

UNIT GUIDE

APPLIED PSYCHOLOGY

TPS-3-324

**BSc (Hons) DEGREE IN PSYCHOLOGY
BA/BSc COMBINED HONOURS DEGREE - Psychology Field
GRADUATE DIPLOMA IN PSYCHOLOGY**

**Faculty of Arts and Human Sciences
Department of Psychology**

2007-2008

become what you want to be

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1. UNIT DETAILS

Unit Title:	Applied Psychology
Unit Level:	3
Unit Reference Number:	TPS-3-324
Credit Value:	1
Student Study Hours:	150
Contact Hours:	30
Private Study Hours:	120
Pre-requisite Learning (If applicable):	Cognitive Psychology, Developmental Psychology, Social Psychology
Co-requisite Units (If applicable):	None
Course(s):	Psychology
Year and Semester	2007-8, Semester 1
Unit Coordinator:	Dr. Lucy Henry
UC Contact Details (Tel, Email, Room)	henrylc@lsbu.ac.uk , Room E333, Extension Block, Borough Road, 020 7815 5715
Teaching Team & Contact Details (If applicable):	Dr. Lucy Henry (as above) Dr. Asli Niazi, Room E343-A, Extension Block, Borough Road niazia@lsbu.ac.uk Mr. Tony Stone, Room E329, Extension Block, Borough Road stonea@lsbu.ac.uk
Subject Area:	Psychology
Summary of Assessment	1 x 2,500 word essay (40%)
Method:	1 x 2 hour unseen examination (60%)

2. [SHORT DESCRIPTION](#)

This unit enables students to engage with current research concerning the application of psychological theories from cognitive, developmental and social psychology to real-world problems. The problems addressed may vary from year-to-year. Indicative problems are: eyewitness memory in children with intellectual disabilities, social cognition and substance use, delusional beliefs.

3. [AIMS OF THE UNIT](#)

- To provide students with the opportunity to engage with current research material, especially that which pertains to tutor research activities and interests;
- To provide students with the opportunity to explore selected theories in cognitive, developmental and social psychology in more detail;
- To provide students with the opportunity to explore how psychological theories can be used to address practical problems.

4. [LEARNING OUTCOMES](#)

4.1 Knowledge and Understanding

At the end of the Unit, students will be expected to:

- Demonstrate the ability to apply psychological theories to understand practical problems;
- Understand how theories have been developed and tested via application;
- Assess the methodological adequacy of experimental research studies

4.2 Intellectual Skills

This unit will assist in the development of students' ability to:

- Handle primary source material critically
- Present/evaluate research findings
- Employ evidence based reasoning
- Apply multiple perspectives to psychological issues
- Integrate across multiple perspectives and recognise distinctive approaches

4.3 Practical Skills

This unit will assist in the development of students' ability to:

- Retrieve and organise information effectively
- Use psychological tools

4.4 Transferable Skills

This unit will assist in the development of students' ability to:

- Retrieve and organise information effectively

- Comprehend and use data effectively
- Problem solve and reason scientifically
- Make critical judgements and evaluations
- Communicate effectively verbally
- Communicate effectively using written language
- Operate as independent and pragmatic learners

5. [ASSESSMENT OF THE UNIT](#)

1. 1 x 2,500 word essay (40%) – Must be word processed.

You will write an essay on a topic from ONE of the blocks you study.

2. Two-hour unseen examination (60%)

You will write answers to TWO questions one from each of the two blocks of study you did not write on for your course work essay.

Please consult your Course/Field guide for general guidance on the assessment criteria for assessment.

Hand-In Dates

Please see the Psychology notice board.

Notes about Submitting Coursework

COURSEWORK DEADLINES ARE PUBLISHED ON THE PSYCHOLOGY NOTICE BOARD. IT IS YOUR RESPONSIBILITY TO ENSURE THAT YOU ARE AWARE OF THESE DATES. ALL COURSEWORK MUST BE SUBMITTED TO THE FACULTY OFFICE IN BOROUGH ROAD (B203).

