Psychology Department
First and Second Year Course Booklet
2017-18
Disclaimer

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* Please note, the term ‘Department’ is used to refer to ‘Departments’, ‘Centres’ and ‘Schools’.
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Course Outlines

Below are the course outlines and lecture schedules for courses offered 2017-18. Please note that the specific lecture schedules listed here are subject to change.

**PS1010 Introduction to Psychological Research** (Autumn/Spring term)

**Course Coordinator:** Dr Victoria Bourne

**Course Team:** Dr Victoria Bourne, Dr Alana James, Dr Scott Glover

**Aims:**
1. To give students a strong grounding in the methods and analysis used in psychological research.
2. To enable students to be able to find, read and criticise published research papers.
3. To design psychological research studies, know how to apply different designs and how to analyse the resulting data.
4. To develop the necessary supporting skills for carrying out Psychological study.

**Learning Outcomes:** By the end of this course, students should:

1. Understand the process of conducting psychological research from devising an initial idea through to the presentation of research findings and analysis.
2. Understand the different types of research that can be conducted within psychology, how they use different research designs and the advantages and disadvantages of each.
3. Understand the theoretical basis of statistical inference and significance.
4. Understand the different types of statistical analysis, how they are used to analyse data from different research designs, how to calculate, interpret and write up different analyses.
5. Understand how to find, read and think critically about published research.
6. Understand how to write up their own research project.

**Course Content:**

1. Introduction to research.
2. Psychological papers: finding and reading research papers.
3. Thinking critically about research.
4. Ethics in psychological research.
5. Designs and variables in research.
6. Designing psychological research studies (correlational and experimental).
7. Reliability and validity.
8. Types of data and distributions.
9. Describing data.
10. Inferential statistics.
11. Chi-squared test.
12. t test (independent and repeated).
13. One-way independent ANOVA.
15. Linear regression.
17. Which test? Choosing the right statistical test.
18. Qualitative methods.

Psychology toolkit: This component of the course involves teaching sessions combined with self-study for the completion of a portfolio.

**Teaching & Learning Methods:**

20 weeks of teaching, 10 weeks in term 1, 10 weeks in term 2:

1. 1 hour lecture per week covering core content.
2. 1 hour workshop per week developing skills associated with core content.
3. 2 hour practical lab class per week using learned skills to conduct research and research related exercises.
4. 1 hour per week Psychology Toolkit work.

**Details of teaching resources on Moodle:**

All teaching materials will be provided through Moodle. Moodle will also be used for discussion forums and weekly multiple choice quizzes.

**Key Bibliography:**


**Formative Assessment & Feedback:**

Each week students will complete specified exercises within the workshop and practical lab classes. Students will have the opportunity to ask questions in class and receive feedback, as well as in office hours and via Moodle forums or email. Additionally students will complete coursework throughout the year that they will receive feedback on. Feedback will also be provided on a weekly basis through Moodle weekly quizzes.

**Summative Assessment:**

1. **Weekly quizzes** x 20 (0.5% each, 10% of the course in total)
2. **Understanding Research assignment** 2,000 words (10% of course)
3. **Lab reports** (30% of the course in total)
   a. **Lab 1** x 2,000 words (10%)
   b. **Lab 2** x 2,000 words (10%)
   c. **Lab 3** x 2,000 words (10%)
4. Completion of **Psychology Toolkit** (0% weighting but a must pass 40% requirement)
5. **Exam (50%)** A three hour exam at the end of the year.

**Deadlines:** Published on the Course Moodle Page.
## Provisional Lecture Schedule (Autumn Term)

- Introduction to Research
- Psychological Papers
- Designs and Variables in Research
- Approaches to Data Analysis
- Describing Data
- Types of Data and Distributions
- Chi-squared Test
- Reliability and Validity
- Ethics
- Issues in Design: Differences

## Provisional Lecture Schedule (Spring Term)

- Independent Test
- Repeated T Test
- Non-parametric tests of difference
- One-way independent ANOVA
- Correlation: Parametric and NP
- Linear Regression
- Which Test and Next Steps
- Introduction to Qualitative Methods
- Revision and Exam Preparation
**PS1021 Learning and Memory** (Spring term)

**Course Coordinator:** Dr Rob Hughes

**Course Team:** Dr Rob Hughes, Dr Laura Mickes

**Aims:**

1. To provide a basic understanding of the conceptual framework and some essential methods in the field of learning and memory;
2. to foster insights into the ways that learning and memory can be explained in cognitive and neural terms;
3. to allow students to gain an appreciation of major theories in the areas of learning.

