

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### 39 School of Psychology

SP500		Psychology Statistics and Practical				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Sharma Dr D
1	Canterbury	Autumn and Spring	H	30 (15)	50% Exam, 40% Project, 10% Coursework	Sharma Dr D
1	Canterbury	Autumn and Spring	H	30 (15)	60% Coursework, 40% Project	Sharma Dr D
1	Canterbury	Autumn and Spring	H	30 (15)	60% Project, 40% 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.

#### 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

#### Method of Assessment

This module is assessed by 100% coursework. This is formed of 40% practical reports and Research Participation Scheme credits, and 60% in class tests.

#### Preliminary Reading

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

#### Pre-requisites

SP300 Psychology Statistics and Practical

#### Restrictions

Not available as a 'wild' module

#### 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.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

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

### Department Checked

updated TF 16.10.17

### 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

### Method of Assessment

This module is assessed by 50% written examination and 50% coursework. The coursework consists of one group seminar report based on a presentation delivered to the seminar group, and a written essay.

### Preliminary Reading

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

### Restrictions

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

### 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.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP529		Personality				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	Dhont Dr K
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	Dhont Dr K

### Contact Hours

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

### 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

### Method of Assessment

This module is assessed by 60% examination and 40% coursework. The coursework is formed of one essay.

### Preliminary Reading

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

### Restrictions

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

### 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.

SP566		Cognition in Action				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	80% Project, 20% Coursework	Bergstrom Dr Z

### Contact Hours

One two-hour lecture/seminar per week

### 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.

### Method of Assessment

This module is assessed by 100% coursework. This is comprised of an 80% extended essay (maximum 3,000 words) and a 20% seminar report (maximum 2,000 words)

### Preliminary Reading

Reading lists will primarily comprise of journal articles. There is no single textbook, but key texts will be available on the online reading list. The module reading list can be found online at the reading list pages here : <http://resourcelists.kent.ac.uk/index.html>

### Restrictions

Not available as a 'wild' module  
 Available to Psychology Short term credit students, subject to approval by the School of Psychology.

### 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 tutor or tutors, experts on their topics, is to bring you to a more advanced level, where you can start to evaluate pieces of research in terms of their findings, conceptual underpinnings and/or methodological choices. This year, the focus is on free will and metacognition, looking in particular at the extent to which we control, or feel we control, cognitive processes such as decision-making, attention, and memory. Practical applications and relevance to a general understanding of behaviour are emphasised throughout.

## 2017-18 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	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	Ulber Dr J

### Contact Hours

Weekly two-hour lecture-workshops

### 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

### Method of Assessment

This module is assessed by 60% Examination and 40% coursework. The coursework is formed of one essay (2,000 words).

### Preliminary Reading

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

### Restrictions

Not available as a 'wild' module

Available to Psychology Short term credit students, subject to approval by the School of Psychology.

### 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, development of emotion, children as witnesses, gender development, and prejudice development and reduction in childhood and adolescence.

## 2017-18 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	Autumn and Spring	H	30 (15)	80% Project, 20% Coursework	Abbot-Smith Dr K
1	Canterbury	Autumn and Spring	H	30 (15)	90% Project, 10% Coursework	Abbot-Smith Dr K
1	Canterbury	Autumn and Spring	H	30 (15)	95% Project, 5% Coursework	Abbot-Smith Dr K

### Contact Hours

Personal Supervision : 25  
Seminars / Workshops : 11  
Independent Learning : 414

### Department Checked

10/2/17 tf  
15.12.17 tf

### 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

This module is assessed by 100% coursework. This is comprised of:

Professional Conduct - 5%  
Final Year Project - 95%

### 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

This module is only available to certain courses: Please check the subject requirements for your course which will indicate if this module is available to you

### 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.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP582		Psychology Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	45 (22.5)	100% Project	Abbot-Smith Dr K
1	Canterbury	Autumn and Spring	H	45 (22.5)	80% Project, 20% Coursework	Abbot-Smith Dr K

### Contact Hours

Variable based on project topic and type. Workshops and introductory lectures are offered at the start of the academic year.

### Department Checked

updated 15.12.17 ff

### Learning Outcomes

#### 8. LEARNING OUTCOMES

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.

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

This module is assessed by 100% Coursework.