1. When handing in coursework, you must:
 - complete the coursework submission form and attach it to the front of your coursework;
 - take the coursework to the Faculty Office. Your submission form will be date stamped and a receipt issued. Please keep all receipts;
 - please keep a hard copy of your work and a copy on disk. You may be asked to provide a copy on disk in addition to the hard copy you hand in at any point after the work has been handed in.

You must not hand coursework to your unit co-ordinator or any other lecturer.

2. Unless you have obtained a formal extension from your year tutor, coursework submitted:
 - up to two weeks after the deadline date will receive a maximum mark of the pass mark (40%);
 - more than two weeks after the deadline will not be marked.
3. Extensions are only granted for valid reasons (see Course/Field guide). Concrete evidence (e.g. medical certificate) will normally be required by the Year Tutor. If you want an extension of the deadline date, you must:
 - get a copy of the form for late submission from the Faculty Office.

- fill in Part A of the form, giving reasons why you cannot meet the existing deadline date.
- supply the Year Tutor with relevant documentary evidence.
- ask the Year Tutor to fill in Part B – the decision whether to agree the request rests with the Year Tutor.
- attach the form to the front of your coursework when you submit it (keep a copy for your records).
- each extension form is only valid for one piece of coursework.
- The maximum extension is two weeks.

6. [FEEDBACK](#)

Feedback will normally be given to students 20 working days after the submission of an assignment.

7. [INTRODUCTION TO STUDYING THE UNIT](#)

7.1 Overview of the Main Content

This unit exposes students to current research, much undertaken by staff in the Psychology Department. The emphasis is upon the application of theoretical ideas in Social, Cognitive and Developmental Psychology to interesting real-world psychological problems. The blocks of study are relatively independent of one another, although there may be common themes. The topics covered enable students to build upon previous units in Developmental, Social and Cognitive Psychology, and are complimentary to topics covered in the unit Psychology of Mental Health that students study in parallel with this unit.

7.2 Overview of Types of Classes

This will be a seminar and lecture based course on three blocks of material. The first session of each block will be reserved for self-managed learning; students will read the introductory material. In the second session, the tutor will provide an introduction to the issue(s) to be worked on in the block. In the third session there will either be a lecture/discussion session or a seminar depending on tutor approach. The final week of each block will always be devoted to student presentations based on studying selected aspects of the current research literature.

Presentations

Each student will make a presentation on one of the blocks. Students will be randomly allocated the block in which they are to make their presentation. A change of topic is only allowed if two students agree to swap topics. In such a case both students must send a confirmatory e-mail to the unit co-ordinator. The unit co-ordinator need not be approached first - this is a student-managed activity.

Presentations are not formally assessed but are *compulsory*. A student who fails to attend to make their presentation will fail the unit outright, as there will be no possibility of presenting on another occasion.

Students will choose the area of the literature they will cover in their presentations.

7.3 Importance of Student Self-Managed Learning Time

The course is designed to provide students with the opportunity to engage with current research material. It requires that students undertake a large amount of independent reading and thinking and so class contact time has been concentrated to provide students with the extra time needed for this. Time has also been made available during scheduled teaching periods for students to undertake the essential background reading necessary to understand the initial tutor presentation.

7.4 Employability

This unit will provide a good range of relevant knowledge for students considering careers in caring professions, teaching, forensic and clinical psychology.

7.5 Equality and Diversity

This unit addresses equality and diversity issues by focusing, in part, on a particularly vulnerable section of our community, children with intellectual disabilities. Through studying how best to integrate children with intellectual disabilities into the criminal justice system, students will engage with an important practical issue of direct relevance to equality and diversity. Other relevant themes within this unit concern individuals with mental health problems.

8. [THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT](#)

BLOCK 1 – APPLIED DEVELOPMENTAL PSYCHOLOGY

Week 1

INTRODUCTION TO THE UNIT

Students will be introduced to the unit and initial reading for the first block will be distributed along with Unit Guides. Presentation topics will be organised and this will be an opportunity to ask questions of the Unit Co-ordinator.

SELF-MANAGED LEARNING FOR THE APPLIED DEVELOPMENTAL PSYCHOLOGY BLOCK

Aims: (1) To provide students with the opportunity to understand contemporary approaches to defining intellectual disability. (2) To enable students to read recent work on the psychology of interviewing, particularly with respect to children with intellectual disabilities.

