities, i.e. informed consent

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

9.1 Demonstrate an ability in using and critiquing qualitative and participatory methodology, using experiential knowledge

9.2 Demonstrate the ability to write an ethics proposal

9.3 Disseminate findings both to an academic institution via a report as well as to a wider community via a presentation

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### Method of Assessment

Literature Review 1,500 words 30%  
Project Report 3,500 words 70%

Reassessment methods: Like for Like

### Preliminary Reading

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

Carnaby, S. (ed.) (2011) Learning Disability Today: 3rd edition. Brighton: Pavilion Publishing.

Dept. of Health (2001) Valuing People: A new strategy for learning disability in the twenty first century. Chapter Six. Norwich: The Stationery Office.

Dept. of Health (2009) Valuing People Now: a new three year strategy for people with learning disabilities . Chapter Three. Norwich: The Stationery Office.

Grant, G., Ramcharan, P., Flynn, M, Richardson, M (Eds) (2010) Learning Disability. A Life Cycle Approach. 2nd Edition, Open University Press

Heal, L. W. & Sigelman, C. K. (1995) Response biases in interview of individuals with limited mental ability in Journal of Intellectual Disability Research, 29, 4, 331-340

McCarthy, M. (1998) Interviewing People with learning disabilities about sensitive topics: a discussion of ethical issues, British Journal of Learning Disabilities, 26,4: 140-145.

McCarthy, M. (1999) Asking the Right Questions, In Sexuality and Women with Learning Disabilities, Chapter 3. London: Jessica Kingsley Publishers.

### Pre-requisites

SP601 - 'Understanding People with Learning Disabilities'

### Restrictions

Available to Short-Term Credit students at the discretion of the school and/or module convenor.

### Synopsis \*

This module involves students in a project based on interviews with people with learning disabilities. There will be teaching sessions on research, interview construction, recording and analysis. Practical work will involve visiting a person with learning disabilities at their place of work and conducting a recorded interview with due regard to ethical and consent issues. A series of clinics designed to assist students in analysis, interpretation and presentation of the project work will follow. The module will conclude with students doing a group presentation of their findings to people with learning disabilities, staff in learning disability services and other invited guests.

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<b>SP603</b>		<b>Groups In Action</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
3	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

### Availability

Compulsory to Business Psychology BSc and Business Psychology with a Placement Year BSC.

Optional to other Psychology undergraduate programmes.

Available as an elective module.

Available to Short Term Credit students at the discretion of the school/module convenor.

### Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

### 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 the core domains of the study of conflict, cooperation and relationships in groups

8.2. Demonstrate critical reflection when considering the diversity of perspectives underpinning the study of conflict, cooperation and relationships in groups

8.3. Show key intellectual skills when critically evaluating theoretical and empirical literature on group conflict, cooperation and relationships. Develop the ability to evaluate through written analysis and interpretation the application of theory and research to groups

8.4. Demonstrate an appreciation of the historical and conceptual issues in the study of Groups in Action.

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. Demonstrate knowledge and understanding of conflict, cooperation and relationships in groups.

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

### Method of Assessment

Four group exercises Combined volume 2,000 words 20%

Examination 2 hours 80%

NB: In the case of short-term exchange students whose registration ends before the summer term, the examination may be replaced by a single piece of coursework of increased length

Reassessment methods: Like for like

### Preliminary Reading

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

Abrams, D., Hogg, M.A., & Marques, J.M., The Social Psychology of Inclusion and Exclusion. New York/London: Psychology Press (2005).

Baron, R.S. & Kerr, N.L., Group Process, Group Decision, Group Action (2nd edition). Philadelphia: Open University Press (2003).

Forsyth, D. R., Group Dynamics (5th edition). Belmont, CA: Wadsworth (2010).

Hogg, M.A. & Tindale, S., Blackwell Handbook of Social Psychology: Group Processes (2003).

### Pre-requisites

None

### Restrictions

Available to Short Term Credit students at the discretion of the school/module convenor.

### Synopsis \*

This module offers an exciting opportunity to learn more about cutting-edge research into groups.

You will understand and apply group research to social policy, business, politics, marketing, etc. and get the chance to consider current affairs and personal experiences with the opportunity for small group discussions and team work. Example topics: alcohol and group processes, leadership, organisational identity, improving cooperation in groups.

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<b>SP604 Biological Psychology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Exam	

### Contact Hours

25 hours

### Department Checked

Synopsis updated to reflect MO tf 18.1.18

### 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 structures and functions of the human nervous system (including the brain) that are relevant to the study of psychology
- 8.2 Demonstrate critical reflection when considering the roles of genes and environment in the development of individual differences
- 8.3 Critically evaluate the role of physiology in human behaviour, emotion, and cognition
- 8.4 Evaluate through written analysis and interpretation the contributions made by the different approaches and research methods that are used in biological psychology

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 Develop knowledge and understanding of biological psychology
- 9.3 Critically evaluate the quality of theory and method in published research
- 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

20% in class test, 80% examination.

### Preliminary Reading

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

### Restrictions

Not available as a 'wild' module. Not available to short-term credit students.

### Synopsis \*

This module focuses on the study of the biological bases of human behaviour, relating actions and experiences to genetics and physiology. The study of brain functioning is central to this module. It will address questions such as: How do genes, drugs and hormones influence behaviour? Why do we sleep? What causes behaviour? How are memories stored in the brain? What is the role of bodily reactions in emotion? Is schizophrenia a disorder of the brain? In addition, the module will focus on the methods that are used to answer these questions, such as the recording of physiological signals, brain-imaging techniques, and the study of brain-damaged patients.

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<b>SP605</b>		<b>Cognitive Psychology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

### Availability

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

### Contact Hours

Total contact hours: 25

Private study hours: 125

Total study hours: 150

### Department Checked

15.02.21

### Learning Outcomes

On successfully completing the module students will be able to:

8.1 Demonstrate a knowledge of cognitive theories.

8.2 Demonstrate knowledge and understanding of the psychological and biological methods that underpin cognitive theorising.

8.3 Demonstrate knowledge of the scientific historical context in which cognitive psychology evolved.

8.4 Demonstrate knowledge of how cognitive neuroscience interfaces with everyday life.

### Method of Assessment

Essay 2,000 words 40%

Examination 2 hour 60%

Reassessment method

Like for like.

### Preliminary Reading

Gazzaniga, M. S., Ivry, R. B. & Mangun, G. R. (2013). Cognitive Neuroscience: The Biology of the Mind. New York, NY: Norton & Co.

### Synopsis \*

The module gives a grounding in methods, techniques and issues of cognitive psychology and allied disciplines. Focusing on vision, memory, higher-levels of cognition concerned with language and cognitive control, and methodology, it examines how cognitive processes are instantiated in mind and brain. It also provides an historical overview of the schools of thought that led to the inception of cognitive psychology as a distinct academic discipline.

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<b>SP606 Psychology Year Abroad Mark One</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	Pass/Fail Only	
1	Canterbury	Whole Year	H	60 (30)	100% Coursework	

### Availability

Psychology with a Year Abroad

### Contact Hours

Total contact hours: varies

Private study hours: varies

Total study hours: 600

The composition of the year will vary according to the partner institution.

### 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 study Psychology in a different higher education environment

8.2 enhance their understanding of Psychology within an international context

8.3 study Psychology in a different language (only formally relevant to those students studying at a foreign language taught institution)

8.4 enhanced their command of the target language in a native-speaker setting (only formally relevant to those students studying at a foreign language taught institution)

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

9.1 perform effectively in a different cultural environment

9.2 demonstrate intercultural sensitivity and interpersonal skills

9.3 communicate effectively orally and in writing in more than one language (only formally relevant to those students studying at a foreign language taught institution)

### Method of Assessment

Pass / Fail

Reassessment methods: 100% coursework. Students must have successfully undertaken the year abroad to be eligible for the reassessment.