This is comprised of:

Professional Conduct and Effort Assignment 5 %

Ethical Considerations of a Psychological Method 15 %

Final Project Report 80 %

### 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

### Restrictions

Not available as a 'wild' module

### 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.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP583		Clinical Psychology Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	45 (22.5)	80% Project, 20% Coursework	Abbot-Smith Dr K
1	Canterbury	Autumn and Spring	H	45 (22.5)	90% Project, 10% Coursework	Abbot-Smith Dr K

### Contact Hours

Personal Supervision : 25  
Seminars / Workshops : 11  
Independent Learning : 414

### Department Checked

tf 10/2/17

### 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

Professional Conduct - 5%  
Mock Ethics Application - 15%  
Final Year Project - 80%

### 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

Only available to students registered on APPSYCLN-S:BSC – Applied Psychology with Clinical Psychology BSc (Hons) OR PSYCLN:BSC – Psychology with Clinical Psychology BSc (Hons)

### 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.

## 2017-18 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	Malovic Ms A

### Contact Hours

2 hours per week of mixed lectures and seminars

### 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

### Method of Assessment

This module is assessed by 80% examination and 20% coursework. The coursework is formed of one essay (2,000-2,500 words)

### Preliminary Reading

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

### Restrictions

Only available to Kent students registered for PSYCLN:BSC or APPSYCLN-S:BSC programmes.  
Available for Short-Term credit students, at School discretion.

### 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.

<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	Malovic Ms A

### Contact Hours

1 two-hour lecture per week

### 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

### Method of Assessment

This module is assessed by 80% examination and 20% coursework. The coursework is formed of one essay (2,000-2,500 words)

### Preliminary Reading

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

### Pre-requisites

SP597 Clinical Psychology I

### Restrictions

Only available to Kent students registered for PSYCLN:BSC or APPSYCLN-S:BSC programmes.  
Available for Short-Term credit students, at School discretion.

### 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 specialities. These include the core areas of adult, child, older adults and learning disabilities, as well as more specialist areas.



## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP600 Psychology Project (Joint Hons)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	80% Project, 20% Coursework	Abbot-Smith Dr K
1	Canterbury	Autumn and Spring	H	30 (15)	90% Project, 10% Coursework	Abbot-Smith Dr K

### Contact Hours

Personal Supervision : 25  
Seminars / Workshops : 11  
Independent Learning : 264

### Department Checked

10/2/17 tf  
15.12.17 tf

### 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

This module is assessed by 100% coursework. This is comprised of:

Professional Conduct - 5%  
Final Year Project - 95%

### 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

Only available to students registered on PSY-ANT:BSC – Psychology and Social Anthropology BSc (Hons) OR PSY-SOC:BSC – Psychology and Sociology BSc (Hons).

### 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.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

Eleven two-hour lectures

### Department Checked

16.2.17 - moved wild text down to restrictions field.

### 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

### Method of Assessment

This module is assessed by 100% coursework. This is comprised of a 75% essay and a 25% poster

### Preliminary Reading

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

### Restrictions

Available as a wild module. Available for short-term credit students, subject to approval.

### 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).

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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
1	Canterbury	Spring	H	15 (7.5)	70% Project, 30% Coursework	McCarthy Dr M
1	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	McCarthy Dr M

### Contact Hours

24 hours lectures, seminars and practical projects

### 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

### Method of Assessment

1,500 word literature review (30%) and 3,500 project report (70%).

### Preliminary Reading

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

### Pre-requisites

Before taking this module, you must have taken PSYC6010 "Understanding People with Learning Disabilities".  
 Available "wild".  
 Available for short-term credit students, subject to approval.

### Restrictions

This module is capped at 15 students.

### Synopsis \*

If you are considering a career working with people, this module offers a great opportunity to have direct and personal contact with service users in a supportive context. It involves you in a project based on interviews with people with learning disabilities. There are teaching sessions on research, interview construction, recording and analysis. Practical work involves 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 you in analysis, interpretation and presentation of the project work will follow.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

One two-hour lecture-seminar per week

### 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

### Method of Assessment

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

### 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).

### Pre-requisites

None

### Restrictions

Available as a 'wild' module

### 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.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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	Russ Dr A

### Contact Hours

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

### 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

### Method of Assessment

One in class multiple choice test (20%); one written examination (80%).