**Learning Outcomes:**

By the end of this course students should be able to demonstrate an understanding of some of the methods that psychologists have used to study learning and memory, and an appreciation of some of the key phenomena that have been studied and major theories of those phenomena. They will also be able to demonstrate knowledge of the factors that affect their own memory, and be aware of ways in which they can improve their ability to recall information.

**Course Content:**

Topics examined include the components and processes of memory, how memory is studied, what causes forgetting, the nature of autobiographical memory, aspects of memory in everyday life, mnemonic techniques, memory disorders, and the neural basis of memory.

**Teaching & Learning Methods:** 10 two-hour lectures and a one-hour seminar.

**Details of teaching resources on Moodle:**

Full course and associated materials are provided on Moodle.

**Key Bibliography:**

1. Baddeley
2. D., Eysenck,
3. M.W., Anderson,

**Formative Assessment & Feedback:**

You will receive detailed written feedback on a coursework essay. The course coordinator will be available to answer questions about course content. Questions during and after the lectures are encouraged.

**Summative Assessment:**

1. Exam: A one hour exam at the end of the year. *(80%)*
2. Coursework: 1500 words. *(20%)*

**Deadlines:** Published on the Course Moodle Page.
PS1030 Self and Society (Autumn term)

Course Coordinator: Dr Afsane Riazi

Course Team: Dr Afsane Riazi; Dr Alana James; Dr Elisa Carrus

Aims:
To introduce students to key topics within personality and social psychology.

Learning Outcomes:
By the end of the course students will have understanding of some of the fundamental areas of personality and social psychology.

Course Content:
Selected dynamic personality theories (e.g., Freud); Leadership; Attitudes; Aggression; Pro-social behaviour

Teaching & Learning Methods:
10 two-hour lectures. 1 x 1 hour Seminar. Special seminar arrangements will be made for visiting students. All students will be provided with a lecture handout for each topic, including specific learning outcomes and recommended reading lists.

Details of teaching resources on Moodle:
Lecture handouts, and coursework information.

Key Bibliography:

Formative Assessment & Feedback:
The compulsory coursework essay will be returned with individual written feedback. The course coordinator will be available by appointment to answer questions about course content and assessment. Questions during and after the lectures are strongly encouraged.

Summative Assessment:
1. Exam: A one hour exam at the end of the year. (80%)
2. Coursework: 1500 words. (20%)

Deadlines: Published on the Course Moodle Page.
Lecture Title

Freud
Jung
Aggression
Prosocial Behaviour
Conformity
Attitudes
Values
Cross-Cultural Psychology 1
Cross-Cultural Psychology 2
Leadership
PS1040 Lifespan Development (Autumn term)

Course Coordinator: Dr Jeanne Shinskey

Course Team: Dr Jeanne Shinskey, Dr Jessie Ricketts, Dr Eilidh Cage

Aims:
To introduce students to a wide range of different topics in developmental psychology across the lifespan, and to foster critical thinking skills in developmental research.

Learning Outcomes:
By the end of the course, students will be expected to have an understanding of the fundamental issues in developmental psychology, and appreciate how these issues have influenced research aimed at understanding and modelling psychological change from before birth to old age. Students will also be expected to think critically about empirical and theoretical work in developmental science.

Course Content:
Includes: Historical and conceptual approaches; prenatal development; research methodology; perceptual and motor development; cognitive development (including Piaget's and Vygotsky's theories); language and communication; moral development; developmental psychopathology; adult development.

Teaching & Learning Methods: Ten 2-hour lectures and one 1-hour seminar

Details of teaching resources on Moodle:
Full course and associated materials are provided on Moodle.

