

39 School of Psychology

<b>SP306</b>		<b>Introduction to Forensic Psychology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Exam	Vasquez Dr E

**Contact Hours**

1 weekly two-hour lecture

**Pre-requisites**

No pre-requisites for students registered for a psychology programme of study. For non-psychology students EITHER SP304 Introduction to Psychology I OR SP305 Introduction to Psychology II is required as a pre-requisite.

**Availability**

Available to all Stage 1 Psychology students. Also available to Stage 2 non-Psychology students who have taken EITHER SP304 Introduction to Psychology I OR SP305 Introduction to Psychology II.

**Method of Assessment**

One two-hour multiple choice examination. In the case of short-term exchange students unable to sit the exam, it may be replaced by a single piece of coursework of increased length.

**Synopsis**

This module will introduce students to key topics in Forensic Psychology including theories of offending, the development of offending, the rehabilitation of offenders, the criminal justice system, criminal statistics, policing, and the public's response to crime. In particular, this module will focus on (1) fundamental applications of psychology, as a science, for understanding important forensic issues, and (2) key research methods common in forensic psychological research. Throughout the module, students will be encouraged to apply contemporary psychological concepts and methods to understand the important forensic psychological issues outlined.

**Learning Outcomes**

- To gain a basic understanding of the concepts of Forensic Psychology
- To develop basic knowledge about various theories related to the occurrence of criminal behaviour
- To develop basic knowledge of various interventions employed in the rehabilitation of criminal offenders
- To become familiar with how scientific/research methodology is employed in the context of forensic psychology

**Preliminary Reading**

- Howitt, D. (2009). Introduction to forensic and criminal psychology. Essex, UK: Prentice Hall.
- Huss, M.T. (2009). Forensic psychology. Research, clinical practice, and applications. Wiley-Blackwell.

## 2013-14 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP500</b>		<b>Psychology Statistics and Practical</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Sharma Dr D

### Contact Hours

Per term: 10 one-hour lectures + one 1hr exam; 10 x 1½ hour practicals + one 1½ hour exam; 10 one-hour computing workshops/lectures; 10 x 1½ hour computing surgeries (optional).

### Pre-requisites

SP300 Psychology Statistics and Practical

### Restrictions

Not available as a 'wild' module

### Method of Assessment

100% coursework comprising 40% practical reports and RPS, 60% coursework examinations

### 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.

### Learning Outcomes

Demonstrate the ability to communicate statistical concepts

Be able to demonstrate understanding of statistical scientific conventions

Show competence in using a statistical computing package (SPSS)

Understand the process of formulating hypotheses on the basis of previous research

Formulate designs appropriate to the questions being asked

As part of a group, plan and run appropriate psychological research

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

Demonstrate the ability to communicate critically

### Preliminary Reading

Howitt, D. & Cramer, D. (2011). Introduction to statistics in psychology. 5th Edition. Pearson Education.

Howitt, D. & Cramer, D. (2011). Introduction to SPSS in psychology. 5th Edition. Pearson Education.

Forrester, M. A. (Ed.). (2010). Doing qualitative research in psychology: A practical guide. London: Sage.

## 2013-14 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP528		Child Development				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Forrester Dr M

### Contact Hours

1 two-hour lecture per week plus 2 one-hour seminars during the term

### Restrictions

Not available as a 'wild' module

### Method of Assessment

80% written examination; 20% coursework. Coursework consists of one group seminar report based on a presentation delivered to the seminar group. (NB: In the case of international exchange students here for the Autumn Term who are unable to sit an examination, the examination may be replaced by a single piece of coursework of increased length.)

### Synopsis

The focus of this module is on understanding how children develop, with particular emphasis on the historical background of this part of the discipline, and the key theories, explanations and research conducted within developmental psychology. Certainly, it would hardly be an exaggeration to say that for all of us, the period of our lives we go through described as 'childhood' has a significant influence on who we become as adults. Understanding something of the processes we all appear to go through is a central part of any psychology degree, and by the end of this module you should be in a much 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, then through early childhood and the associated social, cognitive and emotional changes the child experiences during that period, and then a detailed look at adolescence. An additional major component of the course examines how children acquire language and learn how to talk - possibly the most significant development of all.

### Learning Outcomes

Knowledge and understanding of cognitive and social development

Intellectual skills, including reading and writing skills, critical reflection and written analysis and interpretation

Subject-specific skills, including evaluating and selecting appropriate frameworks and methodologies for exploring issues in child psychology, and employing the inferential method in science

Transferable skills, including communication skills, numeracy, use of information technology, working with others, and problem solving

### Preliminary Reading

Gillibrand, R., Lam, V., and O'Donnell, V.L. (2011). *Developmental Psychology*. Harlow: Pearson Education Limited. ISBN: 978-0-13-205259-7. (Core reading)

M Saxton, *Child language*. London: Sage, 2010. (Core reading)

P K Smith, H Cowie & M Blades, *Understanding Children's Development*. Oxford: Blackwell, 2003.

L Mayes, P Fonagy & M Target, *Developmental Science and Psychoanalysis*. London: Karnac, 2007.

H R Schaffer, *Introducing Child Development*. Oxford: Blackwell, 2004.

H R Schaffer, *Social Development*. Oxford: Blackwell, 1996.

H Cunningham, *Children and Childhood in Western Society Since 1500*. Harlow: Pearson-Longman, 2005.

## 2013-14 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP529		Personality				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Uskul Dr A

### Contact Hours

1 two-hour lecture per week plus 2 one-hour seminars during the term

### Restrictions

Not available as a 'wild' module

### Method of Assessment

60% examination: Written examination (multiple choice and essay questions); 40% coursework: One essay 2,000-2,500 words.

### Synopsis

The personality module examines different perspectives on the study of personality from Allport to the present day. The aim is to provide the student with a comparative and critical review of the major theories in personality and the research and findings that stem from them. Teaching will be by lectures and seminars.

