

MODULE DESCRIPTOR

Module Title	Introducing Psychological Approaches
Course Title	BSc (Hons) Psychology (and pathways), BSc (Hons) Psychology with Criminology, BSc (Hons) Psychological Counselling
School	☒ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS
Division	Psychology
Parent Course (if applicable)	BSc (Hons) Psychology
Level	4
Module Code (showing level)	PSY_4_IPA
JACS Code (completed by the QA)	
Credit Value	20 credit points
Student Study Hours	Contact hours:40 Student managed learning hours: 160
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	Name: Dr Nicky Rycroft Email:rycroftn@lsbu.ac.uk
Short Description (max. 100 words)	This module introduces students to the study of psychology, first by discussing its conceptual underpinnings and historical development and 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 covers learning from the environment and from others. Block 3 includes evolutionary theory and the relationship of the brain to behaviour and Block 4 covers 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. <u><i>Inclusive practice:</i></u> Assessment in this module has been designed to provide all students with the opportunity to demonstrate their knowledge, understanding and skills to the best effect. Specific aspects of inclusive practice include: making assessments available as soon as possible, and usually from the start of the module; providing coursework support in

	seminars and lectures; providing opportunities for coursework support in Psychology Drop-in support sessions; providing formative experience of each assessment method before it is used to assess summatively; providing optionality in the choice of topic. Students will be provided with three essay questions for the summative assessment and asked to complete two of them. <u>This module assesses the following BPS core domain(s):</u> Biological psychology, Cognitive psychology, Individual Differences, Social psychology, Conceptual and historical issues in psychology.
Aims	The module aims to provide students with the opportunity to: • 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 (4 to 6 outcomes)	On successful completion of this module, students will be able to: <i>Knowledge and understanding:</i> • Describe how Psychology is studied as a scientific discipline and discuss the role of biological, learning and emotional factors in experience and behaviour. <i>Communication:</i> • Demonstrate communication skills in relation to their own personal development. <i>Employability:</i> • Develop personal effectiveness and skills for working with others <i>Critical thinking:</i> • Understand the difference between primary and secondary resources, and different possible approaches to the study of and interpretation of behaviour.
Employability	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.

Teaching and learning pattern	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☐ Group Work: ☒ Seminars ☐ Tutorial: ☐ Laboratory ☒ Workshops ☐ Practical ☐ VLE Activities
Indicative content	The study of Psychology Session 1: Welcome and a brief history of psychology. Session 2: What are the different explanations for human behaviour? Learning Session 3: How do we learn from others? Session 4: How do we learn from the environment? Biological being Session 5: What are the biological processes that underpin psychology? Session 6: What are the biological bases for learning? Session 7: What does evolution have to do with psychology? Feeling Session 8: What does evolution have to do with relationships? Session 9: What are emotions and why do we have them? Session 10: Does everyone experience the same emotions? Session 11: Module review and essay writing support.
Assessment method (Please give details – of components, weightings, sequence of components, final component)	Formative assessment: assessment support and skills development will be enhanced using formative assessment via a practice essay submitted around halfway through the semester. Skills include critical evaluation, problem solving, communication, literature searching and building an argument using psychological literature and research. Students will have the opportunity to have feedback on their practice essay before submitting their summative assessments. Summative assessment: 2 x 1,000 word essays (100%)
Mode of resit assessment (if applicable)	Formative assessment: 1 x 1,000 word essay (Resubmission of coursework assignment with the aim of improving the mark using feedback given) Summative assessment: 2 x 1,000 word essay (Resubmission of coursework assignment with the aim of improving the mark using feedback given, or submission for the first time)
Indicative Sources (Reading lists)	Core reading: Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2015). Psychology: European Edition, 2nd Ed. Hampshire, UK: Palgrave Macmillan. Optional reading: Brysbaert, M. & K. Rastle (2009) Historical and Conceptual issues in Psychology, Pearson Education Ltd., England Davey, G., Albery, I., Chandler, C., Field, A., Jones, D., Messer, D., Moore, S. & Sterling, C. (2004). Complete Psychology. London: Hodder. Eysenck, M.W. & Keane, M.T. (2005). Cognitive Psychology. A Student's
Other Learning Resources	Other learning resources will be available via Moodle or Reading Lists Online