Key Bibliography:

Formative Assessment & Feedback:
Individual, written feedback on the coursework essay. Online resources include self-test multiple choice questions for ongoing formative feedback throughout the course.

Summative Assessment:
2. Exam: A one hour exam at the end of the year. (80%)
3. Coursework: 1500 words. (20%)

Deadlines: Published on the Course Moodle Page.
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**PS1060 Biological Foundations of Psychology** (Autumn term)

**Course Coordinator:** Dr Steve Hammett

**Course Team:** Dr Jonas Larsson, Dr Narendra Ramnani, Dr Scott Glover

**Aims:**
To provide;

1. an understanding of the relationship between psychology and biology.
2. an outline knowledge of some of the key biological systems relevant to psychology.

**Learning Outcomes:**
To develop;

1. an understanding of basic cell biology, neuroanatomy, neurophysiology,
2. an understanding of the major research methods employed to investigate these,
3. the capacity for critical analysis of such research.

**Course Content:**
The course provides an introduction to the key biological concepts and research techniques relevant to Psychology. Topics include the basics of neural function, neuroanatomy, neurophysiology, and research methods used.

**Teaching & Learning Methods:**
10 two-hour lectures and 1 one hour tutorial. Specific learning outcomes and a recommended reading list will be provided for every lecture.

**Details of teaching resources on Moodle:**
Full course and associated materials are provided on Moodle.

**Key Bibliography:**

**Formative Assessment & Feedback:**
Coursework will be returned with individual feedback. Generic feedback will be given where appropriate. The course co-ordinator and individual lecturing staff will be able to respond to any queries relating to the course in lectures.

**Summative Assessment:**
1. Exam: A one hour exam at the end of the year. **(80%)**
2. Coursework: 1500 words. **(20%)**

**Deadlines:** Published on the Course Moodle Page.
Lecture

Introduction: from Proteins to Brains

An Introduction to Cell Biology

Principles of Transmission

Drugs, Hormones, Neurones and Synapses

Techniques in Neuroscience

Foundations of Neuroanatomy and Neurophysiology

Sensory Processing 1 (Vision)

Sensory Processing 2 (Non-Visual Senses)

The Motor System

The Biology of Emotions
**PS1061 Sensation and Perception** (Spring term)

**Course Coordinator:** Professor Johannes Zanker

**Course Team:** Prof Johannes Zanker, Dr Szonya Durant

**Aims:**
To introduce the major concepts of low-level sensory information processing and its relation to the control of behaviour and cognitive function: sensation, perception, motor control, and attentional modulation.

**Learning Outcomes:**
As the result of successfully completing the course, students will:

1. understand the basic conceptual framework and some essential methods of studying the human sensory systems and their relation to cognitive and biological psychology;
2. be able to describe several key mechanisms of sensation, perception, and action;
3. be able to relate perceptual mechanisms to cortical structure and function, which will be covered by PS2061 in more detail;
4. have gained an overview over the initial steps of information processing in the human brain as a basis of higher mental processing stages which are covered in PS1021 and PS2021.

**Course Content:**
Topics covered include: conceptual issues like sensory perception as gateway to the world; information processing, which sensory channels are available humans, and which are not, and why; making sense of the world through sensory integration; attentional modulation of perception; selected topics from visual perception such as deciphering the neural code, illusions as key to reality, brightness, perception of colour, time, motion and depth; auditory perception, touch, taste and smell; the control of eye and head movements as link between perception and action.

**Teaching & Learning Methods:**
10 two-hour lectures, 1 one-hour tutorial. Students will be provided with electronic lecture handouts for each topic, including detailed reading lists, and they are invited to consult research journals. Most lectures are accompanied by special web-pages (http://www.pc.rhul.ac.uk/staff/j.zanker/PS1061/PS1061.htm) that contain further demonstrations and explanations, additional material, and helpful links.

**Details of teaching resources on Moodle:**
Course lecture slides, selected key readings, and links to resources will be placed on Moodle. Additionally, there will be a discussion forum for the coursework and general questions on perception.

