

## MODULE DESCRIPTOR

<b>Module Title</b>	Psychology of Feelings
<b>Course Title</b>	BSc (Hons) Psychology (and pathways), BSc (Hons) Psychology with Criminology
<b>School</b>	<input checked="" type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS
<b>Division</b>	Psychology
<b>Parent Course (if applicable)</b>	BSc (Hons) Psychology
<b>Level</b>	5
<b>Module Code (showing level)</b>	PSY_5_POF
<b>JACS Code (completed by the QA)</b>	
<b>Credit Value</b>	20 credit 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 leader</b>	Name: Dr Elisa Lewis  Email: lewise12@lsbu.ac.uk
<b>Short Description (max. 100 words)</b>	<p>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. Within each theme a range of topics will be explored drawing on theory and research from biological, developmental, evolutionary, cross-cultural, cognitive and social psychology. Individual differences will be a key perspective in this module.</p> <p><i><u>Inclusive practice:</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 preferably 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</i></p>

	<p><i>assessment method before it is used to assess summatively; providing optionality in the choice of topic and/or target audience.</i></p> <p><i><u>This module assesses the following BPS core domain(s): Biological psychology, Developmental Psychology, Individual Differences, Social psychology</u></i></p>
<b>Aims</b>	<p>The module aims to provide students with the opportunity:</p> <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 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)</li> </ul>
<b>Learning Outcomes (4 to 6 outcomes)</b>	<p><b>Knowledge and Understanding:</b> Demonstrate a critical awareness of how feelings can be understood from various perspectives in psychology</p> <p><b>Communication:</b> Demonstrate effective written communication</p> <p><b>Critical Thinking:</b> Select and evaluate appropriate psychological references for application to real world issues, and recognise competing perspectives and synthesise information from such perspectives and/or sources.</p> <p><b>Employability:</b> Reflect on skills development and the ability to convey messages concisely</p>
<b>Employability</b>	<p>The understanding of factors that affect human behaviour within relationships is of immense practical value in the workplace. Of practical relevance to future employability is the experience students will gain of conducting research to identify relevant source and writing effectively and concisely.</p>
<b>Teaching and learning pattern</b>	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p><input checked="" type="checkbox"/> Lectures                      <input type="checkbox"/> Group Work:  <input checked="" type="checkbox"/> Seminars                      <input type="checkbox"/> Tutorial:  <input type="checkbox"/> Laboratory                      <input checked="" type="checkbox"/> Workshops  <input type="checkbox"/> Practical                      <input type="checkbox"/> VLE Activities</p>
<b>Indicative content</b>	<p>Weeks 1 and 2: Evolutionary approaches to feelings and emotions. Topics will include family relationships from an evolutionary perspective; conflict within the family; mate selection and sexual relationships.</p> <p>Weeks 3 and 4: Developmental approaches to feelings and emotions. Topics will include attachment theory in children and adults; the effect of atypical development, such as autism, on relationship formation</p>

	<p>Weeks 5 and 7: What are feelings? Why do we have feelings? How do we feel? How are these feelings experienced in adult relationships?</p> <p>Weeks 8 and 9: Critical approaches to mental health and distress.</p> <p>Week 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; perceptions of pain; how drugs alter emotional experience.</p> <p>Week 12: Pain and revision of the module session.</p>
<p><b>Assessment method (Please give details – of components, weightings, sequence of components, final component)</b></p>	<p>Formative assessment: <i>assessment support and skills development will be enhanced using formative assessment via a variety of workshops, where both knowledge and skills development is practiced, discussed, and verbal feedback provided. Skills include critical evaluation, problem solving, communication, and research skills.</i></p> <p>Summative assessment:</p> <p>Portfolio (100%) consisting of two elements: series of PowerPoint slides – maximum word count 1,400 words (70%) and annotated bibliography – maximum word count 1,500 words (30%)</p>
<p><b>Mode of resit assessment (if applicable)</b></p>	<p>Summative assessment: Resubmission to improve on the assignment using feedback given, or submission for the first time</p>
<p><b>Indicative Sources (Reading lists)</b></p>	<p>Core materials:</p> <p>Keltner, D., Oatley, K. &amp; Jenkins, J.M. (2014) <i>Understanding Emotions (3<sup>rd</sup> edition)</i>. Chichester: Wiley.</p>
<p><b>Other Learning Resources</b></p>	<p>Behaviour Research and Therapy  Cognition and Emotion  Developmental Psychology  Journal of Experimental Psychology  Personality and Individual Differences</p>