Learning Outcomes:

At the end of this week students will have:

- Completed preliminary reading on defining intellectual disability.
- Completed reading on the nature of forensic interviewing with children who have intellectual disabilities.
- Formulated a basic understanding of what intellectual disability is and how it is measured.
- Formulated a basic understanding of the issues that need to be taken into account when interviewing children with intellectual disabilities.

Please see end of this section for CORE introductory reading. This essential reading must be read prior to the first lecture.

Week 2

LECTURE/SEMINAR – ASSESSING AND INTERVIEWING CHILDREN WITH INTELLECTUAL DISABILITIES

Aim: To provide students with an overview of contemporary approaches to assessing, classifying and interviewing children with intellectual disabilities.

Learning Outcomes:

At the end of this session, students will be able to:

- Describe ways of classifying children with intellectual disabilities
- Describe the types of questions usually asked in forensic interviews and comment on how well children with ID can answer these questions.
- Understand the difference between mental age and chronological age match comparison groups
- Distinguish between three models of cognitive performance in children with ID: the “difference” model; the “developmental” model and the “optimal performance” model.

Week 3

LECTURE/SEMINAR – EYEWITNESS MEMORY IN CHILDREN WITH INTELLECTUAL DISABILITIES

Aim: To provide students with the opportunity to explore the strengths and weaknesses of eyewitnesses with intellectual disabilities; in particular, whether children with ID are very suggestible. To evaluate the evidence for the three models of cognitive performance in children with ID.

Learning Outcomes

At the end of the session, students will be able to:

- Critically evaluate the eyewitness memory skills and suggestibility of children with ID, compared to typically developing peers.
- Discuss the eyewitness memory performance of children with ID in relation to three models of cognitive development in ID (see above).
- Make critical commentary on methodological aspects of research on eyewitness memory in children with ID

Week 4

STUDENT PRESENTATIONS

Aim: to provide students with the opportunity to make presentations and discuss contemporary work on eyewitness memory in children with intellectual disabilities.

Learning Outcomes

At the end of the seminar students will have demonstrated:

- A well-rounded understanding of contemporary work on eyewitness memory in children with intellectual disabilities

READING FOR THE APPLIED DEVELOPMENTAL PSYCHOLOGY BLOCK

Core Reading Week 1:

Volkmar, F.R. & Dykens, E. (2002). Chapter 41 - Mental Retardation (pp.679-710). In Rutter, M. & Taylor, E. (Eds.) *Child and Adolescent Psychiatry*, Fourth Edition. Blackwell Science Ltd.: Oxford. Perry Library main collection 618.9289CHI (3 copies), available via BlackBoard.

Milne, R. (1999). Interviewing children with learning disabilities. In A. Memon and R. Bull (Eds.) *Handbook of the Psychology of Interviewing* (pp. 165-180). John Wiley & Sons Ltd.: Chichester. Perry Library main collection and short loan 158.39HAN (4 copies).

Further Reading Week 1:

Lamb, M.E., Sternberg, K.J., Orbach, Y., Hershowitz, I. & Esplin, P.W. (1999). Forensic interviews of children. In A. Memon and R. Bull (Eds.) *Handbook of the Psychology of Interviewing* (pp. 253-277). John Wiley & Sons Ltd.: Chichester, U.K. Perry Library main collection and short loan 158.39HAN (4 copies).

Milne, R. & Bull, R. (1999). *Investigative Interviewing: Psychology and Practice*. John Wiley & Sons Ltd: Chichester. Chapter 2 – How do people remember? (pp. 11-31). Perry Library main collection 363.254MIL (3 copies).

Core Reading Weeks 2-4: all available in Library Xerox collection or online as noted

Gordon, B.N., Jens, K.G., Hollings, R. & Watson, T.E. (1994). Remembering activities performed versus those imagined: Implications for testimony of children with mental retardation. *Journal of Clinical Child Psychology*, 2, 239-248. (Xerox Collection)

Henry, L.A. & Gudjonsson, G.H. (1999). Eyewitness memory and suggestibility in children with mental retardation. *American Journal on Mental Retardation*, 104, 491-508. (Xerox Collection)

Henry, L.A. & Gudjonsson, G.H. (2003). Eyewitness memory, suggestibility, and repeated recall sessions in children with mild and moderate intellectual disabilities. *Law and Human Behavior*, 27, 481-505. Available online.