**Key Bibliography:**

Formative Assessment & Feedback:

Coursework essay will be marked by the tutorial team, who will provide detailed individual feedback. The course co-ordinator will be available to answer questions about course content, and there is a student intranet forum on Moodle. Questions during and after the lectures are strongly encouraged.

Summative Assessment:

1. Coursework: Essay Word Length: 2,000 (100%)

Deadlines: Published on the Course Moodle Page.

Lecture Title

Introduction: Perception as a Gateway to the World
Visual Perception 1: Learning to Read the Neural Code
Visual Perception 2: Illusions as Key to Reality
Visual Perception 3: Travelling Through Space and Time
Auditory Perception: From Noise to Sound
Touch, Taste And Smell: Basic But Hidden Senses?
Eye Movements and Perception
Attentional Modulation of Perception
Multi-Sensory Integration
Conceptual Frameworks: Making Sense of the World
**PS1110 Introduction to Abnormal Psychology** (Spring term)

**Course Coordinator:** Professor Tamar Pincus

**Course Team:**
Professor Tamar Pincus, Dr Ryan McKay, Prof. Manos Tsakiris, Dr Danijela Serbic.

**Aims:**
To provide an introduction to the concept of abnormality, its application in psychology, with an emphasis on mental disorders.

**Learning Outcomes:**
To develop an awareness of the role of values in defining abnormality, an ability to discuss and evaluate research in some areas of abnormal psychology, and to demonstrate knowledge of different models of abnormality.

**Course Content:**
1. Approaches to abnormality / Historical perspective.
2. Medical and Philosophical approaches.
3. Psychodynamic, Behaviourist and Cognitive models.
4. Cultural and Social factors & approaches to mental illness.
5. DSM classification and overview of psychological disorders.
6. The hierarchy of evidence in clinical psychology research.

**Teaching & Learning Methods:**
10 two-hour lectures, 1 one-hour seminar. Selected topics from the course will also be covered in the seminar(s). All students will be provided with a lecture handout for each topic via Moodle, including specific learning outcomes and recommended reading lists.

**Details of teaching resources on Moodle:**
Lecture handouts, coursework information, reading and Moodle Q&A forum. Full course and associated materials are provided on Moodle.

**Key Bibliography:**

**Formative Assessment & Feedback:**
There is a compulsory coursework essay (1500 word limit). This will be returned with individual written feedback.

**Summative Assessment:**
2. Exam: A one hour exam at the end of the year. **(80%)**
3. Coursework: 1500 words. **(20%)**

**Deadlines:** Published on the Course Moodle Page.
Lecture Title
Defining Abnormality and History of Mental Disorders
Biomedical Model, Focus on Diagnosis
Cognitive Approaches
Philosophy of Psychopathology
Psychodynamic Approaches
Behaviourist Approaches
Social and Cultural Approaches to Abnormality
Abnormal Psychology and the Law
DSM Disordered: Examples
Research Methods and Evidence
PS2010 Psychological Research Methods and Analysis (Autumn/Spring term)

Course Coordinator: Dr Victoria Bourne.

Course Team: Dr Victoria Bourne, Dr Alana James, Dr Petra Vetter

Aims:

1. To further develop students understanding of the methods and analysis used in psychological research and to introduce more advanced techniques and methods.
2. For students to be able to design, conduct and write up psychological research projects.
3. To design psychological research studies, know how to apply different designs and how to analyse the resulting data.

Learning Outcomes:

By the end of this course, students should:

1. Understand the process of conducting psychological research from devising an initial idea through to the presentation of research findings and analysis.
2. Be able to devise and plan their own research project including developing appropriate measures or materials.
3. Understand the different advanced statistical techniques, how they are used to analyse data from different research designs, how to calculate, interpret and write up different analyses.
4. Be able to use SPSS to analyse data appropriately, interpret the output and write up a results section.
5. Understand how to write up their own research project.

