

NEW MODULE DESCRIPTOR

Module Title	Psychology of Judgment and Decision-Making
Course Title	BSc Psychology
School	<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
Division	Psychology
Parent Course (if applicable)	BSc Psychology
Level	6
Module Code (showing level)	PSY_6_PJD
JACS Code (completed by the QA)	
Credit Value	20 credit points
Student Study Hours	Contact hours: 44 Student managed learning hours: 156
Pre-requisite Learning	none
Co-requisites	none
Excluded combinations	none
Module co-ordinator	Name: Claudia Civaic Email: civaic@lsbu.ac.uk
Short Description (max. 100 words)	<p>Students will explore: i) the neuro-cognitive, social and developmental factors that influence judgment and decision-making and ii) the real-world applications of these findings. We will discuss the ways in which people's choices systematically deviates from rationality by exploring heuristics and biases that affect choices and discuss the role of emotions. Students will also discover how the awareness of these biases is helping researchers and practitioners in different fields, such as medicine, policy, or marketing, to improve people's decisions.</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 at the start of the module; providing coursework support in seminars and lectures; providing formative experience for the exam; providing optionality in the topics covered when developing own argument in the coursework</i></p> <p><i><u>This module assesses the following BPS core domain(s):</u> biological, cognitive, developmental, individual differences, social, CHiPs, research methods</i></p>
Aims	

	<ul style="list-style-type: none"> • To introduce conceptual and historical issues in the field of judgment and decision-making • To outline the methods of decision neuroscience (behavioural economics, cognitive psychology, neuroscience, etc) • To discuss the concepts of “predictably irrational” behaviour, heuristics, and biases • To promote the ability to apply the theories and laboratory findings to real world issues • To discover different fields outside of psychology that can benefit from this knowledge
Learning Outcomes (4 to 6 outcomes i.e. total combined learning outcomes under the four headings must be 4-6)	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Describe and explain the psychological factors contributing to decision-making, and the different variables that shape people’s decisional processes. <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Critically evaluate the contribution of psychological factors (e.g., emotion) and contextual variables (e.g., presence of other people) to decision-making and understand the real-world implications <p>Practical Skills:</p> <ul style="list-style-type: none"> • Communicate effectively in written format. • Use a variety of sources and psychological and computerised tools to retrieve and organise information. <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Transfer the theoretical knowledge acquired to more applied fields, within and outside psychology
Employability	<p>Knowledge of the psychological processes underlying decision-making is highly sought-after in many different fields, such as behavioural change strategies (e.g., health psychology), marketing, policy development, as also presented in the module itself. This knowledge and skills, especially those developed by CW2 (technical report), will help students to work both within and outside of the Psychology fields.</p>
Teaching and learning pattern	<p>11 x 4 hour learning and teaching sessions comprising a mixture of lecture and seminar activities.</p> <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: </p> <p> <input checked="" type="checkbox"/> Seminars <input type="checkbox"/> Tutorial: </p> <p> <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops </p> <p> <input checked="" type="checkbox"/> Practical <input type="checkbox"/> VLE Activities </p>
Indicative content	<p>In the first part of the module, students are introduced to the concept of economic rationality and how that shaped the traditional models built to predict choices (homo economicus). Then, we will discuss the failure of traditional models and the introduce the concepts of heuristics and biases to explain the systematic “flaws” in human decision-making (Kahneman’s System 1 and System 2). We will touch on decision-making under risk and uncertainty and we will discuss the role played by emotions. Then, the concept of value-based decision-making will be introduced, and we will discuss how phenomena such as delay of gratification and unfairness rejection shape our choices in social and moral decision-making.</p>

	In the second part of the module, we will discuss how these findings and this knowledge guide the development of behavioural interventions in applied psychology (e.g., strategies of behavioural change) and other fields, such as policy development and marketing (Nudge theory and choice architecture).
Assessment method (Please give details – of components, weightings, sequence of components, final component)	<p>Formative assessment: In-class assignments during seminars. These assignments (e.g., small group discussion on papers, or case studies) aim to foster coursework-related skills by critically discuss theories and real-world applications</p> <p>Summative assessment: One coursework with two subcomponents: Subcomponent 1: 2000-word essay (60%) Subcomponent 2: 1000-word technical report (40%)</p>
Mode of resit assessment (if applicable)	<p>Formative assessment: not applicable</p> <p>Summative assessment: Resubmission of assessment using feedback given with the aim to improve the mark, or submit for the first time.</p>
Indicative Sources (Reading lists)	<p>Core materials:</p> <ol style="list-style-type: none"> 1. Kim, N. (2017). <i>Judgment and Decision-making: In the Lab and the World</i>. Macmillan International Higher Education. 2. Selected research articles from Scimago Q1 Journals (e.g., Nature, Science, Journal of Neuroscience, Psychological Science, Journal of Personality and Social Psychology, Journal of Consumer Research...) will be provided for each lecture; they will be accessible online via the library reading list. <p>Optional reading:</p> <ol style="list-style-type: none"> 3. Kahneman, D. (2011). Thinking, fast and slow. Macmillan. 4. Thaler, R. H., & Sunstein, C. R. (2009). <i>Nudge: Improving decisions about health, wealth, and happiness</i>. Penguin. 5. Selected research articles from Scimago Q1 Journals (e.g., Nature, Science, Journal of Neuroscience, Psychological Science, Journal of Personality and Social Psychology, Journal of Consumer Research...) will be provided for each lecture; they will be accessible online via the library reading list.
Other Learning Resources	Videos used in the lecture and provided on the VLE; Coursework forum