### Learning Outcomes

Knowledge and understanding of personality and individual differences

Critical thinking

Development of writing skills, such as clarity

Development of reading skills

Time management and preparation

Organization of information in a clear way

### Preliminary Reading

Pervin, L. A., & Cervone, D. (2010). *Personality: Theory and research* (11th ed.). Hoboken, NJ: Wiley.

or alternatively:

Cervone, D., & Pervin, L. A. (2008). *Personality: Theory and research* (10th ed.). Hoboken, NJ: Wiley.

or:

Pervin, L. A., Cervone, D., & John, O.P. (2005). *Personality: Theory and research* (9th ed.). Hoboken, NJ: Wiley.

Chapter 7 of McAdams, D. P. (2009). *The person: An introduction to the science of personality psychology* (5th ed.). Hoboken, NJ: Wiley.

Or alternatively: Chapter 7 of McAdams, D. P. (2006). *The person: A new introduction to personality psychology* (4th ed.). Hoboken, NJ: Wiley.

Chapter 16 of Mischel, W., Shoda, Y., & Smith, R. E. (2004). *Introduction to personality: Toward an integration* (7th ed.). Hoboken, NJ: Wiley.

## 2013-14 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP566		Cognition in Action				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)		Nurmsoo Dr E

### Contact Hours

One two-hour lecture/seminar per week

### Restrictions

Not available as a 'wild' module

### Method of Assessment

80% extended essay (maximum 3,000 words); 20% seminar report (1,500-2,000 words)

### 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 three tutors, all 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. This year, the focus will be on emotion, memory and language, looking in particular at the role of emotion in attention, learning and memory, and the impact of labels on thought and actions. Practical applications and relevance to a general understanding of behaviour will be emphasised throughout.

### Learning Outcomes

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

Acquire intellectual skill of critical reflection when considering the diversity of perspectives in the study of cognition in its broader context.

Ability to critically evaluate through written analysis and interpretation the application of cognitive theory and empirical findings to its broader context.

Develop an appreciation of the historical and conceptual issues in the study of Cognition.

### Preliminary Reading

Reading lists will primarily comprise of journal articles. There is no single textbook covering all the topics but students may be directed to supplementary texts:

Dalgleish T., & Power M.J. (1999) Handbook of Cognition and Emotion. Wiley.

Eysenck M.W. & Keane M.T. (1995) Cognitive Psychology. 3rd Edition. Psychology Press. Read Chapter 18: Cognition and emotion.

Power M. & Dalgleish T. (2008). Cognition and Emotion. Psychology Press. Read Chapters 1,2,3.

Strongman K.T. (1996). The Psychology of Emotion: Theories of Emotion in Perspective, 4th Edition: Wiley.

Eich E. et al. (2000) Cognition and emotion. Oxford : Oxford University Press.

## 2013-14 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP580		Advanced Developmental Psychology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	Vasiljevic Dr M

### Contact Hours

Weekly two-hour lecture-workshops

### Restrictions

Not available as a 'wild' module

### Method of Assessment

40% coursework: One essay (2,000 words). 60% Examination: Written examination. (NB: In the case of international exchange students here for the Autumn Term who are unable to sit an examination, the examination may be replaced by a single piece of coursework of increased length.)

### Synopsis

The main purpose of this module is to critically review recent research into key topics within advanced developmental psychology. Examples include the development of the social self in childhood and adolescence, social and peer exclusion in childhood, language and children, family life and conversation, childhood pragmatics, prejudice development and reduction in childhood and adolescence.

### Learning Outcomes

Understanding of alternative theoretical, empirical and methodological perspectives in the field of advanced developmental psychology

Ability to critically think about research into advanced developmental psychology

Skills to present and defend complex arguments in the field advanced developmental psychology

An appreciation of the historical and conceptual issues in the study of developmental psychology

### Preliminary Reading

Durkin, K., *Developmental Social Psychology*. Oxford: Blackwell, 1995.

Levy, S. R. & Killen, M. *Intergroup attitudes and relations in childhood through adulthood*. Oxford: Oxford University Press, 2008.

SP581		Project in Legal, Criminological or Forensic Psychology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	90% Project, 10% Coursework	

### Restrictions

Only available to Psychology and Law students

### Method of Assessment

90% project report; 10% project proposal

### Synopsis

In Stage 4, students design and carry out an extended individual project under the supervision of a member of staff. Projects in almost any area of Psychology are possible, and the resources of the School of Psychology are available. The project counts as two modules, both of which are carried out in Stage 4. Students must pass the Psychology Project to obtain an Honours degree. Students failing the project can only obtain a Pass degree, which will not give them the Graduate Basis for Registration of the British Psychological Society.

### Learning Outcomes

Formulating a properly focused and researchable question

Appropriate selection of methods and procedures to investigate the research question

Acquisition of more advanced skills in research techniques

Understanding of ethical issues related to research with human subjects

Gaining greater familiarity with performing statistical or other analytical techniques

Gaining greater familiarity with organising or manipulating research data

Appropriately matching analytic techniques to the research question and evidence available

Writing a research report with appropriate content and format

### Preliminary Reading

P Harris, *Designing and Reporting Experiments*. Milton Keynes: Open University Press, 1986.

J Leach, *Running Applied Psychology Experiments*. Milton Keynes: Open University Press, 1991.

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

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

## 2013-14 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Restrictions

Not available as a 'wild' module

### Method of Assessment

80% project report; 20% project proposal

### Synopsis

In Stage 3, students design and carry out an extended individual project under the supervision of a member of staff. Projects in almost any area of Psychology are possible, and the resources of the School of Psychology are available. The project counts as three modules, all of which are carried out in Stage 3. Students must pass the Psychology Project to obtain an Honours degree. Students failing the project can only obtain a Pass degree, which will not give them the Graduate Basis for Registration of the British Psychological Society.