Course Content:

1. Statistical topics:
   a. How to use SPSS to analyse, interpret and graph data
   b. One way ANOVA (independent and repeated)
   c. Factorial ANOVA (independent, repeated and mixed)
   d. ANCOVA
   e. Complex correlations
   f. Linear regression (multiple, categorical predictors, stepwise and hierarchical)
   g. Logistic regression
   h. Factor analysis
2. Research methods topics:
   a. Advanced experimental design (factorial and quasi experimental designs)
   b. Questionnaire design and validation
   c. Qualitative analysis: interviewing techniques and analysis

Teaching & Learning Methods:

1. 20 weeks of teaching (10 weeks in term 1, 10 weeks in term 2):
2. 1 hour lecture per week covering core content
3. 1 hour workshop per week developing skills associated with core content
4. 2 hour practical lab class per week applying learned skills to conduct research and research related exercises
Details of teaching resources on Moodle:

All teaching materials will be provided online through Moodle, including discussion forums and the weekly multiple choice quizzes.

Key Bibliography:


Formative Assessment & Feedback:

Each week students will complete specified exercises within the workshop and practical lab classes. Students will have the opportunity to ask questions in class and receive feedback, as well as in office hours, via email and through Moodle forum discussion boards. Additionally students will complete coursework throughout the year that they will receive feedback on and weekly feedback on progress will be provided through the quizzes on Moodle.

Summative Assessment:

1. Exam (40%) A two hour exam at the end of the year.
2. Coursework (60%)
   a. Lab reports
      i. Lab 1 2,500 words (15%)
      ii. Lab 2 2,500 words (15%)
      iii. Lab 3 3,000 words (20%)
   b. Weekly quizzes x 20 (0.5% each, 10% of the course in total)

Deadlines: Published on the Course Moodle Page.

Lecture Title (Autumn Term)

SSPS: Introduction, Descriptive Statistics and Graphs

**t** Tests: independent, Repeated and One Sample

One-Way Independent measures ANOVA, Planned/Post Hoc

ANCOVA

One-Way Repeated Measures ANOVA and ANCOVA

Non-Parametric Equivalents (t Tests and one-way ANOVAs)

Factorial Designs and Interactions: 2 way Ind. ANOVA

Factorial Repeated Designs: 2 way Repeated and Mixed

Complex Factorial ANOVA: Understanding 3 Way ANOVAs

Correlation: Pearson’s, Partial and Statistically Comparing r
Lecture Title (Spring Term)

Linear and the Basics of Multiple Regression
Advanced Methods: Questionnaire Design
Multiple Regression: Assumptions
Multiple Regression: Binary Variables in Regression
Multiple Regression: Stepwise and Hierarchical Models
Factor Analysis and Reliability Analysis
Advanced Methods: Advanced Statistics and Which test?
Advanced Methods: Interviews and Focus Groups
Advanced Methods: Interpretative Phenomenological Analysis
Exam Preparation and Revision
**PS2021 Cognitive Psychology** (Autumn term)

**Course Coordinator:** Dr Polly Dalton

**Course Team:** Dr Polly Dalton, Prof Robin Walker

**Aims:**
To provide an overall account of some of the main theoretical and empirical issues in key areas within cognitive psychology.

**Learning Outcomes:**
By the end of the course students will have:

1. developed an understanding of major theoretical approaches within cognitive psychology;
2. developed knowledge of empirical research relating to major theoretical approaches in key areas;
3. developed the ability to evaluate both theory and research in cognitive psychology in a critical fashion.

**Course Content:**
Selective attention, multisensory perception, problem solving, reasoning, judgement, blindsight, unilateral neglect, attention for action.

**Teaching & Learning Methods:**
1 X 1-hour discussion seminar and 10 X 2-hour lectures, including one revision session.

**Details of teaching resources on Moodle:**
Lecture slides, reading lists and other relevant material will be available from the course page on Moodle.

**Key Bibliography:**

2. 7th edition. Hove, UK: Psychology Press. (Online access available through the library).

**Formative Assessment & Feedback:**
The lecturers will be available during lecture breaks or by appointment to answer questions about course content. Moodle quizzes will allow students to gain formative feedback on their understanding of topics as the course progresses. A Moodle discussion forum will also be available throughout the course.