### Preliminary Reading

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

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

### 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. 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.

<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	Ponari Dr M

### Contact Hours

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

### 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

### Method of Assessment

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

### Preliminary Reading

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

### Restrictions

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

### 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.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP606 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	Travaglino Dr G
1	Canterbury	Autumn and Spring	H	60 (30)	Pass/Fail Only	Travaglino Dr G

### Learning Outcomes

Experience of a different education system in another European country  
Experience of a different European culture

### Method of Assessment

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

### 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

### 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.

<b>SP607 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	Travaglino Dr G
1	Canterbury	Autumn and Spring	H	60 (30)	Pass/Fail Only	Travaglino Dr G

### Learning Outcomes

Experience of a different education system in another European country  
Experience of a different European culture

### Method of Assessment

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

### 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

### 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.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP608 Motivation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Project, 40% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	80% Project, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	60% Project, 40% Coursework	Wisman Dr A
1	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	Wisman Dr A

### Contact Hours

One lecture and one seminar per week

### 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

### Method of Assessment

Assessment: 100% coursework

- a) A set of Moodle quizzes, spread over the term, with a total of 100 quiz questions (20%).
- b) A brief group presentation of an empirical research article of your choice (related to the topic of the week) (20%).
- c) At the end of the term, an extended essay/research proposal of up to 3,000 words (60%).

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

### 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.

### Restrictions

Not available as a 'wild' module

Available to Psychology Short term credit students, subject to approval

### Synopsis \*

This module gives you an opportunity to study the literature on universal motivation, inspired by a wide range of psychological perspectives (e.g., Evolutionary Psychology, Social Psychology, and Existential Experimental Psychology). You consider what universally motivates human cognition and behaviour, specifically: (a) universal human motivation, (b) evolution and biological perspectives, (c) threat management, (d) human mating strategies, (e) the body, (f) emotion, (g) the self, (h) death awareness, (i) meaning, and (j) religion and illusion. Moreover, you are introduced 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., daily life) are discussed.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP611		The Neuroscience of Cognitive Disorders				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	80% Project, 20% Coursework	Smith Miss L

### Contact Hours

One two-hour lecture/seminar per week

### 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.

### Method of Assessment

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

### Preliminary Reading

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

### Restrictions

Not available as a 'wild' module

Available to Psychology Short term credit students, subject to approval

### 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 hemi-spatial 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.



## 2017-18 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	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Leach Mr S
2	Canterbury	Autumn	H	15 (7.5)	60% Exam, 40% Coursework	Leach Mr S

### Contact Hours

One two-hour lecture/seminar per week

### 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

### Method of Assessment

A written examination (60%) and one piece of written coursework in the form of a research-proposal in poster format (40%)

(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.)

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

### Restrictions

Not available as a 'wild' module

### 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.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP616		Language and Communication				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	H	15 (7.5)	60% Exam, 40% Coursework	Abbot-Smith Dr K

### Contact Hours

One two-hour lecture/seminar per week

### 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

### Method of Assessment

40% coursework: One essay (2,000 words). 60% examination: Two-hour written examination.  
(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.)

### 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).

### Restrictions

Not available as a 'wild' module

### Synopsis <span style =

This module provides you with an opportunity to learn about the methods, techniques and issues involved in the study of language and communication. The emphasis is on theory as the foundation of an empirical discipline and the importance of scientific methodology. It highlights the interplay between theory, research and application in the study of language and communication, focusing on core theories and research in this area. Example topics may include animal vs. human communication, bilingualism, developmental language disorders, the development of inner speech and adult language processing.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP617		Placement Performance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	60 (30)	100% Coursework	Nurmsoo Dr E

### 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.

### Method of Assessment

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

### 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.

### 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

### 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.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SP618</b>		<b>Research in an Applied Setting</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	60 (30)	100% Coursework	
3	Canterbury	Autumn and Spring	H	60 (30)	100% Coursework	Nurmsoo Dr E

### 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).

### Method of Assessment

100% research report

### 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.

### 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

### Synopsis <span style =

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.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### 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

### 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

### 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.

### Pre-requisites

SP302 Introduction to Social Psychology

### Restrictions

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

### 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.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

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

### 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

### 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

### Preliminary Reading

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

### Restrictions

Not available as a 'wild' module. 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. Teaching will be by lectures and seminars.

<b>SP622</b>		<b>Psychopathology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Briggs Dr J

### Availability

Runs every 2 years

### Contact Hours

2 hours a week

### Department Checked

13/03/2017

### Method of Assessment

50% coursework, 50% essay examination

Coursework consists of written and seminar components.