### Preliminary Reading

N/A

### Pre-requisites

Co-requisite : PSYC6070

### Restrictions

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

### Synopsis \*

This year will be spent in university study at one of the School's exchange partners. The curriculum will vary according to the partner institutions.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP607 Psychology Year Abroad Mark Two</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	100% Coursework	
1	Canterbury	Whole Year	H	60 (30)	Pass/Fail Only	

### Availability

Psychology with a Year Abroad

### Contact Hours

Total contact hours: varies

Private study hours: varies

Total study hours: 600

The composition of the year will vary according to the partner institution.

### 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 study Psychology in a different higher education environment

8.2 enhance their understanding of Psychology within an international context

8.3 study Psychology in a different language (only formally relevant to those students studying at a foreign language taught institution)

8.4 enhanced their command of the target language in a native-speaker setting (only formally relevant to those students studying at a foreign language taught institution)

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

9.1 perform effectively in a different cultural environment

9.2 demonstrate intercultural sensitivity and interpersonal skills

9.3 communicate effectively orally and in writing in more than one language (only formally relevant to those students studying at a foreign language taught institution)

### Method of Assessment

Pass / Fail

Reassessment methods: 100% coursework. Students must have successfully undertaken the year abroad to be eligible for the reassessment.

### Preliminary Reading

N/A

### Pre-requisites

No prerequisites, however, students taking the French, German, Italian or Spanish variant of the programme must achieve at least a II(ii) class of results in the relevant language module at Stage 2 in order to qualify for the year abroad.

Co-requisite : PSYC6060

### Restrictions

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

### Synopsis \*

This year will be spent in university study at one of the School's exchange partners. The curriculum will vary according to the partner institutions.

<b>SP608 Motivation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	80% Project, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	

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1	Canterbury	Autumn	H	15 (7.5)	60% Project, 40% Coursework
2	Canterbury	Spring	H	15 (7.5)	100% Coursework
1	Canterbury	Spring	H	15 (7.5)	60% Project, 40% Coursework
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework

### Availability

Optional to Psychology undergraduate students.

Available to Short-Term Credit students, at the discretion of the school/module convenor.

### Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Module Hours: 150

### 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 core concepts, theories and findings in the study of experimental existential psychology and human motivation

8.2 Critically evaluate the theoretical and empirical literature on motivation and experimental existential psychology

8.3 Apply theory and existing research on motivation to real life situations/ events

8.4 Demonstrate knowledge of the historical and conceptual issues in the study of motivation

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

9.1 Demonstrate literacy, writing and communication skills to present, interpret and discuss concepts, theories, and findings based on the use of the relevant literature

9.2 Critically evaluate the quality of theories, methods and findings in published research

9.3 Demonstrate generic research skills which include; the ability to synthesise theories, identify gaps in existing research, identify and locate appropriate resources, and develop novel research hypotheses.

9.4 Demonstrate an ability to critically evaluate, work independently and undertake problem solving tasks.

### Method of Assessment

Exam 2 hours 60%

Research Poster 1,500 words 40%

Reassessment methods: Like for Like.

### Preliminary Reading

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

Aarsen, L. W. (2015). *What are We?: Exploring the Evolutionary Roots of Our Future*. Queen's University.

Baumeister, R.F. *The cultural animal*. New York: Oxford University Press, 2005.

Greenberg, J., Koole, S. L., & Pyszczynski, T. A. (Eds.). (2004). *Handbook of experimental existential psychology*. Guilford Press.

Leary, M.R. *The curse of the self*. Oxford: University Press, 2004

Pinker, S. *The blank slate: The Modern Denial of Human Nature*, Penguin Putnam, 2002

Stamos, D. N. (2011). *Evolution and the big questions: Sex, race, religion, and other matters*. John Wiley & Sons.

\* Note; these are optional text books – mandatory readings will be provided.

### Pre-requisites

None

### Restrictions

Not available as an elective module. Available to Short-Term Credit students, at the discretion of the school/module convenor.

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### Synopsis \*

This module provides an opportunity to study the literature on motivation, inspired by a wide range of psychological perspectives (e.g., Evolutionary Psychology, Social Psychology, and Existential Experimental Psychology). In this, we will consider what motivates human cognition and behaviour. Specifically we will consider; (a) General Theories of Human Evolution & Motivation (b) Biological Perspectives (c) The self and Self-regulation (d) Human Mating Strategies, (e) Embodiment, (f) Threat Management, (g) Emotion, (h) Religion and Illusion, (i) The Modern Unconscious (j).. Moreover, the module will introduce students to experimental methods and measures applied in the field of research on human motivation. Finally, applications of theory and findings on human motivation to applied settings (e.g., daily life) are discussed

<b>SP611 The Neuroscience of Cognitive Disorders</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	

### Availability

Optional to Psychology undergraduate students.  
Available to Short-Term Credit students at the discretion of the school/convenor.

### Contact Hours

The module will be taught by lectures/seminars and private study.

Total Contact Hours: 22

Private Study Hours: 128

### Learning Outcomes

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

- 8.1 demonstrate knowledge and a systematic understanding of how core concepts, theories and findings in the study of cognition have been applied to broader neuroscientific and clinical contexts.
- 8.2 demonstrate critical reflection when considering how cognitive psychology has informed our understanding of mind, brain and healthcare.
- 8.3 critically evaluate theoretical and empirical literature on the neuroscience of cognitive disorders.
- 8.4 evaluate through written analysis and interpretation the application of cognitive research to its broader neuroscientific and everyday context.
- 8.5 demonstrate an appreciation of the historical and conceptual issues in the study of the neuroscience of cognitive disorders.

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

- 9.1 demonstrate literacy, numeracy and writing skills to present, interpret and discuss concepts, theories, and findings based on the use of the relevant literature
- 9.2 demonstrate knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology
- 9.3 critically evaluate the quality of theories, methods and findings in published research
- 9.4 express well-founded opinions, argue rationally, develop new perspectives and engage in critical thinking

### Method of Assessment

Short answer written exercise 1,250 words 20%

Essay 2,500 words 80%

Reassessment methods: Like-for-like.

### Preliminary Reading

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

Martin, G. N. (2006). Human Neuropsychology (2nd Edition). Pearson Prentice Hill.

Kolb, B., & Wishaw, B. (2008). Fundamentals of Human Neuropsychology (6th Edition). Worth Publishers.

### Pre-requisites

None

### Restrictions

Not available elective.

Available to Short-Term Credit students at the discretion of the school/convenor.

### Synopsis \*

This module will build upon the cognitive theories and research methods explored at stages 1 and 2. It will focus on several forms of neurological deficit each of which affects a different domain of cognition. Students will learn about how different strands of neuroscientific research, relating to behaviour, cognition, anatomy, and physiology, have both advanced our understanding of human neuropsychology, and informed on the design of relevant intervention strategies.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP612 Attitudes and Social Cognition</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

### Availability

Optional to Psychology undergraduate programmes.  
Available to Short-Term Credit students at the discretion of the school/module convenor.

### Contact Hours

The module will be taught by lectures/seminars and private study.

Total Contact Hours: 22

Private Study Hours: 128

### 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 contemporary concepts, theories and findings in attitudes and social cognition.
- 8.2. critically evaluate concepts, theories and findings in attitudes and social cognition
- 8.3. conceive research to address limitations and gaps in concepts, theories and findings in attitudes and social cognition
- 8.4. demonstrate an awareness of how concepts, theories and findings in attitudes and social cognition may be applied with benefits for individuals, groups, and society.
- 8.5. appreciate the historical and conceptual issues in the study of Attitudes and Social Cognition.