**Summative Assessment:**

1. Exam: 2 hours, Term 3, a choice of two out of five questions. (100%)
Course introduction and selective attention
Reasoning
Judgement
Problem solving
Word recognition
Attention and social attention
Unilateral neglect
Blindsight
Sleep and cognition
Revision
PS2030 Social Psychology (Spring term)

Course Coordinator: Dr Marco Cinnirella

Course Team: Dr Marco Cinnirella, Dr Hanna Zagefka, Dr Elisa Carrus.

Aims:

1. To introduce key social-psychological theories, which students will be encouraged to compare and criticise.
2. To help students to understand how some social psychological theories have been applied to real life situations.

Learning Outcomes:

By the end of the course, students will be able to:

1. Explain how social psychology has contributed to the understanding of human behaviour, in relation to the topics considered.
2. Criticise the social psychological research relating to these topics.

Course Content:

Will include the social psychology of relationships; the self-concept; prejudice and group conflict; attribution theory; group decision-making, situational perspectives on evil, and non-verbal behaviour.

Teaching & Learning Methods:

20 hrs lectures (10 X 2-hours); 1 x 1 hour seminar

Lecturers will provide an introduction to the theories relating to each topic and describe selected relevant research evidence, both supporting and contradicting the theories. Students will be asked to read relevant research papers and textbook chapters to accompany and expand on the material introduced in the lectures. They may be asked to provide concise verbal summaries of papers in tutorials and to critically evaluate the evidence presented.

Details of teaching resources on Moodle:

Timetable, reading lists, copies of selected PowerPoint slides, forum, selected PDF readings.

Key Recommended texts


First year B.Sc. Psychology students should have already purchased this book for their first year social psychology, as part of the package of books available direct from Pearson publishing.

Cinnirella, M. (2008). PS2030 companion reader. London: Pearson. This companion reader contains useful readings for many of the lectures and is a custom text put together specifically for this course unit by Pearson publishers. It should be available online direct from Pearson publishing.
Also useful:

**Formative Assessment & Feedback:**
Coursework will be returned with feedback and guidance about how it could be improved.

**Summative Assessment:**
1. Exam: 2 hours, requiring 2 essay style answers from a choice of 5 questions. *(70%)*
2. Coursework: Essay, 2000 words maximum. *(30%)*

**Deadlines:** Published on the Course Moodle Page.

**Lecture Title**

- Classic Experiments in Social Psychology: Milgram's Study of Obedience
- Classic Experiments in Social Psychology: The Stanford Prison Experiment
- Friendship and Romantic Relationships
- The Causes of Prejudice and Intergroup Conflict
- Resolving Intergroup Conflict and Reducing Prejudice
- Decision-Making and Communication in Groups
- Social Cognition
- Attribution Theory
- Social Psychological Perspectives on the Self-Concept
- Non-Verbal Communication
PS2040 Developmental Psychology (Spring term)

Course Coordinator: Dr Eilidh Cage

Course Team: Dr Eilidh Cage, Dr Jessie Ricketts,

Aims:

To provide a detailed account of some of the main theoretical and empirical issues emerging from recent research in developmental psychology with particular emphasis on research design, methods of data collection and alternative theoretical explanations of development from infancy to adulthood.

Learning Outcomes:

By the end of the course students will have:

1. developed an understanding of major issues of current theoretical controversy within developmental psychology.
2. developed an understanding of key empirical methods and procedures within developmental psychology.
3. developed the capacity for critical analysis of developmental psychology research and the ability to carry out independent reading.

Course Content:

This course builds on and extends knowledge gained from the first year course (PS1040). The topics covered include cognitive development (including intelligence across the lifespan, language development, number representation) and the development of social understanding (including social cognition, emotional development and adolescence). A more detailed account of research techniques in developmental psychology is also included and skills in critical analysis are developed.

Teaching & Learning Methods:

10 x 2 hours lectures including a 1 hour coursework tutorial. Specific learning outcomes and assigned reading will be provided for every lecture.