### Preliminary Reading

Kring, A., Johnson, S., Davison, G. & Neale, J. 12th International Ed. (2012). *Abnormal Psychology*. Hoboken, N.J.: Wiley.  
Davey, G. (2014). *Psychopathology* (2nd Edition). Chichester: BPS Blackwell.

### 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

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP627		Forensic Psychology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Briggs Dr J

### Availability

Runs every two years

### Contact Hours

2 hours a week

### Department Checked

13/03/2017

### Method of Assessment

The assessment will consist of 50% coursework and 50% examination.

The coursework will consist of written and seminar components.

### Preliminary Reading

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. Topics will include:

- Offender profiling & investigative psychology.
- Psychological research on detecting deception.
- Interrogation, confession, & false confession.
- Factors affecting reliability of eyewitness testimony.
- Psychological investigation of jury decision making.

SP628		Psychology of Emotion and Motivation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	Briggs Dr J

### Availability

Runs every two years

### Contact Hours

2 hours a week

### Department Checked

13/03/2017

### Method of Assessment

This module is assessed by coursework only. There will be two pieces of written coursework. Seminar participation will also be assessed.

### Preliminary Reading

Franken, R.E. (2006). Human motivation (6th International Ed.). Belmont, CA: Wadsworth/Thomson Learning.

Niedenthal, P., Krauth-Gruber, S. Ric, F. (2006). Psychology of Emotion: Interpersonal, Experiential, and Cognitive Approaches. Hove: Psychology.

### 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. Topics will include:

- Intrinsic & extrinsic motivation.
- Applications of motivation research.
- Emotion, communication, and facial expression.
- Cultural variability in experience and expression of emotion.
- Specific 'moral' and 'self-conscious' emotions such as guilt, shame and disgust, and their roles in social and group behaviour.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP632		Psychology of Social Behaviour				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	Kearney Dr L

### Availability

Runs every two years

### Contact Hours

2 hours a week

### Department Checked

13/03/2017

### Learning Outcomes

At the end of the module the student will be able to:

- Consult and interpret primary-source journal articles in relevant subject areas using electronic journals and the internet (Key skills 3).
- Demonstrate an understanding of different approaches to research and the application of research findings to social phenomena (Key skills 2 & 6).
- Organise and communicate information in a clear and coherent manner through essays and seminar-based group discussions or presentations (Key skills 1, 4, 5 & 6).

The generic learning outcomes contribute to the transferable skills aims of the programme outcomes formulated as key skills 1 (communication), 2 (application of number), 3 (information technology), 4 (working with others), 5 (improving learning and performance) and 6 (problem solving).

Content-specific objectives:

On successful completion of this module, students will be able to:

- Demonstrate an understanding of the ways in which behaviour is influenced by social contexts and social forces (programme outcomes A1, A2, A5, A7 & C16).
- Describe and explain the processes involved in self-concept, social attribution, and attitude formation (programme outcomes A1, A2).
- Evaluate theories relating to the formation and dissolution of relationships (programme outcomes A1, A2).
- Describe and explain theories and research findings on pro-social & anti-social behaviour (programme outcomes A1, A2, A4, A5, A6, B8, C16).

These learning outcomes relate to the programme outcomes A (knowledge and understanding of key concepts and methodology), B (intellectual skills) and C (subject-specific skills).

### Method of Assessment

100% coursework (written and seminar components)

### Preliminary Reading

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 a core area of psychology which deals with aspects of human behaviour which are particularly affected by the presence of other people, and the influences (deliberate or otherwise) which they have on us. Topics covered in the module include:

- self concept and self knowledge
- attribution processes (i.e. how we make sense of other people's behaviour);
- processes of attitude formation and change;
- methods of persuasion and communication;
- pro- and anti-social behaviour (including altruistic and aggressive behaviours).



## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP633		Applying Psychology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Russ Dr A

### Contact Hours

One two-hour lecture per week

### 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

### Method of Assessment

50% coursework: One work portfolio (3,000 words). 50% examination: One examination comprising both multiple choice and essay questions.