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

- 9.1. present, interpret and discuss concepts, theories, and findings based on the use of the relevant literature
- 9.2. understand and appreciate the diversity of theoretical and empirical approaches in psychology
- 9.3. critically evaluate the quality of theories, methods and findings in published research
- 9.4. plan work and study independently
- 9.5. demonstrate use of information technology skills
- 9.6. express well-founded opinions, argue rationally, develop new perspectives and engage in critical thinking both orally and in written form
- 9.7. communicate effectively psychological theories, concepts, and findings

### Method of Assessment

Exam 2 hours 60%

Research Proposal (poster format) 1,500 words 40%

Short-Term Credit students whose registration ends before the summer exam period will undertake an alternative piece of coursework for 60% of the module mark. This assessment will assess the same LOs as the exam.

Reassessment methods: Like for Like.

### Preliminary Reading

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

- Selected empirical articles from leading journals in the field are a primary source of reading
- Kunda, Z. (1999). *Social cognition: Making sense of people*. London: MIT Press.
- H. Bless, K. Fiedler & F. Strack (Eds.) (2003), *Social cognition: How individuals construct social reality*. Hove: Psychology Press.
- Maio, G. R. & Haddock, G. G. (2010). *The Psychology of Attitudes and Attitude Change*. London, UK: Sage.

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### Pre-requisites

None

### Restrictions

Not available elective.

Available to Short-Term Credit students at the discretion of the school/module convenor.

### Synopsis \*

This module is concerned with contemporary concepts, theories and findings in this broad area of social psychology and how they may be applied with benefits for individuals, groups and society. We will address the question how individuals form and maintain an understanding of themselves, other people, and the world they are living in. Drawing on cognitive principles, we will study the processes that underlie human judgments, behaviour, and decision making in real-life contexts. Students will have the opportunity to develop new research to address an unanswered research question.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP616 Language and Communication</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
3	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

### Availability

Optional to Psychology undergraduate programmes.

### Contact Hours

The module will be taught by lectures/seminars and private study.

Total Contact Hours: 22

Private Study Hours: 128

### 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 core concepts, theories and findings in the study of language and communication.

8.2 demonstrate an ability to comprehend and critically evaluate original, theoretical and empirical articles in the area of language and communication, both through written work and through group discussion.

8.3 demonstrate an ability to identify practical applications and social relevance of current theories and empirical work in the area of language and communication

8.4 demonstrate that they have developed an appreciation of the historical and conceptual issues in the study of language and communication.

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

9.1 demonstrate literacy, numeracy and writing skills to present, interpret and discuss concepts, theories, and findings based on the use of the relevant literature.

9.2 demonstrate a knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology.

9.3 demonstrate an ability to critically evaluate the quality of theories, methods and findings in published research.

9.4 demonstrate an ability to express well-founded opinions, argue rationally, develop new perspectives and engage in critical thinking both orally and in written form.

### Method of Assessment

Essay – 2,000 words: 40%

Exam – two hours, unseen: 60%

Reassessment methods: Like for Like.

### Preliminary Reading

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

There are no set texts for this module. A specific list of readings will be provided each week and attached to Moodle. These readings will be theoretical and empirical articles and book chapters from leading sources in psychology.

Supplementary Reading (Available online and in the library)

- Harley, T. (2014). *The Psychology of language: from data to theory*. London: Psychology Press.
- Altmann, G. (2009). *The ascent of babel: an exploration of language, mind and understanding*. OUP.
- Gaskell, G. (2007). *The Oxford Handbook of Psycholinguistics*. (available as E-book through library).
- Bishop, D. (1997). *Uncommon understanding*. Hove: Psychology Press.

### Pre-requisites

None

### Restrictions

Not available elective. Not available to Short-Term Credit students.

### Synopsis \*

This module will provide students with an opportunity to learn about the methods, techniques and issues involved in the study of language and communication. The emphasis of the module will be on theory as the foundation of an empirical discipline and the importance of scientific methodology. It will highlight the interplay between theory, research and application in the study of language and communication. Focus will be placed on core theories and research in this area.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP617 Placement Performance</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	60 (30)	100% Coursework	

### Availability

Compulsory to :

Psychology with a Placement Year (Previously titled Applied Psychology).

Psychology with a Placement Year with Clinical Psychology (Previously titled Applied Psychology with Clinical Psychology).

### Contact Hours

Total contact hours: 10

Private study hours: 590

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 knowledge about, experience of, and insight into, the use of psychological knowledge by practicing professional psychologists in an applied work setting.

8.2 Apply skills and knowledge acquired during stages 1 and 2 in a placement setting.

8.3 Critically reflect on issues that arise in their placement.

8.4 Communicate effectively, orally and in writing, about their experience on placement and the use of psychological knowledge by practicing professional psychologists in an applied work setting.

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

9.1 Demonstrate professional skills associated with working effectively in applied settings.

9.2 Reflect on performance in the workplace

9.3 Communicate effectively orally and in writing, using media appropriate to purpose.

9.4 Relate ideas to different audiences.

9.5 Apply numeracy and IT skills appropriately

### Method of Assessment

Presentation 50% \* this assessment takes place in the following academic session

Reflective Diary 30%

Supervisor Performance assessment 20%

Reassessment methods: Like for Like.

### Preliminary Reading

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

Buunk, A. P. & van Vugt, M. (2008). Applying Social Psychology: From Problems to Solutions. Sage: London, UK.

Other texts and key journal articles will be suggested by placement supervisor.

### Pre-requisites

Co-Requisite : SP618/PSYC6180

### Restrictions

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

### Synopsis \*

In this year, students undertake a placement with within an organisation that delivers psychological services. During this time their work will be under the joint supervision of an academic member of staff and a supervisor within the placement setting. The placement is typically 30 weeks in duration, and starts in September. While on placement, the student keeps a reflective diary where they reflect on their experiences on the placement. They also complete a research project under the supervision of the placement supervisor and academic supervisor. Students are typically on placement 4 days a week, and the fifth day is dedicated to completing coursework. Students on placement attend 'Back to Kent' days, when they return to the University and meet with one another, and the Placement Degree convener, to discuss their experiences.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP618 Research in an Applied Setting</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	60 (30)	100% Coursework	
3	Canterbury	Whole Year	H	60 (30)	100% Coursework	

### Availability

Psychology with a Placement Year (Previously titled Applied Psychology).

Psychology with a Placement Year with Clinical Psychology (Previously titled Applied Psychology with Clinical Psychology).

### Contact Hours

Total contact hours: 38

Private study hours: 562

Total study hours: 600

### Learning Outcomes

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

8.1. Demonstrate expertise in the critical review of the design and conduct of psychological research, statistical methods and analysis, and the interpretation and presentation of research in psychology.

8.2. Demonstrate critical evaluation and exposition of ideas

8.3. Undertake self-reflection and development from feedback from different sources (e.g. staff, peers. Information technology).

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

9.1. Make sense of statistical materials, integrate numerical and non-numerical information, and understand the limits and potentialities of arguments based on quantitative and/or qualitative information.

9.2. Communicate effectively in writing.

9.3. Where relevant, apply numeracy and IT skills appropriately.

9.4. Conduct literature review on a given subject.

### Method of Assessment

Project Report 6,000 words 100%

Reassessment methods: Like for like.

### Preliminary Reading

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

N Brace, R Kemp, & R Snelgar (2003), *SPSS for Psychologists. A guide to data analysis using SPSS for Windows*. 2nd edition. Palgrave Macmillan.

Horst, Jessica S. (2015), *The psychology research companion: from student project to working life.*, Routledge, London.