Jens, K.G., Gordon, B.N. & Shaddock, A.J. (1990). Remembering activities performed versus imagined: A comparison of children with mental retardation and children with normal intelligence. *International Journal of Disability, Development and Education*, 37, 201-213. (Xerox Collection)

Michel, M.K., Gordon, B.N., Ornstein, P.A. & Simpson, M.A. (2000). The abilities of children with mental retardation to remember personal experiences: Implications for testimony. *Journal of Clinical Child Psychology*, 29, 453-463. (Xerox Collection)

Agnew, S.E. & Powell, M.B. (2004). The effect of intellectual disability on children's recall of an event across different question types. *Law and Human Behavior*, 28, 273-294. Available online.

Further Reading Weeks 2-4: some available online as noted

**Achieving best evidence in criminal proceedings [electronic resource]: guidance for vulnerable or intimidated witnesses, including young children. Home Office Communication Directorate, 2001. Available online via Lis@ – search by its title "Achieving Best Evidence"

Bruck, M. & Melnyk, L. (2004). Individual differences in children's suggestibility: A review and synthesis. *Applied Cognitive Psychology*, 18, 947-996.

Burack, J.A. & Zigler, E. (1990). Intentional and incidental memory in organically mentally retarded, familial retarded, and nonretarded individuals. *American Journal on Mental Retardation*, 94, 532-540.

Gudjonsson, G.H. & Gunn, J. (1982). The competence and reliability of a witness in a criminal court. *British Journal of Psychiatry*, 141, 624-627.

Henry, L.A. & Gudjonsson, G.H. (2007). Individual and developmental differences in eyewitness recall and suggestibility in children with intellectual disabilities. *Applied Cognitive Psychology*, 21, 361-381.

Robinson, J. & McGuire, J. (2006). Suggestibility and children with mild learning disabilities: The use of the cognitive interview. *Psychology, Crime & Law*, 12, 537-556.

Zigler, E. (1969). Developmental versus differences theories of mental retardation and the problem of motivation. *American Journal of Mental Deficiency*, 73, 536-556.

** I highly recommend you look through this to get a sense of what it is about, even if you do not read the whole thing (it is very long).

BLOCK 2 – APPLIED SOCIAL PSYCHOLOGY

Week 5

SELF-MANAGED LEARNING FOR THE APPLIED SOCIAL PSYCHOLOGY BLOCK

Aims: To provide students with the opportunity to collate, read and critically appraise contemporary literature on social cognition and substance use.

Learning Outcomes

At the end of this week students will have:

- Completed preliminary reading on Applying Psychology to Alcohol and Substance Use (see reading lists given below).
- Critically reviewed the evidence accumulated.
- Formulated a basic understanding of the theories underpinning the automaticity of addictive and substance using behaviours.
- Formulated a basic understanding of cognitive biases (i.e. unrealistic optimism, positive illusion, belief and expectancy-based factors) for the performance of risky behaviours related to alcohol (e.g. drink-driving, drugs and driving, sexual behaviour).

Please see end of this section for CORE introductory reading. The essential reading must be read PRIOR to the first lecture.

WEEK 6

LECTURE – APPLYING PSYCHOLOGY TO DRUG AND ALCOHOL USE

Aims: To provide students with an overview of contemporary research on the social-cognitive psychological study of drug and alcohol use with particular reference to 1) automatic processes in addiction and 2) social psychological processes (e.g. unrealistic optimism,) in the experience of drug and alcohol-related health outcomes (e.g. driving behaviour, condom use).

Learning Outcomes

At the end of this lecture students will be able to:

- Understand the distinction between automatic and non-automatic behaviour.
- Appreciate the relevance of this distinction for the study of addiction and substance use.
- Give examples of how automaticity is measured in addictive behaviour.
- Outline the main cognitive and social-cognitive theories of addiction.
- Understand the role of social cognitive factors as antecedent for outcomes related to drug and alcohol use.
- Appreciate the role of unrealistic optimism, positive illusion, belief and expectancy-based factors for the performance of risky behaviours related to alcohol (e.g. drink-driving, drugs and driving, sexual behaviour).