### Learning Outcomes

Formulating a properly focused and researchable question  
 Appropriate selection of methods and procedures to investigate the research question  
 Acquisition of more advanced skills in research techniques  
 Understanding of ethical issues related to research with human subjects  
 Gaining greater familiarity with performing statistical or other analytical techniques  
 Gaining greater familiarity with organising or manipulating research data  
 Appropriately matching analytic techniques to the research question and evidence available  
 Writing a research report with appropriate content and format

### Preliminary Reading

P Harris, *Designing and Reporting Experiments*. Milton Keynes: Open University Press, 1986.  
 J Leach, *Running Applied Psychology Experiments*. Milton Keynes: Open University Press 1991  
 J Bell, *Doing Your Research Project*, Buckingham: Open University Press, 1993.  
 M Denscombe, *The Good Research Guide*. Buckingham: Open University Press, 1998

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

### Restrictions

Only available to students registered for 'with Clinical Psychology' degrees

### Method of Assessment

80% project report; 20% project proposal

### Synopsis

In Stage 3, students design and carry out an extended individual project under the supervision of a member of staff. Projects in almost any area of Psychology are possible, and the resources of the School of Psychology are available. The project counts as three modules, all of which are carried out in Stage 3. Students must pass the Psychology Project to obtain an Honours degree. Students failing the project can only obtain a Pass degree, which will not give them the Graduate Basis for Registration of the British Psychological Society.

### Learning Outcomes

Formulating a properly focused and researchable question  
 Appropriate selection of methods and procedures to investigate the research question  
 Acquisition of more advanced skills in research techniques  
 Understanding of ethical issues related to research with human subjects  
 Gaining greater familiarity with performing statistical or other analytical techniques  
 Gaining greater familiarity with organising or manipulating research data  
 Appropriately matching analytic techniques to the research question and evidence available  
 Writing a research report with appropriate content and format

### Preliminary Reading

P Harris, *Designing and Reporting Experiments*. Milton Keynes: Open University Press, 1986.  
 J Leach, *Running Applied Psychology Experiments*. Milton Keynes: Open University Press, 1991  
 J Bell, *Doing Your Research Project*, Buckingham: Open University Press, 1993.  
 M Denscombe, *The Good Research Guide*. Buckingham: Open University Press, 1998

## 2013-14 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

2 hours per week of mixed lectures and seminars

### Restrictions

Only available to students registered for 'with Clinical Psychology' degrees

### Method of Assessment

80% written examination; 20% coursework: One essay (2,000-2,500 words)

(NB: In the case of international exchange students here for the Autumn Term who are unable to sit an examination, the examination may be replaced by a single piece of coursework of increased length.)

### Synopsis

The aim of this module is to introduce students to the theory and practice of clinical psychology. Topics covered will include classification of psychological disorders, theoretical models, and research methods in clinical psychology. Professional issues including the ethics of clinical practice will also be addressed.

### Learning Outcomes

Demonstrate knowledge of how psychopathology is defined and the nature of diagnostic and classification systems

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

Demonstrate developing skills in evaluation by using case studies to review the strengths and weakness of theoretical models

Demonstrate an understanding of the importance of the scientific literature relating to issues raised in lectures and seminars

Demonstrate an ability to present material with evidence of the use of relevant literature to support arguments

### Preliminary Reading

J Hunsley & C M Lee, Introduction to Clinical Psychology: An evidence-based approach. Mississauga, Ontario: Wiley, 2006.

W O'Donohue, J E Fisher & S C Hayes (Eds), Cognitive Behavior Therapy: Applying empirically supported techniques in your practice. New Jersey: Wiley, 2003.

<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	Gore Dr NJ

### Contact Hours

1 two-hour lecture per week

### Pre-requisites

SP597 Clinical Psychology I

### Restrictions

Only available to students registered for 'with Clinical Psychology' degrees

### Method of Assessment

80% written examination; 20% coursework: One essay (2,000-2,500 words).

(NB: In the case of international exchange students here for the Autumn Term who are unable to sit an examination, the examination may be replaced by a single piece of coursework of increased length.)

### Synopsis

The aim of this module is to introduce students to current issues in the theory and practice of clinical psychology, addressing recent approaches to assessment and treatment. Teaching on the module will be delivered predominantly by clinicians who are currently working in the field of clinical psychology and who have experience of providing services in a wide range of specialties. These include the core areas of adult, child, older adults and learning disabilities, as well as more specialist areas.

### Learning Outcomes

Demonstrate a broad knowledge of the range of areas in which a clinical psychologist might work

Demonstrate a broad knowledge of the range of specialisms in which a clinical psychologist might work

Demonstrate an appreciation of the centrality of the service user to all work conducted by a clinical psychologist

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

Demonstrate ability to present material with evidence of the use of relevant literature to support arguments

### Preliminary Reading

J Hunsley & C M Lee, Introduction to Clinical Psychology: An evidence-based approach. Mississauga, Ontario: Wiley, 2006.

W T O'Donohue, J E Fisher & S C Hayes (Eds). Cognitive Behavior Therapy: Applying Empirically Supported Techniques in Your Practice. New York: Wiley, 2003.

## 2013-14 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP600		Psychology Project (Joint Hons)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	90% Project, 10% Coursework	

### Restrictions

Only available to Joint Honours Psychology students

### Method of Assessment

90% project report; 10% project proposal

### Synopsis

In Stage 3, students design and carry out an extended individual project under the supervision of a member of staff. Projects in almost any area of Psychology are possible, and the resources of the School of Psychology are available. The project counts as two modules, both of which are carried out in Stage 3. Students must pass the Psychology Project to obtain an Honours degree. Students failing the project can only obtain a Pass degree, which will not give them the Graduate Basis for Registration of the British Psychological Society.