Israel, M & Hay, I (2006), *Research Ethics for Social Scientists*, SAGE Publications, <http://library.kent.ac.uk/cgi-bin/resources.cgi?url=http://www.kentuk.ebib.com/patron/FullRecord.aspx?p=334518>

Online guidance for undertaking the project will be posted on the Moodle page, including example past projects. Additional information is available from UELT here : <https://www.kent.ac.uk/learning/resources/resources.html>

### Pre-requisites

Co-Requisite : SP617/PSYC6170

### Restrictions

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

### Synopsis >\*

In this year, students undertake a placement within an organisation that delivers a form of psychological or related service, such as the Health Service, Home Office, Education Department or Speech and Language Therapy Services. Students may also undertake research placements, so long as the work is clearly relevant to psychology. During this time their work will be under the joint supervision of an academic member of staff and a supervisor within the placement setting. The placement is typically 30 weeks in duration, and starts in September at the latest. While on placement the student submits monthly blog entries and/or keeps a reflective diary where they reflect on their experiences on the placement. Under the supervision of the placement supervisor and the Kent academic tutor, they also complete a research project (including either empirical work or extensive literature review to summarise how the latest psychology research can inform practice in the placement environment). Students are typically on placement 4 days a week, and the fifth day is dedicated to completing coursework (reflective diary and project). Students on placement attend regular 'Back to Kent' days, when they return to the University and meet with one another, and the Placement Year convenor, to discuss their experiences.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP619 The Social Psychology of Groups</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

### Availability

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

### Contact Hours

Total contact hours: 25  
Private study hours: 125  
Total study hours: 150

### Department Checked

15.02.21

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Describe how group membership affects self-perception, the perception of others, and the ways individuals behave
- 8.2 Understand the basic cognitive, affective and behavioural mechanisms that lead to these outcomes
- 8.3 Understand how intra-group and inter-group structure affects social perception and behaviour
- 8.4 Provide evidence from empirical tests of the theories and models discussed
- 8.5 Link theory and research in the social psychology of group processes to current issues in society

### Method of Assessment

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

Reassessment methods  
Like for Like.

### Preliminary Reading

Sutton, R. M., & Douglas, K. M. Social psychology. Basingstoke: Palgrave MacMillan.

### Pre-requisites

PSYC3020 (SP302) Introduction to Social Psychology

### Synopsis \*

This module introduces you to the major orientations and discoveries in the social psychology of group processes. The material covers both behaviour within groups (e.g. group structure, social influence, leadership, and group performance) and behaviour between groups (e.g. intergroup conflict and co-operation, social categorisation and social identity, and prejudice and its reduction). We analyse the basic mechanisms in groups that occupy the same position in the social structure in terms of power, status, and group size, as well as mechanisms that characterize asymmetric groups. There is a strong emphasis on social psychological theory being examined by systematic empirical research. Teaching is by lectures and seminars with additional practical demonstrations from time to time.

<b>SP620 The Social Psychology of the Individual</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### Availability

Compulsory to :

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

### Contact Hours

Total contact hours: 25  
Private study hours: 125  
Total study hours: 150

### 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 theories and research in social cognition, attitudes, and close relationships

8.2 Critically evaluate said concepts, theories and findings

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

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

9.1 Demonstrate literacy, numeracy and writing skills to present, interpret and discuss concepts, theories, and findings based on the use of the relevant literature

9.2 Demonstrate knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology

9.3 Critically evaluate the quality of theories, methods and findings in published research

9.4 Express well-founded opinions, argue rationally, develop new perspectives and engage in critical thinking both orally and in written form

9.5 Demonstrate time management and organisation

### Method of Assessment

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

Reassessment methods: Like for like.

### Preliminary Reading

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

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

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

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

### Pre-requisites

PSYC3020 Introduction to Social Psychology

### Restrictions

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

### Synopsis \*

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

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SP622		Psychopathology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

### Availability

BSc (Hons) Social Sciences  
BA (Hons) Health and Social Care

### Contact Hours

Total contact hours: 22  
Private study hours: 128  
Total study hours: 150

### 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 the problems in defining and measuring 'abnormality' and explain different models of abnormality
- 8.2 Describe and evaluate the criteria used in the classification and diagnosis of personality disorders, mental illness and developmental disorders
- 8.3 Critically evaluate approaches to the treatment of psychological health problems
- 8.4 Understand the ethical and social issues surrounding a diagnosis of abnormality

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

- 9.1 Show proficiency in using online journals, library and web resources to locate specialised material
- 9.2 Demonstrate an advancement in communication skills reflected in essay writing and seminar discussion
- 9.3 Apply material on broad theoretical perspectives to controversial social problems and issues
- 9.4 Demonstrate an advancement in knowledge of research methods and ability to evaluate research involving

### Method of Assessment

Examination 2 hours 50%  
Essay 2,000 words 32.5%  
Presentation 17.5%.

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)

Kring, A., Johnson, S., Davison, G. & Neale, J. (2013). *Abnormal Psychology* (12th ed.). Hoboken, N.J. : Wiley.

### Pre-requisites

None

### Synopsis \*

This module will concern issues relating to mental health and psychopathology. Controversies in defining 'abnormality' will be examined from different perspectives. Methods of diagnosis and different approaches to explaining psychological disorders will be discussed along with approaches to treatment. We will also consider ethical and social issues relating to a diagnosis of psychological abnormality. Topics will include:

- Controversial issues in defining normality and abnormality.
- Critical evaluation of current diagnostic and classification systems.
- Comparison of different approaches to explaining abnormality.
- Developmental, anxiety, mood, personality and psychotic disorders.
- Controversies in evaluating different approaches to therapy and effectiveness

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP627</b>		<b>Forensic Psychology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

### Availability

BSc (Hons) Social Sciences

BA (Hons) Criminal Justice and Criminology

### Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

### 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 Apply theories and research findings from mainstream areas of psychology to issues and problems in criminal justice

8.2 Understand specific areas and topics within the discipline of forensic psychology and how they relate to each other

8.3 Take a critical approach in assessing the validity of psychological theories, research and applications.

8.4 Demonstrate an understanding of the potential and limitations of psychology's contributions to criminal justice.

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

9.1 Show progress in locating specialised primary-source journal articles in relevant subject areas using electronic journals and the internet

9.2 Demonstrate an ability to apply theories and research findings to specific social issues and problems

9.3 Organise and communicate information in a clear and coherent manner through essays and seminar-based group discussions or presentations

### Method of Assessment

Essay 2,000 words 32.5%

Seminar Presentation 17.5%

Examination 2 hours 50%

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)

Bartol, C. and Bartol, A. (2015). Introduction to Forensic Psychology (4th Ed.). London: Sage.

Howitt, D. (2015). Introduction to forensic and criminal psychology (5th Ed.). Harlow: Pearson.

### Pre-requisites

None

### Synopsis \*

This module concerns the application of psychological theory and research to issues in criminal justice. We will consider psychological research and application in areas such as offender profiling and investigative psychology, detecting deception, confessions and false confessions, jury decision making, and eyewitness testimony. Recent psychological findings will be emphasised. Students will be encouraged to take a critical approach to assessing the validity of theories and applications. Students should gain an understanding of the potential and limitations of psychology's contributions to criminal justice.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP628</b>		<b>Psychology of Emotion and Motivation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	100% Coursework	
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

### Availability

BSc (Hons) Social Sciences

### Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

### Department Checked

13/03/2017

30.1.18 topics removed from synopsis to CMA ff

### Learning Outcomes

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

- 8.1 Understand different approaches to the study of emotion and the relationships between emotion and motivation.
- 8.2 Identify the basic primary emotions and describe universal and variable aspects of emotional expression.
- 8.3 Describe and understand the key features of alternative theoretical accounts of motivation.
- 8.4 Apply theoretical accounts of motivation to explanations for specific human behaviours.
- 8.5 Understand key research on relationships between emotion and cognition and be able to explain the implications of the findings.