Week 7

SEMINAR – Cognitive Biases and Substance Use

Aim: To provide students with the opportunity to explore in discussion cognitive biases in substance use with reference to automaticity, positive illusions and expectancies.

Learning Outcomes

At the end of the seminar students will have demonstrated:

- A well-rounded understanding of contemporary social-cognitive approaches to the study of addiction and substance use.
- Make critical commentaries on these approaches.
- Comprehension of the applied implications of such approaches in the prevention and treatment of addiction and substance-use related outcomes.

Week 8

Student Presentations

At the end of the seminar students will have demonstrated:

- A well-rounded understanding of contemporary social cognitive theories of automaticity, unrealistic optimism, positive illusions, belief and expectancy-based factors for the performance of risky behaviours related to alcohol (e.g. drink-driving, drugs and driving, sexual behaviour) through presentation, discussion and debate.

CORE READING FOR THE APPLIED SOCIAL PSYCHOLOGY BLOCK

Core Reading Prior to Week 5:

Tiffany, S.T. (1990) A cognitive model of drug urges and drug-use behavior: Role of automatic and nonautomatic processes. *Psychological Review*, **97**, 147-168.

McCusker, C.G. (2001) Cognitive biases and addiction: an evolution in theory and method. *Addiction*, **96**, 47-56.

Jones, B.T., Corbin, W. & Fromme, K. (2001) A Review of Expectancy Theory and Alcohol Consumption. *Addiction*, **96**, 57-72.

Albery, I.P., Sharma, D., Niazi, A. & Moss, A.C. (2006). Theoretical perspectives and approaches. *Cognition and Addiction* (1 - 29). Oxford: Oxford University Press.

Core Reading for Weeks 6-8

The readings given below are divided into 1) automaticity of addictive behaviours and 2) Social cognition and outcomes related to drinking and drug use.

1. The automaticity of addictive behaviours.

Field, M (2006). Attentional biases in drug abuse and addiction. *Cognition and Addiction* (73 - 100). Oxford: Oxford University Press.

Ryan, F. (2002) Attentional bias and alcohol dependence: a controlled study using a modified Stroop paradigm. *Addictive Behaviors*, **27**, 471-482.

Sharma, D., Albery, I.P. & Cook, C.C.H. (2001) Selective attentional bias to alcohol related stimuli in problem drinkers and non-problem drinkers. *Addiction*, **96**, 285-295.

Munafo, M.R., Mogg, K., Roberts, S., Bradley, B., & Murphy, M.F.G. (2003). Selective processing of smoking-related cues in current smokers, ex-smokers and never-smokers on the modified Stroop task. *Journal of Psychopharmacology*, **17**, 311-317.

McCusker, C.G. & Gettings, B. (1997) Automaticity of cognitive biases in addictive behaviours: further evidence with gamblers. *British Journal of Clinical Psychology*, **36**, 543-554.

Wiers, R.W., Stacy, A.W., Ames, S.L., Noll, J.A., Sayette, M.A., Zack, M. & Krank, M. (2002) Implicit and explicit alcohol-related cognitions. *Alcoholism: Clinical and Experimental Research*, **26**, 129-137.

Optional Reading

Collins A. M., & Loftus E. F. (1975). A spreading activation theory of semantic processing. *Psychological Review*, **82**, 407-428.

Tiffany, S.T. & Conklin, C.A. (2000) A cognitive processing model of alcohol craving and compulsive alcohol use. *Addiction*, **95** (Supplement 2), S145-S153.

2. Social cognition and outcomes related to drinking and drug use.

Core Reading

MacDonald, T.K., Zanna, M.P. & Fong, G.T. (1995) Decision making in altered states: effects of alcohol on attitudes towards drinking and driving. *Journal of Personality and Social Psychology*, **68**, 973-985.

MacDonald, T.K., Zanna, M.P. & Fong, G.T. (1996) Why common sense goes out of the window: effects of alcohol on intentions to use condoms. *Personality and Social Psychology Bulletin*, **22**, 763-775.