### Learning Outcomes

Formulating a properly focused and researchable question  
 Appropriate selection of methods and procedures to investigate the research question  
 Acquisition of more advanced skills in research techniques  
 Understanding of ethical issues related to research with human subjects  
 Gaining greater familiarity with performing statistical or other analytical techniques  
 Gaining greater familiarity with organising or manipulating research data  
 Appropriately matching analytic techniques to the research question and evidence available  
 Writing a research report with appropriate content and format

### Preliminary Reading

P Harris, *Designing and Reporting Experiments*. Milton Keynes: Open University Press, 1986.  
 J Leach, *Running Applied Psychology Experiments*. Milton Keynes: Open University Press, 1991.  
 J Bell, *Doing Your Research Project*, Buckingham: Open University Press, 1993.  
 M Denscombe, *The Good Research Guide*. Buckingham: Open University Press, 1998.

SP601		Understanding People with Learning Disabilities				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Forrester-Jones Dr R

### Contact Hours

Eleven two-hour lectures

### Availability

Available as a 'wild' module

### Method of Assessment

100% coursework. One extended essay (3,000 words)

### Synopsis

This module provides an introduction to important issues in learning disabilities and can be taken either as a stand-alone module or as a pre-requisite to SP602 *Researching People with Learning Disabilities*. It examines definitions and attitudes to people with, for example, Autism and Down's Syndrome. It explores a number of particular difficulties that people with learning disabilities experience, including communicating and 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).

### Learning Outcomes

Ability to map definitions and social constructions of learning disabilities  
 Understanding of issues specific to learning disabilities  
 Ability to question and debate the application of research and theory to practical situations  
 Ability to critically discuss the impact of service provision on the lives of people with learning disabilities  
 Knowledge of link between policy to practice in service provision for people with learning disabilities  
 Demonstrate ability to present material with evidence of the use of relevant literature to back argument

### Preliminary Reading

R Forrester-Jones & S Broadhurst, *Autism and Loss*. Jessica Kingsley, 2007.

G Grant, P Goward, M Richardson & P Ramcharan (eds), *Learning Disability: A Life Cycle Approach to Valuing People* (2nd edition). Open University Press, 2010.

E Emerson, P McGill & J Mansell (eds), *Severe Learning Disabilities and Challenging Behaviour: Designing High Quality Services*. London: Chapman and Hall, 1994.

Department of Health, *Valuing People: A New Strategy for Learning Disability for the 21st Century*. CM5086, The Stationery Office, London, 2001.

Department of Health, *Valuing People Now*. The Stationery Office, London, 2009.

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SP602		Researching People with Learning Disabilities				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Project	McCarthy Dr M

### Contact Hours

24 hours lectures, seminars and practical projects

### Pre-requisites

SP601 Understanding People with Learning Disabilities

### Method of Assessment

One project report (5,000-6,000 words) (100%).

### Synopsis

For people considering a possible career working with people with learning disabilities, this module offers a good opportunity to have some direct and personal contact in a supportive context. 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.

### Learning Outcomes

Establishing a rapport with a person with learning disabilities in a service setting

Knowledge of work-related issues for people with learning disabilities

Competence in qualitative interview techniques

Ability to transcribe interview material from tape and apply different methods of analysis to the data

Understanding of ethical issues involved in interviewing people with learning disabilities, i.e. informed consent

Research report writing skills

### Preliminary Reading

Carnaby, S. (ed.) (2007). *Learning Disability Today*. Brighton: Pavilion Publishing.

Department of Health (2001). *Valuing People: A new strategy for learning disability in the twenty-first century*, Chapter 6. Norwich: The Stationery Office.

Department of Health (2009). *Valuing People Now: a new three year strategy for people with learning disabilities*, Chapter 3. Norwich: The Stationery Office.

Grant, G., Goward, P., Richardson, M., Ramcharan, P. (Eds) (2005). *Learning Disability. A Life Cycle Approach to Valuing People*. Open University Press.

Heal, L. W. & Sigelman, C. K. (1995). Response biases in interview of individuals with limited mental ability. *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.

Stalker, K. (1998). Some ethical and methodological issues in research with people with learning difficulties. *Disability and Society*, 13,1, 5-19.

## 2013-14 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

One two-hour lecture-seminar per week

### Pre-requisites

None

### Restrictions

Available as a 'wild' module

### Method of Assessment

20% coursework: Four short answer group exercises. 80% Written examination.

### 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, organizational identity, improving cooperation in groups.

### Learning Outcomes

Demonstrate knowledge and understanding of the core domains of the study of conflict, cooperation and relationships in groups

Develop the intellectual skill of critical reflection when considering the diversity of perspectives underpinning the study of conflict, cooperation and relationships in groups

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

Develop an appreciation of the historical and conceptual issues in the study of Groups in Action

### Preliminary Reading

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).

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

### Contact Hours

One two-hour lecture per week, plus 2 one-hour seminars during the term

### Restrictions

Not available as a 'wild' module

### Method of Assessment

One in class multiple choice test (20%); one written examination (80%). (NB: In the case of international exchange students here for the Autumn Term who are unable to sit an examination, the examination may be replaced by a piece of coursework.)

### Synopsis

This module focuses on the study of the biological bases of human behaviour, relating actions and experiences to genetics and physiology. It will cover topic areas including drug addiction, sleep, emotion, language, memory, and schizophrenia. The module will also discuss biological research methods such as brain imaging techniques (for example PET, fMRI, EEG), physiological recording, and the study of brain-damaged patients. The aim of the module is to enable students to reach a sufficient level of understanding of biological psychology to be capable of critically evaluating theory and method in published research.

### Learning Outcomes

Show knowledge and understanding of the structures and functions of the human nervous system (including the brain) that are relevant to the study of psychology

Demonstrate key intellectual skills by critically evaluating the role of physiology in human behaviour, emotion, and cognition

Compare and contrast the contributions made by the different approaches and research methods that are used in biological psychology

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

Demonstrate the ability to communicate critically and to engage in critical thinking

### Preliminary Reading

Kalat, J.W. (2010). *Biological psychology* (10th edition). Wadsworth.

Toates, F. (2011). *Biological psychology* (3rd edition). Pearson Education.

## 2013-14 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

2 hour lecture per week, plus 2 one-hour associated seminars during the term

### Restrictions

Not available as a 'wild' module

### Method of Assessment

Coursework: One essay (approximately 2,500 words). Examination: Written examination.