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

- 9.1 Consult and interpret primary-source journal articles in relevant subject areas using electronic journals and the internet
- 9.2 Demonstrate an understanding of how different theoretical accounts of behaviour are tested through data collection
- 9.3 Organise and communicate information in a clear and coherent manner through essays and seminar-based group discussions or presentations

### Method of Assessment

Essay 2,500 words 60%

Research Article Review 1,000 words 25%

Seminar Participation 15%

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)

Deckers, L. (2016). Motivation: Biological, Psychological, and Environmental (4th Edition). New York: Routledge

Niedenthal, P., & Ric, F. (2017). Psychology of Emotion (2nd Edition). New York: Routledge

### Pre-requisites

None

### Synopsis \*

Emotion and motivation are core concepts in psychology. Both terms relate to the psychological forces underlying human experience and action. This module will consider the nature of positive and negative human emotions, their biological basis, and cultural variation in emotional experience and expression. We will also examine the roles of emotions, drives, and instincts in explaining human motivation, including the relationship between arousal and performance, and the distinction between intrinsic and extrinsic motivation.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP632</b>		<b>Psychology of Social Behaviour</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Spring	H	15 (7.5)	100% Coursework	

### Availability

BSc (Hons) Social Sciences

### Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

### 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 understanding of the ways in which behaviour is influenced by social context and social forces.

8.2 Describe and explain the processes involved in self-concept, social attribution, and attitude formation.

8.3 Evaluate theories relating to the formation and dissolution of relationships.

8.4 Describe and explain theories and research findings on pro-social & anti-social behaviour.

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

9.1 Consult and interpret primary-source journal articles in relevant subject areas using electronic journals and the internet.

9.2 Demonstrate an understanding of different approaches to research and the application of research findings to social phenomena.

9.3 Organise and communicate information in a clear and coherent manner through essays and seminar-based group discussion or presentations.

### Method of Assessment

Essay 2,500 words 60%

Seminar Participation 15%

Research Article Review 1,000 words 25%

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)

Baumeister, R. F. & Bushman, B. J. (2013) *Social Psychology and Human Nature* (3rd Ed.), Belmont, CA: Wadsworth.

Hewstone, M., Stroebe, W. & Jonas, K. (2012). *Introduction to Social Psychology: A European perspective* (5th ed.), Oxford: Blackwell.

Hogg, M. & Vaughan, G. (2011) *Social Psychology* (6th ed.) Harlow, England: Prentice Hall

### Pre-requisites

None

### Synopsis \*

Social psychology is the attempt to "understand and explain how the thoughts, feelings, and behaviours of individuals are influenced by the actual, imagined, or implied presence of other human beings" (Allport, 1954). This module then deals with the aspects of human behaviour which are particularly affected by the presence of other people, and the influences, deliberate or otherwise, which they bring to bear.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP633 Applying Psychology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

### Availability

This module is available only to students studying Psychology. Not available as an elective module. Not available to Short-Term Credit Students

### Contact Hours

The module will be taught by lectures/seminars and private study.

Total Contact Hours: 22

Private Study Hours: 128

### Department Checked

15.02.21

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 acquisition of basic knowledge of the history and philosophy of psychology as it pertains to the application of psychology to problems of medical, social and economic relevance
- 8.2 ability to compare, contrast and where appropriate to integrate diverse approaches to psychological problems of practical significance
- 8.3 acquisition of knowledge of potential careers and entrepreneurial opportunities in applied psychology beyond the undergraduate degree
- 8.4 develop an understanding of psychology as a discipline that can be employed to change valued outcomes in domains of life such as business, health, sports and social issues
- 8.5 develop an understanding of some of the challenges that are commonly encountered in the application of psychology (e.g., ethical, logistical, methodological, financial) and some solutions to those challenges
- 8.6 to develop general critical, analytical and problem solving skills which can be applied in a wide range of different applied psychological and extra-psychological settings.

### Method of Assessment

Portfolio: 2,000 Words: 50%

Exam: 50%

Reassessment methods

Like-for-like

### Preliminary Reading

- Bekerian, D. A., & Levey, A. B. (2005). Applied psychology: Putting theory into practice. Oxford: OUP.
- Buunk, A., & van Vugt, M. (2007). Applying social psychology: From problems to solutions. London: Sage.

### Restrictions

### Synopsis \*

This module complements the focus of BSc degree on basic (fundamental) psychological research by providing training in applied psychology. The module equips students with an understanding of what is meant by applied psychology, of the domains in which psychology can be applied (e.g., in business, education, health, and the law), and decision rules governing applied psychology such as the balance between the cost and risks inherent in an intervention with its benefits. It would also introduce students to ethical, logistical, and methodological challenges in applied psychology. Students are also introduced to the history and philosophy of applied psychology, for example contrasting humanistic and behaviourist approaches to intervention, and a consideration of the role of socially constructed "value" in the application of science (for example, how prejudice versus homosexuality have waxed and waned as "problems" warranting psychological intervention according to prevailing social values).

<b>SP636 Evaluating Evidence: Becoming a Smart Research Consumer</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

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1 Canterbury Autumn H 15 (7.5) 100% Coursework

1 Canterbury Spring H 15 (7.5) 100% Coursework

### Availability

Compulsory to Business Psychology BSc and Business Psychology with a Placement Year BSc Optional to other Psychology undergraduate programmes.  
Available as an elective module. Available to Short Term Credit students, subject to school and/or module convenor approval.

### Contact Hours

The module will be taught by lecture/seminars and private study.

Total Contact Hours: 22

Private Study Hours: 128

### 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 Acquire essential skills required by consumers of psychological or behavioural research
- 8.2 Recognise common threats to internal validity of experimental studies
- 8.3 Demonstrate skill in recognising when sufficient information has been provided to establish predictive and causal relationships
- 8.4 Recognise and critically evaluate common ways of using statistics and graphs to inform and to misinform
- 8.5 Demonstrate familiarity with typical flaws in non-experimental research (including survey, evaluation research, quasi-experimental designs)
- 8.6 Develop skills in the critical analysis of psychological research claims.
- 8.7 Develop awareness of how evidence can relate to society
- 8.8 Develop understanding of the range of approaches available for evaluating evidence for applying psychology

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

- 9.1 Demonstrate skill in distinguishing between questions that can and cannot be addressed empirically and scientifically
- 9.2 Develop skills in the critical analysis of any empirical research claim
- 9.3 Show appreciation and understanding of the variety of empirical and methodological approaches used in psychology
- 9.4 Self-reflect on constructive feedback from staff in order to improve understanding and academic performance
- 9.5 Develop independent learning and research skills required to support academic learning and development
- 9.6 Develop self-regulation skills in the form of study planning and overall time management
- 9.7 Develop information technology skills required to obtain key learning resources (e.g., use of online journals and learning resources as directed by lecturer).

### Method of Assessment

Essay 2,000 words 40%

Exam 2 hours 60%

Reassessment methods: Like for Like.

### Preliminary Reading

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

David A. Levy. (1997). Tools of Critical Thinking. Needham, MA: Allyn & Bacon.

Theodore Schick, Jr. & Lewis Vaughn (2004). How to think about weird things: Critical thinking for a new age (4th edition). Boston: McGraw-Hill.

Darrell Huff (1954). How to Lie with Statistics. New York: Norton.

Keith E. Stanovich (2004). How to Think Straight about Psychology (7th edition). Boston: Allyn-Bacon.

### Pre-requisites

None

### Restrictions

Available to Short Term Credit students, subject to school and/or module convenor approval.

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### Synopsis \*

The module will systematically explore common logical and psychological barriers to understanding and critically analysing empirical research. Major topics to be considered include common fallacies of deductive and inductive reasoning, judgmental heuristics relevant to evaluating empirical research claims, essentials of a scientific method, misleading statistical and graphical techniques, establishing genuine associations, the role of inferential statistics for identifying illusory associations, essentials of causal inference, threats to the validity of experimental and non experimental research.

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<b>SP637 Forensic Psychology: Theoretical and Applied Perspectives</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	70% Project, 30% Exam	
1	Canterbury	Autumn	H	15 (7.5)	70% Coursework, 30% Exam	
1	Canterbury	Spring	H	15 (7.5)	70% Coursework, 30% Exam	
1	Canterbury	Autumn	H	15 (7.5)	70% Project, 30% Exam	

### Availability

Compulsory to Psychology with Forensic Psychology BSc.  
Optional to other undergraduate Psychology programmes.  
Available as an elective module.  
Available to Short-Term credit students at the discretion of school and/or convenor.