Waters, A. J. & Leventhal, A. M. (2006). Clinical relevance of implicit cognition in addiction. *Cognition and Addiction* (249 - 278). Oxford: Oxford University Press.

Optional Reading

Morris, A.B. & Albery, I.P. (2001) Alcohol consumption and HIV risk behaviour: integrating the theories of alcohol myopia and outcome-expectancies. *Addiction Research*, **9**, 73-86.

Albery, I.P., Strang, J., Gossop, M. & Griffiths P. (2000) Illicit drugs and driving: prevalence, beliefs and accident involvement among a cohort of out-of-treatment drug users. *Drug and Alcohol Dependence*, **58** (1-2), 197-204.

Albery, I.P., Gossop, M. & Strang, J. (1998) Illicit drugs and driving: a review of epidemiological, behavioural and psychological correlates. *Journal of Substance Misuse*, **7**, 140-149.

Albery, I.P. & Guppy, A. (1995) Drivers' differential perceptions of legal and safe driving consumption. *Addiction*, **90**, 245-254.

Albery, I.P. & Guppy, A. (1996) Drivers' biased perceptions of the adverse consequences of drink-driving. *Drug and Alcohol Review*, **15**, 39-45.

Herzog, T.A. (1999) Effects of alcohol intoxication on social inferences. *Experimental and Clinical Psychopharmacology*, **7**, 448-453.

Asli Niazi will provide additional reading as required in her sessions.

BLOCK 3 - APPLIED COGNITIVE PSYCHOLOGY

Week 9

Self-Managed Learning for the Applied Cognitive Psychology Block

Aim: To provide students with the opportunity to read and critically appraise introductory material on the contemporary literature on the cognitive neuropsychiatric approach to pathologies of belief.

Learning Outcomes

At the end of this week students will have:

- Completed preliminary reading on applying Psychology to belief pathologies (see reading lists given below).
- Critically reviewed the evidence accumulated.
- Formulated a basic understanding of the roles of perceptual deficits and reasoning biases and/or deficits in the explanation of delusional belief.

The following should be read prior to the first lecture:

Breen, N., Caine, D. & Coltheart, M. (2000) Face recognition and delusional misidentification: A critical review. Cognitive Neuropsychology, 17, 55-71. (Available via Blackboard.)

Coltheart, M. (2005) Delusional belief. Australian Journal of Psychology, (Available via Blackboard.)

Ellis, H. D. & Lewis, M. B. (2001) Capgras delusion: A window on face recognition. Trends in Cognitive Sciences, 5, 149-156. (Available in electronic format via LISA.)

Week 10

Lecture – Pathologies of Belief

Aim: To provide students with an overview of contemporary research on the cognitive study of delusional belief.

Learning Outcomes

At the end of the lecture students will be able to:

- Give examples of some of the psychopathologies studied by cognitive psychologists;
- Outline how cognitive psychologists attempt to explain psychopathologies;
- Think critically about standard definitions of delusional belief;
- Give examples of the major forms of delusional belief;
- Outline how cognitive theories of prosopagnosia have been used in the explanation of the Capgras delusion;
- Distinguish one-stage and two-stage theories of delusions;
- Identify some of the major research questions in this area.

Essential Reading

Breen, N., Caine, D., Coltheart, M., Hendy, J., Roberts, C. (2000) Towards an understanding of delusions of misidentification: Four case studies. Mind and Language, 2000, 15 (1), 74-110. (Available via Blackboard.)

Davies, M. & Coltheart, M. (2000) Introduction: Pathologies of belief. Mind and Language, 15 (1), 1-46. (Available via Blackboard.)

Stone, A. & Young, A. W. (1997) Delusions and brain injury: The philosophy and psychology of belief. Mind and Language. 12, 327-64. (Available via Blackboard.)

Week 11

Seminar – One and Two-Factor Theories of delusions

Aim: To explore the distinction between one and two-factor theories of delusions.

Learning Outcomes:

At the end of the seminar students will be able to:

- Explain and assess at least one of the key contemporary debates in the cognitive psychiatric literature on delusions;
- Understand the nature of and the role attributed to perceptual anomalies and reasoning deficits in these two kinds of theories.