### Synopsis

The module gives students grounding in methods, techniques and issues of cognitive neuroscience. Focusing on vision, attention, memory, problem solving and language, the module examines how cognitive processes are instantiated in the human brain.

### Learning Outcomes

Knowledge and understanding of cognitive neuroscience

Reading and writing skills

Critical reflection and written analysis and interpretation

Subject-specific skills, including evaluating and selecting appropriate frameworks and methodologies for exploring issues in psychology, and employing the inferential method in science

Communication skills, such as use of information technology

Other skills, such as working with others and problem solving

### Preliminary Reading

M S Gazzaniga, R B Ivry & G R Mangun (Eds.), Cognitive Neuroscience: The Biology of the Mind (3rd edition). Norton, 2008.

<b>SP606</b>		<b>Psychology Year Abroad Mark One</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	60 (30)	100% Coursework	Vasquez Dr E

### Pre-requisites

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 paper at Stage 2 in order to qualify for the year abroad. SP607 is a co-requisite module that is also completed in the year abroad.

### Restrictions

Only available to students registered for Psychology with Studies in Europe

### Method of Assessment

Work undertaken at one of our Erasmus partner universities in Brussels, Jena, Würzburg, Padua, Madrid, Helsinki, Warsaw or Bogaziçi.

### Synopsis

This year will be spent in university study at one of the School's Erasmus exchange partners. Helsinki/Warsa/Bogaziçi exchange students will be taught in English.

Students need to achieve a pass mark for all modules completed on the year abroad. Details on the means by which these marks contribute to the final degree classification are available from the European Studies/Erasmus Coordinator.

### Learning Outcomes

Experience of a different education system in another European country

Experience of a different European culture

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<b>SP607</b>		<b>Psychology Year Abroad Mark Two</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	60 (30)	100% Coursework	Vasquez Dr E

### Pre-requisites

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 paper at Stage 2 in order to qualify for the year abroad. SP606 is a co-requisite module that is also completed in the year abroad.

### Restrictions

Only available to students registered for Psychology with Studies in Europe

### Method of Assessment

Work undertaken at one of our Erasmus partner universities in Brussels, Jena, Würzburg, Padua, Madrid, Helsinki, Warsaw or Bogaziçi.

### Synopsis

This year will be spent in university study at one of the School's Erasmus exchange partners. Helsinki/Warsa/Bogaziçi exchange students will be taught in English.

Students need to achieve a pass mark for all modules completed on the year abroad. Details on the means by which these marks contribute to the final degree classification are available from the European Studies/Erasmus Coordinator.

### Learning Outcomes

Experience of a different education system in another European country

Experience of a different European culture

<b>SP608</b>		<b>Motivation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Project, 40% Coursework	Wisman Dr A

### Contact Hours

One two-hour lecture/seminar per week

### Restrictions

Not available as a 'wild' module

### Method of Assessment

One 2000 word assignment (40% of final mark)

An extended essay of 3000 words (60% of final mark)

(NB: In the case of international exchange students here for the Autumn Term who are unable to sit an examination, the examination may be replaced by a single piece of coursework of increased length.)

### Synopsis

This module provides an opportunity to study the literature on motivation, focussing on social-cognitive perspectives on human motivation. In this, we will consider (a) What is experimental existential psychology?, (b) Does the unconscious exist? (c) The body, sex, and death, (d) drive, needs and motives, (e) intrinsic and extrinsic motivation, (f) personal goals, (g) achievement motivation, (h) The psychological function of religion, (i) The need to belong, (j) An existential perspective on close relationships, Theories addressed will include terror management theory, attachment theory, attribution theory, self-determination theory, control theory and self-regulation theory. Moreover, the module will introduce students to 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. educational or organisational settings) are discussed.

### Learning Outcomes

Knowledge and understanding of core concepts, theories and findings on motivation

Intellectual skill of critical reflection when considering the diversity of perspectives in the study of motivation

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

Ability to evaluate through written analysis and interpretation the application of theory and research on motivation to real life situations

### Preliminary Reading

R.G. Geen, Human motivation: A social psychological approach. Belmont, CA: Cole, 1995.

J. Greenberg, S.L. Koole & T. Pyszczynski. Experimental Existential Psychology. New York: Guilford Press, 2003.

R.F. Baumeister. The Cultural Animal. New York: Oxford University Press, 2005.

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

S. Pinker, The Blank Slate: The Modern Denial of Human Nature. Penguin Putnam, 2002.

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<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	Wilkinson Dr D

### Contact Hours

One two-hour lecture/seminar per week

### Restrictions

Not available as a 'wild' module

### Method of Assessment

20% short answer written exercise; 80% extended essay (maximum 3,000 words)

### Synopsis

This module will build upon the cognitive theories and research methods explored in those modules taught at Stages 1 and 2. The central theme of the module will be to focus on distinct neuropsychological deficits acquired through stroke, such as hemispatial neglect, prosopagnosia, aphasia and amnesia. The idea will be to give students a grounding in how different strands of neuroscientific research - behavioural, cognitive, structural, physiological - have both advanced our understanding of neuropsychological disorders and informed on the design of relevant intervention strategies.

### Learning Outcomes

Knowledge and understanding of how core concepts, theories and findings in the study of cognition have been applied to broader neuroscientific and clinical contexts.

Intellectual skill of critical reflection when considering how cognitive psychology has informed our understanding of mind, brain and healthcare.

Critically evaluating theoretical and empirical literature on the neuroscience of cognitive disorders.

Ability to evaluate through written analysis and interpretation the application of cognitive research to its broader neuroscientific and everyday context.

Develop an appreciation of the historical and conceptual issues in the study of the neuroscience of cognitive disorders.

### Preliminary Reading

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

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

### Contact Hours

One two-hour lecture/seminar per week

### Restrictions

Not available as a 'wild' module

### Method of Assessment

A written examination (50%) and two written coursework assignments, consisting of a research proposal in poster-format (maximum 1,500 words - 30% of final mark), and a new or revised annotated Wikipedia entry (offline; maximum 400 words – 20% of final mark).

