

<b>Module Title</b>	<b>Psychology of Feelings</b>
<b>Programme(s)/Course</b>	BSc Psychology, BSc Psychology (Child Development), BSc Psychology (Clinical), Graduate Diploma in Psychology, Psychology with Criminology.
<b>Level</b>	5
<b>Semester</b>	1
<b>Ref No:</b>	
<b>Credit Value</b>	20 CAT Points
<b>Student Study hours</b>	Contact hours: 44 Student managed learning hours: 156
<b>Pre-requisite learning</b>	None
<b>Co-requisites</b>	None
<b>Excluded combinations</b>	None
<b>Module Coordinator [Name + e mail address]</b>	Anne Ridley <a href="mailto:ridleyam@lsbu.ac.uk">ridleyam@lsbu.ac.uk</a>
<b>Parent Department</b>	Psychology
<b>Parent Course</b>	BSc Psychology
<b>Description [100 words max]</b>	This module provides students with the opportunity to explore the interdependence between feelings and human behaviour. The module is organised into three distinct themes, relationships, mood and sensations. Two introductory sessions will be used to recap and consolidate material at level 4 and provide a knowledge base upon which the rest of the module will build. Then, within each theme a range of topics will be explored (see indicative content below), drawing on theory and research from biological, developmental, evolutionary, cross-cultural, cognitive and atypical psychology. Individual differences will be a key perspective in this module
<b>JACS Code</b>	C800
<b>Aims</b>	The module aims to provide students with the opportunity: <ul style="list-style-type: none"> <li>• To identify and describe how and why humans have feelings, why they are emotional beings and the purpose of emotional expression.</li> <li>• To evaluate the relative contributions of different perspectives in psychology to our understanding of how and why humans experience feelings and express emotion.</li> <li>• To identify and describe the biological and evolutionary bases of feelings and emotional experience.</li> <li>• To explore how developmental, personality and environmental factors affect feelings and emotions in the context of relationships with others, and how relationships with others impact on emotional well-being and vice-versa.</li> <li>• To explore how both 'normal' and atypical mood states (e.g. depression and anxiety) affect our thoughts, behaviour and relationships</li> <li>• To explore the psychology of extreme feelings and emotional experience (e.g. pain, drug highs).</li> </ul>
<b>Learning outcomes</b>	On successful completion of this module, students will: <p><b>Knowledge and Understanding:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a critical awareness of how feelings can be understood from various perspectives in psychology (including developmental,</li> </ul>

	<p>biological/evolutionary, individual differences). Three themes will be explored in depth: relationships, mood and sensations.</p> <p><b>Intellectual Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate critical awareness and the ability to integrate information from different perspectives, identifying how they inter-relate within a given topic area.</li> </ul> <p><b>Practical Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify relevant source materials and use them appropriately</li> <li>• Group work to develop the group work folder (summative assessment) and a preparatory formative group presentation.</li> <li>• Oral and written communication as for previous bullet point.</li> </ul> <p><b>Transferable Skills:</b></p> <ul style="list-style-type: none"> <li>• <i>Communication:</i> Use of appropriate media to convey information to others. Clear oral presentation of material to others.</li> <li>• <i>Time management:</i> Working as a member of a team to achieve goals to a specified timeframe.</li> <li>• <i>Group work:</i> Working cooperatively with others to achieve shared and individual goals.</li> <li>• <i>Decision making:</i> Working cooperatively with others to make decisions relating to work allocation within groups and appropriate direction and content.</li> </ul>
<b>Employability</b>	<p>The understanding of factors that affect human behaviour within relationships is of immense practical value in the workplace. Of particular relevance to future employability is the experience students will gain working on the group-based folder (summative assessment) and preparatory presentation (formative assessment). The particular benefits are outlined in 'Transferable Skills' above.</p>
<b>Teaching &amp; Learning Pattern</b>	<p>Teaching patterns will vary across the module. Essentially there will be a mixture of lectures, workshops and tutorial sessions.</p> <p>For example, the module will start with a large workshop session where students will work in groups to consider the issues around 'feelings'. Output from this will be shared with the whole group. The second session will then be lecture format drawing on issues discussed in the previous session. Delivery of each theme will vary to suit the content. In order to develop their group-based folder (and preliminary presentations), students will work together in formal teaching sessions, with the tutor moving between them providing support as necessary. Learning and teaching will be supported by activities delivered on Blackboard or similar.</p>
<b>Indicative content</b>	<p>Weeks 1 and 2: What are feelings? Why do we have feelings? How do we feel? These questions will be addressed through consideration of biological, evolutionary and cross-cultural perspectives.</p> <p>Sessions 3, 4 and 5: How do feelings and relationships affect each other? Topics will include attachment theory in children and adults; the effect of adverse environmental factors on relationships; the link between emotional well-being (e.g. self-esteem) and dysfunction in relationships; the effect of atypical development such as autism on relationship formation; evolutionary and learned perspectives on attraction and sexualities</p> <p>Weeks 7, 8, 9: What is mood, how does it affect our lives and how do individuals differ? Topics will include: relationship between cognition and emotion; self-regulation; personality (including mood measures) and</p>

	<p>psychopathology.</p> <p>Weeks 10 and 11: What are extreme sensations, what are their biological underpinnings and how do they affect our wellbeing? Topics will include the biology of sensations; perception of pain; how drugs alter emotional experience.</p> <p>Week 12: Exam preparation session.</p>
<p><b>Assessment method (Please give details – elements, weightings, sequence of elements, final component)</b></p>	<ol style="list-style-type: none"> <li>1. [Formative]: group presentations prepared and delivered in a workshop session. Helps prepare for the group-based folder summative assessment.</li> <li>2. [Summative]: Group-based folder. A folder of group and individual work looking at human relationships as depicted in either a film or a novel and applying multiple psychological perspectives to it. The folder will include individual reflective statements on the experience of working within a group of students. (50%)</li> <li>3. [Summative] Coursework of 2,000 words comprising two 1,000 word short essays. (50% final component).</li> </ol>
<p><b>Indicative Reading</b></p>	<p><b>Core text:</b> Oatley, K., Keltner, D. &amp; Jenkins, J.M. (2010). <i>Understanding Emotions</i>. Oxford: Blackwell</p>
<p><b>Other Learning Resource:</b></p>	<p><b>Journals available on-line through the library such as:</b> Cognition and Emotion Behaviour Research and Therapy Personality and Individual Differences Developmental Psychology Journals of Experimental Psychology</p>