### Contact Hours

22 hours

### Department Checked

15.03.21

### Learning Outcomes

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

- 8.1 Demonstrate an understanding of the practical role played by contemporary forensic psychologists in society
- 8.2 Demonstrate critical knowledge of forensic psychology as a discipline and research methods used within forensic psychology
- 8.3 Demonstrate an awareness of the fundamental application of psychology, as a science, to understand key forensic issues
- 8.4 Understand key concepts and sub-topics within forensic psychology and how they relate to each other (i.e., ability to synthesise core concepts within forensic psychology)
- 8.5 Evaluate core theories and research in forensic psychology

### Method of Assessment

Essay: 2,500 Words: 70%  
Examination: 30%

An alternative assessment may be provided for those short-term students who will no longer be registered when the examination takes place

Reassessment methods: Like for Like.

### Preliminary Reading

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

For non-psychology students, the minimum pre-requisite is PSYC3040 Introduction to Psychology 1, PSYC3050 Introduction to Psychology 2 OR PSYC3060 Introduction to Forensic Psychology.

### Restrictions

Available to Short-Term credit students at the discretion of school and/or convenor.

### Synopsis \*

This module will provide students with an in-depth examination of the theoretical and applied aspects of Forensic Psychology. It will include the development of laws and the principles on which the judicial system is founded, offending by specific sections of the community including street gangs and career criminals, Criminal Justice responses to offending by the police and forensic profilers, the role and credibility of eyewitnesses and the interview processes employed with suspects, the role of juries, how sentences are compiled for convicted offenders, the aims of punishment and how prisoners respond to imprisonment, theoretical perspectives of rehabilitation and an examination of the implementation of the sex offender treatment programme. The module will focus on the in-depth application of forensic psychology to the justice system, its role in identifying and ameliorating offending behaviour. In particular it will evaluate the role of psychology in criminal justice: systems, policies and practices by presenting and critically evaluating research and research methods within forensic psychology. Students will be encouraged to develop skills to critique the literature and methodologies to further their understanding of the core forensic issues the course presents.

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<b>SP639 Psychoanalysis</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	80% Project, 20% Coursework	
2	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

### Availability

Optional to Stage 3 Psychology undergraduates.

This module is available as an elective to non-psychology students, and short-term credit students, at the discretion of the school and/or module convenor.

This module is subject to a quota.

### Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

### Learning Outcomes

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

- 8.1 Demonstrate an understanding of the practical role played by psychoanalytic psychology in society
- 8.2 Demonstrate knowledge of psychoanalytic psychology as a discipline and research methods used within psychoanalytic psychology
- 8.3 Demonstrate awareness of the fundamental application of psychology, as a science, to understanding key issues in psychoanalytic psychology
- 8.4 Demonstrate understanding of key concepts and sub-topics within psychoanalytic psychology and how they relate to each other (i.e. ability to synthesise core concepts within psychoanalytic psychology)
- 8.5 Demonstrate a basic ability to evaluate core theories and research in psychoanalytic psychology

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

- 9.1 Demonstrate an appreciation and understanding of the variety of theoretical and methodological approaches used in psychology
- 9.2 Demonstrate development of independent learning and research skills required to support academic learning and development
- 9.3 Demonstrate development of self-regulation skills in the form of study planning and overall time management
- 9.4 Communicate information and opinions clearly, critically and effectively.

### Method of Assessment

For sessions in which the module is delivered in the Autumn Term :-

Essay 1,500 Words 20%

Extended Essay: 3,000 Word 80%

For sessions in which the module is delivered in the Spring Term :-

Essay 1,500 Words 20%

Examination 3 hours 80%

Reassessment methods: Like for Like.

### Preliminary Reading

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

S. Freud (1915-1917) Introductory Lectures on Psycho-Analysis. London: Penguin. 1991

P. Gay (ed.) The Freud Reader. New York: Norton, 1995

J. Milton et al. (2011) A Short Introduction to Psychoanalysis. Sage

Freud Museum (n.d.) What is Psychoanalysis? <https://www.freud.org.uk/education/topic/76249/what-is-psychoanalysis-is-it-weird/>

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### Pre-requisites

None

### Restrictions

This module is available elective to non-psychology students, and short-term credit students, at the discretion of the school and/or module convenor.

This module is subject to a quota.

### Synopsis \*

This module provides students with a critical introduction to Freudian and post-Freudian psychoanalytic psychology. It will include a critical evaluation of theory, method, and data in relation to fundamental concepts in psychoanalytic psychology – e.g. the unconscious, infantile sexuality. It will also provide a critical introduction to the application of these concepts to specific clinical conditions (e.g. neurosis, depression, autism, schizophrenia); to adult and child psychotherapy; and more generally to society (including social and cultural issues such as politics and art).

<b>SP641 Mental Health: Diagnosis, Interventions and Treatments</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

### Availability

Optional to:

Applied Psychology (titled Psychology with a Placement Year for those registered from 2019 onwards)

Applied Psychology with Clinical Psychology (titled Psychology with Clinical Psychology and a Placement Year for those registered from 2019 onwards)

Psychology

Psychology with Studies in Europe

Psychology with Clinical Psychology

Psychology with Forensic Psychology

Social Psychology

Available as an elective module. Available to Short Term Credit students at the discretion of the school/module convenor.

### Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

### Department Checked

05.03.2021

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### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate a sound understanding of the historical developments surrounding the classification of a range of psychological disorders and their treatment methods
- 8.2 Demonstrate an understanding of the current diagnostic criteria for mental disorders, and be aware of the links between symptoms and optimal treatment approaches
- 8.3 Show key intellectual skills by critically evaluating the effectiveness of cognitive interventions and drug treatment approaches in abnormal psychology
- 8.4 Evaluate through written analysis and interpretation the contributions made by the different approaches and research methods that are used in mental health practice
- 8.5 Show familiarity with a broad range of interventions and treatments for mental disorders

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate understanding of the variety of sources that are available to construct and communicate information. For example, assessing the possible causes of abnormal behaviour, and the importance of a formal classification system for diagnosis
- 9.2 Independently evaluate evidence, and present findings and opinions as part of a group. For example, the effectiveness of mental health interventions/ treatments with reference to specific mental disorders
- 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

Poster 1,000 words 20%

Extended Essay 4,000 words 80%

Reassessment methods: Like-for-like.

### Preliminary Reading

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

Main Texts (Available online and in the library)

- Oltmanns, T. F., & Emery, R. E. (2012). *Abnormal Psychology*. Pearson.

Supplementary Reading (Available online and in the library)

- Cromby, J., Harper, D., & Reavey, P. (2013). *Psychology, Mental Health and Distress*. Palgrave Macmillan.
- Comer, R. J. (2013). *Abnormal Psychology*. Worth.
- Ussher, J. M. (1991). *Women's Madness: Misogyny or Mental Illness?* Harvester Wheatsheaf.

### Pre-requisites

None

### Restrictions

Available to Short Term Credit students at the discretion of the school/module convenor.

### Synopsis \*

This module will provide students with theoretical instruction and opportunities for critical evaluation in abnormal psychology. It will examine the origins and identification of different forms of atypical cognitions and behaviours and investigate the psychological and social impact for patients. It will cover some of the major mental health disorders, focusing primarily on what research has to say about their social/cognitive/biological bases and the implications they have for treatment. In addition, the module will describe several methodological approaches, ask fundamental questions about the meaning of normality. The historical developments in this field will be examined and current interventions and treatments will feature highly in this module.

SP642 Culture and Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

### Availability

Optional to Psychology undergraduate programmes

Available as an elective module.

Available to Short Term Credit students at the discretion of the school/module convenor.