Details of teaching resources on Moodle:

Course lecture notes, selected key readings, and links to resources will be placed on Moodle. Additionally, there will be a discussion forum for the coursework and general questions.

Key Recommended texts


Formative Assessment & Feedback:

The compulsory coursework will be returned with individual written feedback. In addition, students will receive general guidance about ways in which the coursework could have been improved. The course co-ordinator will be available during office hours or by appointment to answer questions about course content.
**Summative Assessment:**

1. Exam: 2 hours, a choice of two out of five questions. **(70%)**
2. Coursework: Essay, 2000 words. **(30%)**

**Deadlines:** Published on the Course Moodle Page.

**Lecture Title**

- Introduction to the course + coursework information
- Foundations of social cognition
- Development of the self
- Emotion development
- Social cognition: Theory of Mind
- Cognitive development
- Reading development
- Gender development
- Intelligence development
- Adolescence
- Revision
PS2050 Personality and Individual Differences (Autumn term)

Course Coordinator: Dr Gary Lewis

Course Team: Dr Gary Lewis, Dr. Alana James

Aims:

The course aims to provide a solid grounding in:

1. The methods used by personality researchers.
2. The origins and implications of personality and individual differences (i.e. why do humans differ in their personality, and what consequences do these differences have for our lives)

Learning Outcomes:

By the end of the course and by doing the recommended reading, students should be able to:

1. Distinguish between the major approaches to personality and individual differences.
2. Understand the core theories and findings pertaining to why individual differences emerge.
3. Understand the implications of these differences for daily and professional life.

Course Content:

The course aims to provide knowledge on theory and research in key topics in personality and individual differences. General issues in theory and research in personality will be explored. A brief history of personality and individual differences will be provided. Students will be equipped with methods of evaluating theories in personality. Then, key topics in personality and individual differences will be reviewed, including both attending to theory and to research. Where topics relate to one another, there will be a comparison between topics with the aim of increasing the integrative understanding of personality.

Teaching & Learning Methods:

Teaching will use 10 lectures (including a revision lecture) in which students are encouraged to participate by completing/commenting on individual differences measures. These will be supported by a one-hour seminar, which will go into more detail concerning topics covered in the first three lectures.

Details of teaching resources on Moodle:

Full course and associated materials are provided on Moodle.

Key Recommended texts

Formative Assessment & Feedback:

There will be no formative assessment in this half-unit, though questions will be asked during lectures to check understanding of key points. Sample multiple choice exam questions will be provided on Moodle. Coursework will be returned with individual written feedback and individual guidance about how it could be improved. Coursework questions can be asked during class or on Moodle (forum), but no individual guidance is provided before submission.

Summative Assessment:

1. Exam: 2 hours. (70%)
   Requiring an:
   
   a. answer to one question selected from 3 (50% of exam mark)
   b. a multiple-choice component (50% of exam mark)

2. Coursework: Essay, 2000 words. (30%)

**Deadlines:** Published on the Course Moodle Page.

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**Lecture Title**

Introduction
Personality Traits
Personality Change
Personality and Psychopathology
'Dark' Personalities
Intelligence
Emotional Intelligence
Genetics of Personality and Intelligence
Neuroscience of Personality and Intelligence
Revision
**PS2061 Brain and Behaviour** (Spring term)

**Course Coordinator:** Narender Ramnani

**Course Team:** Narender Ramnani, NET lecturers

**Aims:**

This course aims to illustrate how behaviour may be explained by underlying processes in the brain. Levels of analysis will range from the structure of receptors to the synapse to large scale neuronal networks.

**Learning Outcomes:**

By the end of the course students will have developed an understanding of links between structure and function in the nervous system. They will also have an understanding of the methods used to study such relationships.

**Course Content:**

Content will include the following topics:

1. Why modern psychology requires an understanding of neuroscience;
2. neuronal structure, function and information transmission;
3. the organisation of the nervous system and how this reflects some principles of information processing; tutorial using human brains from St. Georges Medical School;
4. methods used to study structure and information processing in the brain;
5. functional architectures in the brain;
6. the neural basis of learning;
7. brain evolution;
8. the biology and psychopharmacology of reward, reinforcement and psychological disorders.