### Preliminary Reading

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

### Restrictions

This module is available only to students studying Psychology

### 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.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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)	100% Coursework	Tresh Dr M
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Tresh Dr M

### Availability

Available as a 'wild' module

### Contact Hours

1 two-hour lecture-seminar per week

### 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

### Method of Assessment

50% coursework, 50% Examination

### 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.

### Synopsis \*

The module systematically explores common logical and psychological barriers to understanding and critically analysing empirical research. Major topics 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.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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	James Dr M
1	Canterbury	Autumn	H	15 (7.5)	70% Project, 30% Exam	James Dr M

### Availability

### Contact Hours

11 two-hour lectures

### Department Checked

17.2.17 - added LOs from spook, and revised pre-reqs with new codes

### Learning Outcomes

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

- 1.1 Demonstrate an understanding of the practical role played by contemporary forensic psychologists in society
- 1.2 Demonstrate critical knowledge of forensic psychology as a discipline and research methods used within forensic psychology
- 1.3 Demonstrate an awareness of the fundamental application of psychology, as a science, to understand key forensic issues
- 1.4 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)
- 1.5 Evaluate core theories and research in forensic psychology

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

- 2.1 Understand the variety of theoretical and methodological approaches used in psychology
- 2.2 Self-reflect upon constructive feedback from staff in order to improve understanding and academic performance
- 2.3 Use learning and research skills required to support academic learning and development independently.
- 2.4 Effectively apply skills in the form of study planning and overall time management
- 2.5 Demonstrate information technology skills to obtain key learning resources (e.g., use of online journals and learning resources as directed by lecturers).

### Method of Assessment

70% coursework essay assignment (3,000 words); 30% multiple choice examination.

(NB: In the case of international exchange students here only 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.)

### 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.

### Pre-requisites

For students not registered on an undergraduate programme of study with the School of Psychology, before taking this module, you must take PSYC3040 (SP304) Introduction to Psychology I OR PSYC3050 (SP305) Introduction to Psychology II OR PSYC3060 (SP306) Introduction to Forensic Psychology.

### Restrictions

None

### 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.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP639 Freud & Post-Freud						
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	
2	Canterbury	Autumn	H	15 (7.5)	80% Project, 20% Coursework	Sayers Prof J

### Contact Hours

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

### 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).

### Method of Assessment

Mid-term essay (1,500 words maximum) 20% and extended essay (3,000 words maximum) 80%.

### 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.

### 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.

### Synopsis <span style =

This module provides you with a critical introduction to Freudian and post-Freudian psychoanalytic psychology. It includes a critical evaluation of theory, method, and data in relation to fundamental concepts in psychoanalytic psychology (e.g. the unconscious, infantile sexuality). It also provides a critical introduction to Freudian and post-Freudian conceptualisations of specific clinical conditions (e.g. neurosis, depression, schizophrenia); of psychotherapy; and of social and cultural issues such as sexism and art.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

One two-hour lecture/seminar per week

### 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

### Method of Assessment

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

### 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.

### Pre-requisites

None

### Restrictions

Not available as a 'wild' module

Available to Psychology Short term credit students, subject to approval

### Synopsis \*

This module provides you with theoretical instruction and opportunities for critical evaluation in abnormal psychology. It examines the origins and identification of different forms of atypical cognitions and behaviours and investigates the psychological and social impact for patients. It covers 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 describes several methodological approaches and asks fundamental questions about the meaning of normality. The historical developments in this field are examined and current interventions and treatments feature highly in this module.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Available as a "wild" module.

### Contact Hours

One two-hour lecture/seminar per week

### Learning Outcomes

To define culture and its basis of shared meaning and practices and explain how this is integrated into psychology  
To 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  
To help understand one's own (and others') experiences and actions as contextualized by cultural meanings and practices  
To understand the terminology and basic principles of cross-cultural research methods, both experimental and non-experimental  
To develop the critical thinking necessary to evaluate the universality of psychological processes as discussed and researched in the western world

### Method of Assessment

20% coursework: One thought piece (1,000 words). 80% Written examination. (NB:In the case of short-term exchange students whose registration ends before the summer term, it may be replaced by a single piece of coursework of increased length.)

### Preliminary Reading

Heine, S. J. (2012). Cultural psychology (Second Edition). New York: Norton.

### Pre-requisites

No pre-requisites for students registered for a Psychology programme of study.  
For non-psychology students SP304 Psychology I and/or SP305 Psychology II will be required.

### Synopsis \*

This module explores how culture influences human experience including behaviour, thoughts, and emotions by providing a comprehensive introduction to general theories related to culture and diversity. It covers many topical areas in psychology such as the self, socialisation and development, and cognition from a cultural perspective and explores the methodology used by cultural psychologists. The module also aims to stimulate critical thinking and analytic skills generally, and to help you think about your own values and norms from a cultural perspective.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SP643	Psychology of Music					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Forrester Dr M
1	Canterbury	Spring	H	15 (7.5)	50% Exam, 50% Project	Forrester Dr M

### Contact Hours

One two-hour lecture-seminar per week

### Learning Outcomes

A systematic understanding of the key aspects of the psychology of music, which will include the acquisition of coherent and detailed knowledge informed by research at the forefront of this research area of psychology (e.g., the neurocognition of music; music perception; music imagery).