### 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 propose new research to address an unanswered research question, and apply their knowledge to represent scientific psychology more fully and accurately to the wider public.

### Learning Outcomes

Knowledge and understanding of contemporary concepts, theories and findings in attitudes and social cognition

Critically evaluating concepts, theories and findings in attitudes and social cognition

Conceiving research to address limitations and gaps in concepts, theories and findings in attitudes and social cognition

Identifying gaps and limitations in the ways concepts, theories and findings in attitudes and social cognition are presented to the wider public

Demonstrating an awareness of how concepts, theories and findings in attitudes and social cognition may be applied with benefits for individuals, groups, and society

Develop an appreciation of the historical and conceptual issues in the study of Attitudes and Social Cognition

### Preliminary Reading

Kunda, Z. (1999). Social cognition: Making sense of people. London: MIT Press.

Bless, H., Fiedler, K., & Strack, F. (2004). Social cognition: How individuals construct social reality. Hove: Psychology Press.

Maior, G. R. & Haddock, G. G. (2010). The Psychology of Attitudes and Attitude Change. London, UK: Sage.

## 2013-14 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP616		Language and Communication				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	15 (7.5)		Abbot-Smith Dr K

### Contact Hours

One two-hour lecture/seminar per week

### Restrictions

Not available as a 'wild' module

### Method of Assessment

40% coursework: One essay (3,000 words). 60% examination: Two-hour written examination.

### 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, focussing on core theories and research in this area. Each class will begin with an overview of the historical development of a subject before introducing students to current theories and methods.

### Learning Outcomes

Knowledge and understanding of core concepts, theories and findings in the study of language and communication

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

Ability to identify practical applications and social relevance of current theories and empirical work in the area of language and communication

An appreciation of the historical and conceptual issues in the study of language and communication

### Preliminary Reading

Theoretical and empirical chapters and articles will be discussed in class. The following references are suggested background reading for those students who would like to learn more about the topic.

Clark, H.H., *Using Language*. Cambridge: CUP, 1996.

M.-A. Gernsbacher (ed.), *The Handbook of Psycholinguistics*. San Diego, CA: Academic Press, 1994.

Holtgraves, T., & Kashima, Y., Language, meaning, and social cognition. *Personality and Social Psychology Review*, 12, 73-94 (2008).

Krauss, R.M., & Chiu, C.Y., Language and social behavior. In S.T. Fiske, D.T. Gilbert, & G. Lindzey, *The handbook of social psychology*, Vol. 2 (4th ed.) (pp. 41-88). New York: McGraw-Hill (1998).

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<b>SP617</b>		<b>Psychology Placement Year - Mark 1</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	60 (30)	100% Coursework	
2	Canterbury	Autumn and Spring	H	60 (30)	100% Coursework	Abbot-Smith Dr K

### **Pre-requisites**

Students must achieve an average of 60 or above in Year 1 and in Autumn Term of Year 2. 'SP618: Research in an Applied Setting' is a co-requisite module that is also completed in the placement year.

### **Restrictions**

Only available to students registered for 'Applied Psychology' degrees

### **Method of Assessment**

50% poster presentation; 30% reflective diary; 20% placement supervisor assessment

### **Synopsis**

In this year, students undertake a placement with within an organisation that delivers psychological services, such as the Health Service, Home Office, Education Department or Social 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 (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 Applied Degree convener, to discuss their experiences.

### **Learning Outcomes**

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

Ability to apply some of the intellectual and subject-specific skills specified for the main programme in practice.

Develop ability to reflect critically on issues that arise in the placement.

Develop the ability to communicate effectively, orally and in writing, about experience on placement and the use of psychological knowledge by practising professional psychologists in an applied work setting.

### **Preliminary Reading**

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.

## 2013-14 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP618		Psychology Placement Year - Mark 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	60 (30)	100% Coursework	
2	Canterbury	Autumn and Spring	H	60 (30)	100% Coursework	Abbot-Smith Dr K

### Pre-requisites

Students must achieve an average of 60 or above in Year 1 and in Autumn Term of Year 2. 'SP617: Placement Performance' is a co-requisite module that is also completed in the placement year.

### Restrictions

Only available to students registered for 'Applied Psychology' degrees

### Method of Assessment

100% research report

### Synopsis

In this year, students undertake a placement with within an organisation that delivers psychological services, such as the Health Service, Home Office, Education Department or Social 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 (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 Applied Degree convenor, to discuss their experiences.

### Learning Outcomes

Knowledge about, experience of, and insight into, conducting research in an applied work setting.

In completing an empirical study in an area of psychology, under supervision, students will develop expertise in the design and conduct of psychological research, statistical methods and analysis and the interpretation and presentation of research in psychology.

Critical evaluation and exposition of ideas.

Self-reflection and development from feedback from different sources (e.g. staff, peers, information technology).

### Preliminary Reading

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

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

### Contact Hours

1 two-hour lecture per week plus 2 one-hour seminars during the term

### Pre-requisites

SP302 Introduction to Social Psychology

### Restrictions

Not available as a 'wild' module

### Method of Assessment

Coursework: One research proposal (2,500 words) (40%). Unseen 2-hour examination (60%): one hour of which (50% of marks) will consist of multiple-choice questions to test understanding of the material

### 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 cooperation, social categorisation and social identity, prejudice and its reduction). 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 will be analyzed. There is a strong emphasis on social psychological theory being examined by systematic empirical research. Teaching will be by lectures and seminars with additional practical demonstrations from time to time.