**Teaching & Learning Methods:**

Teaching will take place in ten two hour lectures, plus there will be a one hour tutorial relating to the coursework. PowerPoint presentations will be given throughout the course. E-Handouts (including a reading list) will be available online. Learning will be aided with regular Moodle quizzes.

**Details of teaching resources on Moodle:**

Course lecture notes, selected key readings, and links to resources will be placed on Moodle. Additionally, there will be a discussion forum for general questions. Regular Moodle quizzes will be used to help students to understand taught material.

**Key Recommended texts**

There will be an emphasis on reading published review articles and original research papers, but some lectures will be covered by chapters in “Biological Psychology: An Introduction to Behavioural, Cognitive and Clinical Neuroscience”, Breedlove, Watson and Rosenzweig (6th Edition, 2010).

**Formative Assessment & Feedback:**

There will be no coursework. Regular Moodle quizzes will help students to understand lecture contents. The course co-ordinator will be available during office hours or by appointment to answer questions about course content.
**Summative Assessment:**

1. Exam: 2 hours, a choice of two out of five question. (100%)

**Deadlines:**

Students will be expected to complete short Moodle quizzes on a regular basis.

**Lecture Title**

Can Neuroscience Explain the Ghost in the Machine?

Human Brain Anatomy: A Tutorial with Real Human Brains

Methods for Studying the Brain

The Structure of the Nervous System

Dopamine, Reward and Reinforcement

The Biological Basis of Psychological Abnormality: Anxiety, Depression and Schizophrenia

Synaptic Plasticity in Simple Systems

Functional Networks: What Are Brain ‘Systems’?

Brain Evolution

Exam Revision Session
PS2080 Conceptual Issues in Psychology (Autumn term)

Course Coordinator: Dr Rob Hughes

Course Team: Dr Laura Mickes, Dr Rob Hughes, Dr Petra Vetter

Aims:

To provide a theoretical perspective on key issues in psychology, thus enabling the appreciation of diverse approaches to psychology and the evaluation of current debates within the subject.

1. To provide an opportunity for critical reflection on the current practice of psychology, informed by a consideration of its historical development
2. To consider the manner in which psychology may be related to other sciences

Learning Outcomes:

By the end of the course students will have:

1. The ability to describe, compare and assess different theoretical approaches to psychology.
2. An understanding of the development of psychology, and to be able to discuss how the history of psychology is related to key areas of current practice.
3. The ability to discuss whether and why psychology should be considered a science.
4. Developed critical evaluation and independent study skills.

Course Content:

What is science and how does psychology fit in? Introspectionist and behaviourist approaches to human behaviour; Cognition and computers; Neuroscience; Body and mind; Evolution and psychology; Psychology and society; Psychology: Theory and application; The future of psychology.

Teaching & Learning Methods:

Ten two hour lectures and a one-hour seminar. Lectures will incorporate short periods of interactive discussion. In addition, students will be expected to undertake extensive independent study Full course and associated materials are provided on Moodle.

Details of teaching resources on Moodle:

Full course and associated materials are provided on Moodle.

Key Recommended texts


Formative Assessment & Feedback:
The compulsory coursework will be returned with individual written feedback. The course co-ordinator will be available during office hours or by appointment to answer any questions students may have about the course.

**Summative Assessment:**

1. **Exam:** 2 hours; *(70%)*
   
   Requiring an:
   
   a. answer to one question selected from 3 (50% of exam mark)
   b. a multiple-choice component (50% of exam mark)

2. **Coursework:** 2000 word essay. *(30%)*

**Deadlines:** Published on the Course Moodle Page.

**Topic**

- Introduction to Philosophy of Science
- The Rise of Behaviourism
- The Rise of Cognitive Psychology
- Neuroscience I: Historical Perspectives
- Neuroscience II: Current Issues
- Neuroethics
- Evolutionary Psychology
- The Application of Psychology
- Making Theoretical Progress
- Psychology in a Socio-Political Context