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### Contact Hours

Total contact hours: 22  
Private study hours: 128  
Total study hours: 150

### Learning Outcomes

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

- 8.1 Define culture and its basis of shared meaning and practices and explain how this is integrated into psychology
- 8.2 Examine the influence that culture has on human experience including behaviours, thoughts, and emotions by covering research examples from different cultural contexts that show diversity and uniformity in psychological processes
- 8.3 Understand one's own (and others') experiences and actions as contextualised by cultural meanings and practices
- 8.4 Understand the terminology and basic principles of cross-cultural research methods, both experimental and non-experimental
- 8.5 Develop the critical thinking necessary to evaluate the universality of psychological processes as discussed and researched in the western world

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

- 9.1 Critically think of psychological theories and related empirical evidence
- 9.2 Appreciate diverse ways of thinking and being
- 9.3 Demonstrate the ability to express opinions, argue rationally and engage in critical thinking.

### Method of Assessment

Examination 2 hours 80%  
ICT 45 mins 20%

Reassessment methods: Like for Like.

### Preliminary Reading

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

Core text:

Heine, S. J. (2016). Cultural psychology (3rd Edition). New York: Norton.

Recommended reading:

Cohen, D., Nisbett, R. E., Bowdle, B. F., & Schwarz, N. (1996). Insult, aggression, and the Southern culture of honor: An experimental ethnography. *Journal of Personality and Social Psychology*, 70, 945-960.

Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33, 61-83.

Kitayama, S. & Cohen, D. (Eds.) (2018). *Handbook of cultural psychology* (2nd edition). New York: Guilford.

Kitayama, S. & Uskul, A. K. (2011). Culture, mind, and the brain: Current evidence and future directions. *Annual Review of Psychology*, 62, 419-449.

Masuda, T., & Nisbett, R. E. (2001). Attending holistically versus analytically: Comparing the context sensitivity of Japanese and Americans. *Journal of Personality and Social Psychology*, 81, 922-934.

van de Vijver, F. J. R. Chasiotis, A., & Breugelmans, S. M. (Eds.) (2011.). *Fundamental questions in cross-cultural psychology*. Cambridge: Cambridge University Press.

Online readings in cross-cultural psychology: [http://www.wvu.edu/culture/contents\\_complete.htm](http://www.wvu.edu/culture/contents_complete.htm)

### Pre-requisites

For Psychology students, none.

For Non-Psychology students, SP304 OR SP305.

### Restrictions

Available to Short Term Credit students at the discretion of the school/module convenor.

### Synopsis \*

This module will explore how culture influences human experience including behaviour, thoughts, and emotions by providing a comprehensive introduction to general theories and methods related to culture and diversity. It will provide students with a short history of cultural psychology and cover many topical areas in psychology such as motivation, human development, and cognition from a cultural perspective and explore the methodology used by cultural psychologists. The module also aims to stimulate critical thinking and analytic skills generally, and help students think about their own values and norms from a cultural perspective.

<b>SP646 Psychology Research Methods and Data Analysis</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	

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2 Medway Autumn I 15 (7.5) 100% Coursework

2 Medway Spring I 15 (7.5) 100% Coursework

### Availability

Compulsory to Social Sciences BSc (Hons)

Optional to Criminal Justice and Criminology BA (Hons)

### Contact Hours

Total Contact Hours 22

Private Study Hours 128

Total Study Hours 150

### 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 understanding of the main approaches to conducting quantitative research in psychology and related areas including the strengths and weaknesses of each.

8.2. Demonstrate an understanding of sound research design, and be able to critically evaluate psychological research and quantitative approaches

8.3. Select and perform appropriate statistical tests by hand or using SPSS.

8.4. Interpret data and consider the theoretical and practical implications of research findings.

8.5. Understand and apply the conventions for reporting quantitative outcomes and for writing research reports in psychology.

8.6. Have the necessary skills to design, conduct and report an individual research project on a psychological or social science topic using quantitative methods as a dissertation in the final year of the degree course.

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

9.1. Show improvement in the clear communication of research procedures and outcomes including reporting of quantitative information

9.2. Show progress in ability to use library resources such as e-journals and other online sources for literature review, identification of research questions, and use of specialist techniques

9.3. Show improvement in the ability to collect, analyse and correctly interpret numerical data including the use of appropriate software packages for data analysis

9.4. Demonstrate an ability to work with others on group tasks

### Method of Assessment

Short answer exercise (2000 words) 40%

Report (2000 words) 40%

Seminar participation 20%

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)

Field, Andy P., (2013). Discovering statistics using SPSS (and sex and drugs and rock 'n' roll), Los Angeles, California: SAGE.

Jackson, Sherri L., (2012). Research methods and statistics: a critical thinking approach, Belmont, California: Wadsworth Cengage Learning.

Jackson S.L., (2015). Research methods: a modular approach, Stamford, CT: CENGAGE Learning.

### Pre-requisites

SOCI3440 Foundations in Social and Criminological Research 2

### Synopsis \*

Philosophy of science; approaches to research; levels of measurement; reliability and validity; research design; descriptive statistics; analytical tests (chi-square, t-tests and non-parametric alternatives, ANOVA and non-parametric alternatives, correlation, regression) ; using SPSS; reporting research; critical evaluation of research; and surveys.

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<b>SP647 Summer School: Investigating the Social Mind</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	10 (5)	100% Coursework with Pass/Fail Elements	
1	Canterbury	Spring	H	10 (5)	100% Coursework	

### Contact Hours

Total contact hours: 50

Private study hours: 50

Total study hours: 100

### 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 a critical understanding of the application of psychology to explain social phenomena.

8.2 demonstrate the ability to explore a series of key themes and media in social psychology from a range of traditional psychology perspectives

8.3 critically reflect upon, evaluate and present social psychology theories.

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

9.1 engage with individual and group-based learning environments commensurate with the expectations and requirements of HE level study

9.2 undertake self-directed study and apply time-management skills consistent with research skills and onward professional career opportunities

9.3 draw upon transferable academic skills such as reading, writing and communicating in the context of academic lectures and seminars

9.4 increase their intercultural awareness through studying in an international environment with students from other backgrounds and nationalities

9.5 reflect upon their awareness of the UK Higher Education system in the subject specific context

### Method of Assessment

Essay 1,500 words 100%

Presentation 0%, Compulsory Pass/Fail.

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)

Forgas, J.P., Williams, K.D., & Wheeler, L. (2001). The social mind: cognitive and motivational aspects of interpersonal behaviour. New York: Cambridge University Press.

Fredrickson, B., L. (1998). What good are positive emotions? Review of General Psychology, 2, 300-319.

Greene, J., & Haidt, J. (2002). How (and where) does moral judgment work?. Trends in cognitive sciences, 6(12), 517-523.

Kitayama, S., & Uskul, A. K. (2011). Culture, mind, and the brain: Current evidence and future directions. Annual review of psychology, 62, 419-449.

Korman, J., Voiklis, J., & Malle, B.F. (2015). The social life of cognition. Cognition, 135, 30-35.

McGarty, C., & Haslam, S.A. (1997). The message of social psychology: perspectives on mind in society. Oxford: Blackwell Publishers.

Preston, S. D., & De Waal, F. B. (2002). Empathy: Its ultimate and proximate bases. Behavioral and brain sciences, 25(01), 1-20.

### Pre-requisites

None

### Restrictions

This module is only available as a standalone summer module, and does not contribute to current UKC undergraduate programmes of study.

### Synopsis \*

This module is an opportunity to study the application of psychology, inspired by a wide range of perspectives (e.g., evolutionary psychology, social psychology, cognitive psychology), to every-day experiences. In this introductory module, the emphasis will be on how psychology (concepts, theories, and research) can explain real-world, social phenomena.

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<b>SP648 Business Psychology Project</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	45 (22.5)	100% Coursework	

### Availability

Compulsory to : BSc (Hons) Psychology with Business Psychology (currently being drafted)

Optional to:

Psychology with studies in Europe BSc (Hons)

Psychology BSc (Hons)

Psychology with a Placement Year BSc (Hons)

### Contact Hours

Total Contact Hours: 45

Private Study: 405

Total Study Hours: 450

### 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 understanding of relative advantages and disadvantages of alternative research methods and designs, especially in business psychology. Where relevant, demonstrate acquisition of more advanced skills in research techniques and data collection.