### Learning Outcomes

Ability to describe how group membership affects self-perception, the perception of others, and the ways individuals behave

Understanding of the basic cognitive, affective, and behavioural mechanisms that lead to these outcomes

Understanding of how intragroup and intergroup structure affects social perception and behaviour

Ability to provide evidence from empirical tests of the theories and models discussed

Ability to link theory and research in the social psychology of group processes to current issues in society

Ability to carry out critical reflection, evaluation, written analysis and interpretation

### Preliminary Reading

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

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

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

### Contact Hours

1 two-hour lecture per week plus 2 one-hour seminars during the term

### Restrictions

Not available as a 'wild' module

### Method of Assessment

40% coursework: One essay (2,000 words). 60% Unseen 2-hour examination; one hour of which (50% of marks) will consist of multiple-choice questions to test understanding of the material

(NB: In the case of international exchange students whose registration ends before the examination, the examination may be replaced by a single piece of coursework of increased length.)

### 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. Teaching will be by lectures and seminars.

### Learning Outcomes

Knowledge and understanding of key concepts and findings in research in social cognition, attitudes, and interpersonal relationships

Critical assessment of theory and research concerned with these topics

In so doing, the ability to locate, read, and cite relevant theoretical and research papers

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

Time management and organisation

### Preliminary Reading

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

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

### Contact Hours

One two-hour lecture per week

### Restrictions

This module is available only to students studying Psychology

### Method of Assessment

50% coursework: One work portfolio (3,000 words). 50% examination: One examination comprising both multiple choice and essay questions. (NB: In the case of international exchange students here for the Autumn Term who are unable to sit an examination, the examination may be replaced by a single piece of coursework of increased length.)

### Synopsis

This module equips you with an understanding of what is meant by applied psychology, of the domains in which psychology can be applied (e.g., in business, education, law, health and the environment), and decision rules governing applied psychology such as the balance between the benefits of an intervention and the inherent cost and risks. It also introduces you to ethical, logistical, and methodological challenges in doing applied psychology and to the different theoretical perspectives underlying applied psychology derived from, for example, social, cognitive, evolutionary, developmental and forensic psychological theory.

### Learning Outcomes

Acquisition of basic knowledge of the history and philosophy of psychology as it pertains to the application of psychology to problems of social, medical, and economic relevance

Ability to compare, contrast and where appropriate to integrate diverse approaches to psychological problems of practical significance

Understanding of psychology as a discipline that can be employed to change valued outcomes in domains of life such as business, health, environment, and law

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

Knowledge of potential careers and entrepreneurial opportunities in applied psychology beyond the undergraduate degree

Development of general critical, analytical and problem solving skills which can be applied in a wide range of different applied psychological and extra-psychological settings

### Preliminary Reading

Buunk, A., & van Vugt, M., *Applying social psychology: From problems to solutions*. London: Sage, 2007.

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<b>SP636 Evaluating Evidence: Becoming a Smart Research Consumer</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Kerr Prof N

### Contact Hours

1 two-hour lecture-seminar per week

### Availability

Available as a 'wild' module

### Method of Assessment

100% coursework. A 1,500-2,000 word essay (20%); one in-class 2 hour examination (half multiple choice, half essay, collectively 60% of overall assessment); quality and quantity of in-class participation (20%).

### Synopsis

The module will systematically explore common logical and psychological barriers to understanding and critically analyzing 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, and threats to the validity of experimental and non-experimental research.

### Learning Outcomes

Acquiring essential skills required by consumers of psychological or behavioural research  
Recognizing common threats to internal validity of experimental studies  
Skill in recognizing when sufficient information has been provided to establish predictive and causal relationships  
Recognizing and critically evaluating common ways of using statistics and graphs to inform and to misinform  
Familiarity with typical flaws in non-experimental research (including survey, evaluation research, quasi-experimental designs)  
Developing skills in the critical analysis of psychological research claims  
Developing awareness of how evidence can relate to society  
Developing understanding of the range of approaches available for evaluating evidence for applying psychology

### Preliminary Reading

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

Theodore Schick, Jr. & Lewis Vaughn (2010). How to think about weird things: Critical thinking for a new age (6th 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.

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

### Contact Hours

11 two-hour lectures

### Pre-requisites

No pre-requisites for students registered for a psychology programme of study.  
For non-psychology students EITHER SP304 Introduction to Psychology I OR SP305 Introduction to Psychology II OR SP306 Introduction to Forensic Psychology is required as a pre-requisite.

### Restrictions

None

### Availability

Available as an optional module for students across all faculties.

### Method of Assessment

70% coursework essay assignment (3,000 words); 30% multiple choice examination. (NB: In the case of international exchange students here for the Autumn Term who are unable to sit an examination, the examination may be replaced by a single piece of coursework of increased length.)

### Synopsis

This module offers an in-depth examination of theory and application of forensic psychology to the criminal justice system. It examines: law development; types of offending e.g. street gangs and factors associated with becoming criminal; police and forensic profilers' responses to offending; eyewitness credibility and the police interview process; the credibility of juries; sentence construction for offenders; the aims of punishment and prisoners' responses to imprisonment; theories of rehabilitation and the implementation of the sex offender treatment programme. The module considers the role of forensic psychology in identifying and ameliorating offending behaviour. It presents and critically evaluates research and methodologies within forensic psychology. You will be encouraged to critique the literature and methodologies to further your understanding of the core forensic issues the course presents.

### Learning Outcomes

Understanding of the practical role played by contemporary forensic psychologists in society  
Knowledge of forensic psychology as a discipline and research methods used within forensic psychology  
Awareness of the fundamental application of psychology, as a science, to understand key forensic issues  
Understanding of 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)  
Basic ability to evaluate core theories and research in forensic psychology

### Preliminary Reading

Davies, G., *Forensic Psychology*. Wiley, 2008.  
Stephenson, G.M., *The Psychology of Criminal Justice*. Blackwell, 1992 [especially chapters 6 - 12].  
Blackburn, R., *The Psychology of Criminal Conduct : Theory, research and practice*. Wiley, 1995.  
Howitt, D., *Introduction to Forensic and Criminal Psychology*, 3rd Edition. Pearson, 2009.

