Module Title	Exploring Psychological Approaches
Programme(s)/Course	BSc Psychology, BSc Psychology (Clinical), BSc Psychology (Child Development), Psychology with Criminology
Level	4
Semester	2
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]	Janice Brown Janice.Brown@lsbu.ac.uk
Parent Department	Psychology
Parent Course	BSc Psychology
Description [100 words max]	This module introduces topics related to living in the world as a thinking, social and individual being. Topics will include memory, perception, attention, cognitive development, interpersonal behaviour, group behaviour, intelligence, personality and aspects of atypical behaviour. Study in each of these will provide a framework for advanced study at level 5. In addition to knowledge, the module will provide the opportunity for students to develop skills relating to accessing, assimilating and communicating information as well as to be introduced to a variety of assessment techniques that will be encountered on the course.
JACS Code	C800
Aims	The module aims to provide students with the opportunity: • To explore how thinking shapes our experience and behaviour • To explore how memory is a fundamental aspect of experience and behaviour • To explore how humans interact and influence one another as social beings • To explore how the psychological capacities of humans vary • To understand the basics of psychometric testing and measurement • To describe how humans differ in features of personality • To understand the fundamental psychological processes in preparation for the advance study of topics at Level 5.
Learning outcomes	On successful completion of this module, students will: **Knowledge and Understanding**: • Describe the role of thinking and social interactions in influencing an individual's experience and behaviour. **Intellectual Skills**: • Identify and understand relevant concepts • Identify strengths and weaknesses of key approaches • Identify and use information from complementary approaches in

	preparation for the development of critical thinking at Level 5. **Practical Skills**: • Write and speak effectively • Understand the requirements of a range of assessment types • Understand the individual and intellectual skills required for progression to study at Level 5. **Transferable Skills**: • *Sourcing:* Use a variety of electronic and other sources to access relevant material. • *Effective reading*: Understand how to use written information from a variety of sources • *Time management:* Meet course deadlines and achieve independent study goals. • *Planning and execution:* Organise and prepare work to the required standards. • *Personal development:* Have confidence to participate in seminars and group discussions. • *Taking responsibility:* To act as independent learners with guidance
Employability	These introductory modules support the development of a knowledge base and skills relevant for further academic study as well as a career in professional psychology or other professions. These outcomes will ensure that all students are exposed and assessed according to external benchmarks derived by the British Psychology Society such that they are eligible for recognition by the BPS and future career specific post-graduate study if desired. The theories & research covered in this module would be of great value for any career that involves teaching or training. Improved understanding of how thinking skills develop and how groups can influence our behaviour & development would enhance employability for jobs that require the ability to train others.
Teaching & Learning Pattern	11 learning and teaching sessions comprising a mixture of lectures, workshops, small group discussion, and self-reflection activities which may include a variety of formative activities and assessments.
Indicative content	*Thinking* Session 1: How do we perceive the world? Session 2: Why do we attend to certain things and not others? Session 3: How and why do we remember events? Session 4: How do we co-ordinate and control our thinking? Session 5: How does thinking develop? *Social Being* Session 6: How do we think about others? Session 7: How do we form attitudes and beliefs? Session 8: How do we think and act within groups? *Individual Being* Session 9: What makes us different from one another? Session 10: How do we measure differences between individuals?

	Session 11: How is testing used and abused?

Assessment method	• **Formative assessment – Communication skills**
	    ○ Writing essays (essay plan, referencing, summarising articles)
	    ○ Developing critical evaluation skills.
	    ○ Poster development (possibly with oral presentation)
	    ○ Using feedback (peer and tutor to assess and refine understanding)
	    ○ Revising for essay-based examinations
	• **Summative assessment**
	    ○ **Poster plus commentary (50%)**
	    ○ **500 word reflection on Personal Tutoring (10%)**
	    ○ **2-hour unseen exam (40%, Final component)**

Indicative Reading	**CORE READING:** Martin, G.N., Carlson, N.R. & Buskist, W. (2010). *Psychology* 4th Edition Harlow: Pearson **OPTIONAL READING:** Braisby, N. & A. Gellatly (Eds.), *Cognitive psychology*. Oxford: Oxford University Press. Davey, G. (2008) Psychopathology. Research, Assessment and Treatment in Clinical Psychology. Chichester: BPS Blackwell Davey, G., Albery, I.P., Chandler, C., Field, A., Messer, D., Moore, S. & Sterling, C. (2004) *Complete Psychology*. London: Hodder & Stoughton. Harris, M. & Butterworth, G. (2002). Psychology: A student's handbook. Hove: Psychology Press. Hewstone, M., Stroebe, W., & Jonas, K. (2008) *Introduction to Social Psychology: A European Perspective (Fourth Edition)*. Oxford: BPS Blackwell. Slater, A. & Bremner, G. (2003). An Introduction to Developmental Psychology. Oxford: Blackwell
Other Learning Resource:	