8.2 Demonstrate an ability to deploy accurately established techniques when collecting and / or coding data.

8.3 Demonstrate an ability to engage with current literature on business psychology to develop ideas in a range of topic areas.

8.4 Demonstrate an understanding of ethical issues relating to research with human participants.

8.5 Demonstrate an ability to organise and manipulate complex data or research evidence, match statistical or other analytical techniques to the research question and evidence available, and implement more robust analytical techniques commensurate with the awarded credits.

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

9.1 Demonstrate an ability to develop literature search and writing skills.

9.2 Demonstrate the ability to solve problems through independent learning and generate ideas about directions for future research.

9.3 Demonstrate a development of intellectual and professional skills, such as critical reflection/evaluation, and time-management.

9.4 Demonstrate transferable skills relating to numeracy, information technology, working with others, communication, problem solving, and independent learning

### Method of Assessment

Portfolio 1,500 words 20%

Project Report 4,000 words 80%

Reassessment methods: Like for Like.

### Preliminary Reading

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

McKenna, E. (2012). Business Psychology and Organizational Behaviour (5th edition). London: Psychology Press

Cortina, J.M., Aguinis, H., & DeShon, R.P. (2017). Twilight of dawn or of evening? A century of research methods in the Journal of Applied Psychology. Journal of Applied Psychology, 102 (3), 274-290

Horst, J. (2015). The Psychology Research Companion: from student project to working life. London: Routledge.

Specialist reading depending on project direction.

### Pre-requisites

None

### Restrictions

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

### Synopsis \*

All students are required to carry out a piece of psychological research on a specific topic, and to then present it as a report that adheres to the conventions of academic Psychology. Topics covered will include:

- 1) Groups, Teams, and Motivation
- 2) Intercultural Communication, Coaching, and Negotiation
- 3) Global Talent Management and Leadership

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<b>SP651 Business Psychology: Personal and Professional Development</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	4 (2)	Pass/Fail Only	

### Availability

Business Psychology

### Contact Hours

Total contact hours: 10

Private study hours: 30

Total study hours: 40

### 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 Adopt multiple perspectives on issues related to Business Psychology.
- 8.2 Reflect on, and take an active role in, personal and professional development.
- 8.3 Utilise practical experiences gained as a mentee.

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

- 9.1 Engage in reflective practice.
- 9.2 Be sensitive to contextual and interpersonal factors.
- 9.3 Use feedback effectively.

### Method of Assessment

Log-book (Pass/Fail only) 1,500 words 100%

Reassessment methods: Like for Like.

### Preliminary Reading

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

Bolton, G., & Delderfield, R. (2018). Reflective practice: Writing and professional development. London, UK: Sage Publications Ltd.

### Pre-requisites

None

### Restrictions

Not available as an elective module.

### Synopsis \*

Students will attend up to four talks/workshops specifically relating to careers in Business Psychology (e.g. talks by consultant psychologists; recruitment agents). They will also participate in the Academic Peer Mentoring scheme as mentees. They will be required to keep a log book of all personal and professional development activities. This reflective practice enhances students' development, provides a record of activities for their CV, and contributes to employability.

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<b>SP652</b>		<b>Business Psychology in Practice</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

### Availability

Business Psychology

Optional to:

Psychology with a Placement Year  
Psychology with Clinical Psychology and a Placement Year  
Psychology  
Psychology with Studies in Europe  
Psychology with Clinical Psychology  
Psychology with Forensic Psychology  
Social Psychology

Available as an elective module.

Available to Short Term Credit students at the discretion of the school/module convenor.

### Contact Hours

Total contact hours: 22  
Private study hours: 128  
Total study hours: 150

### 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 in-depth understanding of the scientist-practitioner model, evidence based practice, and the consultancy cycle.

8.2 Analyse and understand client needs, problems and priorities, and show an understanding of tools and techniques for gathering, analysing and feeding back data in organisational contexts.

8.3 Demonstrate a conceptual understanding of personal and team development, and how to apply this practically to mentoring, coaching, and/or counselling.

8.4. Demonstrate an in-depth understanding of professional standards and ethical issues in working with individuals, teams and organisations.

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

9.1 Engage in effective personal planning and project management.

9.2 Demonstrate critical thinking and problem identification.

9.3 Demonstrate self-reflection and development.

9.4 Organise information clearly and present information orally.

9.5 Define and review the work of others and work co-operatively on collective tasks and projects.

### Method of Assessment

Individual Presentation (slides and narration) 50%  
Reflective diary 1,500 words 50%

Reassessment methods: Like for Like.

### Preliminary Reading

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

Bibb, S., Pryce-Jones, J., Madin, G., Desson, S., Parashar, F., Dror, I., ... O'Reilly, C. (2014). Delivering excellent workforce experiences: A collection of finalists' case studies from the Association for Business Psychology's Workforce Experience Awards. The Association for Business Psychology (Kindle Edition; ASIN: B00OWUEAV4).

British Psychological Society (2017). Practice Guidelines. Retrieved 27th April 2018, from <https://www.bps.org.uk/news-and-policy/practice-guidelines>.

### Pre-requisites

None

### Restrictions

Available to Short Term Credit students at the discretion of the school/module convenor.

### Synopsis \*

This module focuses on practical aspects of applying psychology to work and organisations. The module combines teaching of conceptual frameworks with opportunities to engage in evidence-based practice through case studies, project work and/or participation in peer mentoring.

## 2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP653 The Social Psychology of Justice and Morality</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

### Availability

Optional to Psychology undergraduate courses. Available as an elective module, subject to prerequisites. Available to Short-Term Credit Students, at the discretion of the school.

### Contact Hours

Total Contact Hours 22  
Private Study Hours 128  
Total study hours 150

### Department Checked

05.03.2021

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

systematically understand contemporary concepts, theories and findings in the Social Psychology of Justice and Morality

critically evaluate concepts, theories and findings in Social Psychology of Justice and Morality.

conceive research to address limitations and gaps in concepts, theories and findings Social Psychology of Justice and Morality.

demonstrate an awareness of how concepts, theories and findings in justice and morality may be applied, with benefits for individuals, groups, and society.

understand the historical and conceptual issues in the empirical study of justice and morality.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

critically evaluate the quality of theories, methods and findings in published research

express well-founded opinions, argue rationally, develop new perspectives and engage in critical thinking both orally and in written form

plan work and study independently

apply theoretical concepts to real-world applications

demonstrate an understanding of the uncertainty, ambiguity and limits of knowledge

### Method of Assessment

Exam 2 hours 50%  
Essay 2,500 words 50%

Reassessment methods: Like for like.

### Preliminary Reading

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

Nadelhoffer, T., Nahmias, E., & Nichols, S. (Eds.). (2010). *Moral psychology: historical and contemporary readings*. John Wiley & Sons.

Gray, K., & Graham, J. (Eds.). (2019). *Atlas of moral psychology*. Guilford Press.

### Pre-requisites

None for Psychology students. For non-Psychology students, prerequisite PSYC3040 (SP304) or PSYC30350 (SP305).

### Restrictions

Available as an elective module, subject to prerequisites. Available to Short-Term Credit Students, at the discretion of the school.

### Synopsis \*

This module is concerned with contemporary concepts, theories and findings in the social psychology of justice and morality. We will consider how social psychology has been applied to understand the basis of our sense of morality and justice, with a particular focus on how these theories can help us understand contemporary real-world ethical debates and be applied with benefits for individuals, groups and society. In doing so, we will see how the empirical methods of psychology can be joined with philosophical and political concepts of justice and morality, and better understand how individuals develop and use moral concepts to navigate the social world and guide their behaviour.