<b>SP638 Study Skills for Stage 2 Psychology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	0 (0)	Pass/Fail Only	Ferguson Dr H

### Contact Hours

4 hours taken as seminars over the year

### Restrictions

This module is available only to students studying Psychology

### Method of Assessment

There is no assessment linked to this module. Students' attendance will be monitored as attendance is compulsory.

### Synopsis

The module provides a continuation of the teaching of study skills in Stage 1 with specific focus on the learning outcomes and assessments of Stage 2 and 3 psychology programmes of study.

### Learning Outcomes

Develop techniques for how to approach different forms of assessment (e.g. research proposals, essays, and presentations).  
Learn how assessments test learning objectives and how these allow for development in further stages of study.

Guidance on how to find information and useful resources.

### Preliminary Reading

Freeman, R., & Stone, A. (2006). *Study skills for psychology: succeeding in your degree*. London: Sage  
A study pack will normally be produced at the beginning of the year, providing an outline of the module structure, analysis of issues, questions for discussions and further reading.

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SP639		Freud & Post-Freud				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Sayers Prof J

### Contact Hours

1 one-hour lecture and 1 one-hour seminar per week

### Pre-requisites

No pre-requisites

### Restrictions

Priority is given to students registered for Social Psychology and Psychology degrees. There is a maximum quota of 40 students to be registered for this module.

### Method of Assessment

80% EITHER two-hour written examination OR extended essay (3,000 words); 20% coursework essay (1,500 words)

### 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 sexism and art).

### Learning Outcomes

Understanding of the practical role played by psychoanalytic psychology in society

Knowledge of psychoanalytic psychology as a discipline and research methods used within psychoanalytic psychology

Awareness of the fundamental application of psychology, as a science, to understanding key issues in psychoanalytic psychology

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)

Basic ability to evaluate core theories and research in psychoanalytic psychology

Appreciation and understanding of the variety of theoretical and methodological approaches used in psychology

Development of self reflective qualities needed for constructive feedback from staff in order to improve understanding and academic performance

Development of independent learning and research skills required to support academic learning and development

Development of self-regulation skills in the form of study planning and overall time management

Development of information technology skills needed to get key learning resources (e.g. online journals and other learning resources).

### Preliminary Reading

Gay, P. (1995). *The Freud reader*. Vintage.

Freud, S. (1915-1917). *Introductory Lectures on Psycho-Analysis*. Penguin Freud Library No.1

Lear, J. (2005). *Freud*. Routledge.

Stevens, R. (2008). *Freud*. Palgrave.

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SP640 Developing Leadership, Enterprise and Initiative Taking Skills						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Viki Dr G

### Contact Hours

24 hours of lectures (one four-hour block every other week except for first week of term where there is a two-hour block).

### Availability

Available as a 'wild' module.

### Method of Assessment

An initiative/project/business report and plan (max 4,000 words) 80%; in-class presentation 20%.

### Synopsis

The goal of this module is to help students understand how the skills they have acquired during their time as university students apply to the world of work. The course will be highly interactive and hands-on. The module will start out exploring how the world of work has changed (e.g. job-security, self-employment, part-time work). We will then explore the role of technology in the changing nature of work. We will also examine the role of innovation and the speed of change in business models in contemporary society. To apply these skills, the module will help students develop, test and implement a small business project; formulating action research questions; assessing their skills, knowledge and qualities for the initiative; identifying sources of inspiration and renewal; developing communication and personal effectiveness skills (e.g. assertiveness, presentation, facilitation skills and leadership); developing the business project and business model design (e.g. identifying customer needs, gaps, finding direction in project-development, engagement of people, managing and finding resources; feasibility study and piloting). Students will also get some help in personal development; with reflective learning by doing (e.g. giving and receiving tips and feedback; scenario planning for options; creative tools; action learning).

### Learning Outcomes

An understanding and appreciation of the psychology of values, work-motivation, leadership. An understanding of the processes and applications of developmental psychology and the psychology of work and how it relates to an individual's biography. An understanding of how biography in its environmental context forms the basis for developing an initiative.

An understanding of theoretical and empirical aspects of the changing world of work and society; an appreciation and understanding of how an individual's skills, knowledge and personal qualities can be related to demands in the world of work.

Knowledge of practice and theory of initiative-taking, skills-assessment and self-assessment.

Critical reading, scenario planning, facilitation, action learning, communication and presentation/self-presentation skills. Students are expected to conduct background research to be able to analyze how a proposed initiative relates to already existing activities in their respective context.

## 2013-14 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

One two-hour lecture/seminar per week

### Pre-requisites

None

### Restrictions

Not available as a 'wild' module

### Method of Assessment

20% poster presentation; 80% critical review (3,000 words).

### 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 and ask fundamental questions about the meaning of normality. The historical developments in this field will be examined and current interventions and treatments will feature prominently.

### Learning Outcomes

A sound understanding of the historical developments surrounding the classification of a range of psychological disorders and their treatment methods

An understanding of the current diagnostic criteria for mental disorders, including Autism Spectrum disorders, addiction, and anxiety, and awareness of the links between symptoms and optimal treatment approaches

Demonstration of key intellectual skills by critically evaluating the effectiveness of cognitive interventions and drug treatment approaches in abnormal psychology

Ability to evaluate through written analysis and interpretation the contributions made by the different approaches and research methods that are used in mental health practice

Familiarity with a broad range of interventions and treatments for mental disorders

### Preliminary Reading

Oltmanns, T.F., & Robert E. Emery, R.E. (2011). *Abnormal Psychology: 7th Edition*. Pearson Higher Education.

Bentall, R.P. (2009). *Doctoring the Mind*. London: Allen Lane (Penguin).

Butler, A.C., Chapman, J.E., Forman, E.M., & Beck, A.T. (2006). The empirical status of cognitive behavioural therapy: a review of meta-analyses. *Clinical Psychology Review*, 26, 17-31.

Morrison, A.P., Renton, J., Dunn, H., Williams, S., & Bentall, R. (2004). *Cognitive Therapy for Psychosis*. London: Routledge.