The ability to devise and sustain arguments central to an understanding of the psychology of music, so as to be able to describe and comment upon particular aspects of current research in the field.

The ability to deploy accurately established techniques of analysis and enquiry within the psychology of music (e.g., developing a critical understanding of experimental evidence in relevant areas).

An enriched conceptual understanding that will enhance their appreciation of the uncertainty, ambiguity and limits of knowledge of the domain of the psychology of music.

The ability to apply the methods and techniques that they have learned in order to review and consolidate their knowledge and understanding in the psychology of music.

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

### Method of Assessment

50% coursework: One essay (3,000 words plus appendix). 50% Written examination. (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.)

### Preliminary Reading

Ball, P. (2011). *The music instinct: How music works*. London: Vintage.

Cook, N. (1990). *Music, imagination and culture*. Oxford: Clarendon Press.

Deutsch, D. (Ed). (2012). *The Psychology of Music*. London: Academic Press.

Malloch, S., & Trevarthen, C. (Eds.). (2010). *Communicative Musicality*. Oxford: Oxford University Press.

Overy, K., Nicolson, R. I., Fawcett, A. J., & Clarke, E. F. (2003). Dyslexia and music: Measuring musical timing skills. *Dyslexia*, 9(1), 18-36.

Palmer, C. (1997). Music performance. *Annual Review of Psychology*, 48, 115-138.

Trehub, S. E. (2001). Musical predispositions in infancy. *Annals of the New York Academy of Sciences*, 930, 1-16.

### Pre-requisites

None

### Restrictions

Available as a 'wild' module

### Synopsis \*

This module introduces you to a range of areas in the field of the psychology of music, including psychoacoustics and auditory perception, the development of musicality, the cognitive neuroscience of music and the relationship between music and emotion. The primary aim will be to describe and explain the different theoretical approaches and research methodologies employed in the psychology of music. Consideration of the ways in which we perform, listen to, engage with and learn about music allows us to address key issues in the areas of language processing, creativity, problem solving and memory. In addition the course examples contexts where the psychology of music has practical applications, for example in health psychology and in the media. It will facilitate an understanding of how the field of the psychology of music builds on and connects with the background knowledge of general psychology.

## 2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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	Briggs Dr J

### Availability

Runs every year

### Contact Hours

2 hours per week

### Department Checked

13/03/2017

### Learning Outcomes

At the end of this module, the student should be able to:

Demonstrate an understanding of the main approaches to conducting psychological research including the strengths and weaknesses of each.

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

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

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

Understand and apply the conventions for reporting research in psychology.

Have the necessary skills to design, conduct and report an individual research project on a psychological topic as a dissertation in the final year of the degree course.

### Method of Assessment

This module is assessed by coursework only. Coursework will consist of short answer questions on research design and statistics, and a research report.

### Preliminary Reading

Jackson, S. L. (2015). *Research Methods and Statistics: A Critical Thinking Approach*. (5th Ed.) Belmont, Calif.: Wadsworth.  
Holt, N. & Walker, I. (2009). *Research with People: Theory, plans and practicals*. Basingstoke: Palgrave Macmillan.  
McBurney, D. H. & White, T. L. (2013). *Research methods* (9th Ed.). Belmont, CA: Thomson/Wadsworth.

### Pre-requisites

SA310

### Synopsis \*

This module will introduce students to methodological approaches in psychology with a focus on quantitative methods. The aims are to strengthen skills in designing and conducting practical work, to acquaint students with a range of descriptive and analytical statistical techniques (including training with SPSS), to provide experience with reporting research, and to prepare students for the dissertation module in the final year. The module is also designed to cover requirements for some postgraduate psychology courses that do not require an accredited psychology degree. As well as developing research skills, the module should enhance the ability to critically evaluate published psychological research. Completion is a requirement to undertake a psychology dissertation in Stage 3. Techniques will be demonstrated through their application to practical work carried out by students.

Content will include:

- Reliability and validity in research design
- Descriptive statistics.
- Probability and significance testing.
- Different analytical tests.
- Correlation and causation.
- Reporting research.
- Critical evaluation of research claims.