Essential Reading

Breen, N., Caine, D. & Coltheart, M. (2000) Face recognition and delusional misidentification: A critical review. Cognitive Neuropsychology, 17, 55-71. (Available via Blackboard.)

Davies, M., Coltheart, M., Langdon, R. & Breen, N. (2002) Monothematic delusions: Towards a two-factor account. Philosophy, Psychology and Psychiatry, 2-3, 133-158. (Available via Blackboard.)

Dudley, R. & Over, D. (2003) People with delusions jump to conclusions: A theoretical account of research findings on the reasoning of people with delusions. Clin. Psychol. Psychotherap., 10, 263-274. (Available via Blackboard.)

Evans, J. (2003) In two minds: Dual process accounts of reasoning. Trends in Cognitive Sciences, 10 (October, 2003), 254-259. (Available via Blackboard.)

Maher, B. (1988) Anomalous experience and delusional thinking: The logic of explanations. In T.F. Oltmanns & B.A. Maher (Eds.) Delusional Beliefs. New York: Wiley Interscience.

Maher, B. Anomalous experience in everyday life: Its significance for psychopathology. The Monist, 82, 547-570.

(Maher papers will be provided by TS.)

Stone, A. & Young, A. W. (1997) Delusions and brain injury: The philosophy and psychology of belief. Mind and Language. 12, 327-64. (Available via Blackboard.)

Week 12

Seminar - Student Presentations: Debates on Delusions

Aims:

- To provide students with the opportunity to make presentations and discuss contemporary cognitive theories of delusion.
- To provide students with the opportunity to explore in discussion a variety of current debates in the cognitive neuropsychiatric literature on delusions

Learning Outcomes:

At the end of the seminar students will have demonstrated:

- A well rounded understanding of contemporary cognitive theories of delusional belief via presentation and discussion.

Suggested Reading

Seminar presentations might be based on one or more of the following papers:

Breen, N., Caine, D. & Coltheart, M. (2002) The role of affect and reasoning in a patient with a delusion of misidentification. Cognitive Neuropsychiatry, 7, 113-37. (Available via Blackboard.)

Coltheart, M. (2005) Conscious experience and delusional belief. Philosophy, Psychiatry & Psychology, 12, 153-157. (Available via Blackboard.)

Dudley, R., Young, A., John, C & Over, D. (1998) Conditional reasoning in people with delusions: Performance on the Wason selection task. Cognitive Neuropsychiatry, 3, 241-258. (Available via Blackboard.)

Fine, C., Craigie, J. & Glod, I. (2005) Damned if you do; damned if you don't: The impasse in cognitive accounts of the Capgras delusion. Philosophy, Psychiatry & Psychology, 12, 143- 151. (Available via Blackboard.)

Gilbert, D. T. (1991) How mental systems believe. American psychologist, 46, 107-119. (Available from Gilbert's web page.)

McKay, R, Langdon, R. & Coltheart, M. (2005) Sleights of mind: Delusions, defences and self deception. Cognitive Neuropsychiatry, 10, 305-326. (Available via Blackboard.)

Mele, A. (forthcoming) Self-deception and delusion. (Available via Blackboard.)

Siegel, S. (2006) Which properties are represented in perception? In T. Gendler & J. Hawthorne, Eds. Perceptual Experience. (Oxford: Oxford University Press, 2006). (Available via Blackboard.)

Other Reading

Frith, C.D. (1992) The Cognitive Neuropsychology of Schizophrenia. Hove: Lawrence Erlbaum.

Garety, P.A. & Hemsley, D.R. (1994) Delusions: Investigations into the Psychology of Delusional Reasoning. Hove: Psychology Press.

Halligan, P. & Marshall, J.C. (Eds.) Method in Madness. Hove: Psychology Press.

9. [LEARNING RESOURCES](#)

9.1 Core Materials

All learning materials are fully described and references in each Block in Section 8 above.

9.2 Optional Materials

Where noted in each relevant section, some readings are optional.

NOTES

Please use this space to make any notes you might need to supplement this unit guide.