

Module Title	Introducing Psychological Approaches
Programme(s)/Course	BSc Psychology, BSc Psychology (Clinical), BSc Psychology (Child Development), Psychology with Criminology.
Level	4
Semester	1
Ref No:	
Credit Value	20 CAT Points
Student Study hours	Contact hours: 40 Student managed learning hours: 160
Pre-requisite learning	None
Co-requisites	None
Excluded combinations	None
Module Coordinator [Name + e mail address]	Hillary Katz katzh@lsbu.ac.uk
Parent Department	Psychology
Parent Course	BSc Psychology
Description [100 words max]	This module introduces students to the study of psychology, first by discussing its conceptual underpinnings and historical development, then topics related to living in the world as biological, learning and feeling beings. Block 1 focuses on the philosophical foundations of Psychology, its status as a science and current identity, while Block 2 deals with evolutionary theory and the relationship of the brain to behaviour. Block 3 considers learning and Block 4 emotions from biological, psychological and social perspectives. The module provides the knowledge-base necessary for advanced study at level 5 and also the development of skills relating to factual learning, i.e., accessing, organising, assimilating and revising information. This module will help students develop skills relating to MCQ assessments. (The sister module in semester 2 will focus on communication and essay assessments.)
JACS Code	C800
Aims	The module aims to provide students with the opportunity to: <ul style="list-style-type: none"> • explore the field of psychology, its historical development and current approaches. • develop an understanding of how biological mechanisms underpin our experiences and behaviour • develop an understanding of how learning shapes our experiences and behaviour • develop an understanding of how we use our senses to gather information • develop an understanding of how our emotions influence our experiences and behaviour • acquire the skills needed to access relevant literature, write essays and perform assessments in this and subsequent modules • develop, and be aware of, relevant knowledge and understanding required for study at Level 5 • develop, and be aware of, key skills related to critical thinking required at Level 5.
Learning outcomes	On successful completion of this module, students will:

	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Distinguish between the major approaches in the history of Psychology and discuss differences in their conceptual foundation, aims and methods. • Understand how evolutionary pressures shaped both the physical form and mental capacities of living creatures • Describe the relationship between the nervous system and behaviour • Describe the role of learning in the development of psychological skills and capacities • Describe how emotional processes influence human experience and behaviour <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Identify and understand concepts relevant to the study of psychology • Identify strengths and weaknesses of key approaches to the study of psychology <p>Practical Skills:</p> <ul style="list-style-type: none"> • Write and speak effectively • Understand the requirements of a range of assessment types <p>Transferable Skills:</p> <ul style="list-style-type: none"> • <i>Sourcing:</i> Use a variety of electronic and other sources to access relevant material. • <i>Effective reading:</i> Understand how to use written information from a variety of sources • <i>Time management:</i> Meet course deadlines and achieve independent study goals. • <i>Planning and execution:</i> Organise and prepare work to the required standards. • <i>Personal development:</i> Have confidence to participate in seminars and group discussions. • <i>Taking responsibility:</i> To act as independent learners with guidance
Employability	<p>This module develops knowledge and skills relevant for further study and/or a career in Psychology or related fields. It provides a basis for beginning to think about the conceptual underpinnings and assumptions that underlie knowledge and practices in the field. Practical workshops will provide training in accessing and utilising information from a variety of scientific sources as well as learning, revising and preparing for examinations.</p>
Teaching & Learning Pattern	<p>11 learning and teaching sessions consist of a mixture of lectures, seminars and workshops. These include small group discussion and a variety of formative activities and assessments.</p>
Indicative content	<p>The study of Psychology</p> <p>Session 1: What is psychology and why study it?</p> <p>Session 2: Why is the history of Psychology important?</p> <p>Session 3: How have psychologists approached the discipline?</p> <p>Biological being</p> <p>Session 4: Why is evolutionary theory important for psychology?</p> <p>Session 5: What is the relationship between brain and behaviour?</p> <p>Session 6: How does the brain create awareness?</p> <p>Learning</p> <p>Session 7: How do we learn about the world?</p>

	<p>Session 8. How do we learn by observing others? Feeling Session 9: What are emotions, and why do we have them? Session 10: Does everyone experience the same emotions? Session 11: Revision</p>
Assessment method	<ul style="list-style-type: none"> • Formative mid-term examination Preparation for summative MCQ exam • Formative – Intellectual skills <ul style="list-style-type: none"> ○ Introduction to critical thinking • Formative – Learning skills <ul style="list-style-type: none"> ○ Accessing information (searches, note taking, etc.) ○ Using information (organising, summarising, referencing) ○ Learning and revising ○ Assessment (assess level of understanding, revision, short answer and MCQ exam techniques) • Summative assessment <ul style="list-style-type: none"> ○ 500 word reflection on Personal Tutoring (10%) ○ 2- hour MCQ examination (90%, Final component). Multiple choice questions on each topic area (History, biology, learning and feeling)
Indicative Reading	<p>CORE READING: Martin, G.N., Carlson, N.R. & Buskist, W. (2010). <i>Psychology</i>, 4th Edition Harlow: Pearson</p> <p>OPTIONAL READING: Braisby, N. & A. Gellatly (Eds.), <i>Cognitive psychology</i>. Oxford: Oxford University Press. Brysbaert, M. and K. Rastle (2009) <i>Historical and Conceptual issues in Psychology</i>, Pearsons Education Ltd., England Davey, G., Albery, I., Chandler, C., Field, A., Jones, D., Messer, D., Moore, S. & Sterling, C. (2004). <i>Complete Psychology</i>. London: Hodder. Eysenck, M.W. & Keane, M.T. (2005). <i>Cognitive Psychology. A Student's Handbook</i>. (5th Edition). Hove: Psychology Press. Glassman, W.E. & Hadad, M., (2008). <i>Approaches to Psychology (5th Edition)</i>. London: McGraw Hill. Kalat, J.W. (2009) <i>Biological Psychology</i>, 10th ed., Wadsworth McGhee, P. (2001) <i>Thinking Psychologically</i>. Basingstoke: Palgrave Hamilton, D. L. (ed.) (2005) <i>Social cognition: Key readings</i> New York: Psychology Press.</p>
Other Learning Resource:	<p>Behavioural Brain Research Trends in Cognitive Science Trends in Neuroscience Cognition and emotion History of Psychology Evolutionary Psychology - http://www.epjournal.net/index.html</p>