### MA Psychology

**Compulsory Modules**

Disclaimer: The information contained in this document provides general guidance only. While every care has been taken to provide correct information at the date of authoring (March 2016), information may be subject to revision from time to time.

<table>
<thead>
<tr>
<th>Module</th>
<th>03 14418 – Foundations in Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Leader</strong></td>
<td>Dr Stephane DeBrito</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Delivery method</strong></td>
<td>Tutor/Student-led discussion seminars</td>
</tr>
<tr>
<td><strong>Assessment method</strong></td>
<td>Critical analysis of selected journal articles (60%) and group oral presentation of a critique of a published research report (40%).</td>
</tr>
<tr>
<td><strong>Marks required to pass module</strong></td>
<td>50%</td>
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<tr>
<td><strong>Module Description</strong></td>
<td>Lectures discuss current research techniques and develop critical approaches to reading and evaluating research articles. The module includes small group discussions where students target critique of specific research approaches.</td>
</tr>
</tbody>
</table>
| **Learning outcomes** | By the end of the module students should be able to:  
1. Discuss and identify different research approaches  
2. Identify current and emerging research topics and techniques  
3. Critically assess and review journal articles. |

<table>
<thead>
<tr>
<th>Module</th>
<th>03 25444 – Current Research 1</th>
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<tbody>
<tr>
<td><strong>Module Leader</strong></td>
<td>Dr Natalie Kelly</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Delivery method</strong></td>
<td>Lectures and Seminars</td>
</tr>
<tr>
<td><strong>Assessment method</strong></td>
<td>For each module: Three diary entries of seminars attended, each 33.3% of grade</td>
</tr>
<tr>
<td><strong>Marks required to pass module</strong></td>
<td>50%</td>
</tr>
<tr>
<td><strong>Module Description</strong></td>
<td>Lectures will provide an overview of current research in psychology, as well as theoretical debates and methodologies.</td>
</tr>
<tr>
<td><strong>Learning outcomes</strong></td>
<td>By the end of the module the student should be able: demonstrate a broad knowledge of current research in psychology; understand the current theoretical debates; understand the methodologies employed in current research.</td>
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<tr>
<td><strong>Module Leader</strong></td>
<td>Dr Natalie Kelly</td>
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<td><strong>Marks required to pass module</strong></td>
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<tr>
<td><strong>Module Leader</strong></td>
<td>Dr. Claudio Tennie and Dr Robin Thompson</td>
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<tr>
<td><strong>Credits</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Delivery method</strong></td>
<td>Lectures and Seminars (including student-led discussion)</td>
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</tbody>
</table>
| **Assessment method** | 1. Debate in discussion sessions (not formally assessed)  
2. 300 word (limit) press release style writing on a paper provided by module leaders (30%).  
3. 500 word (limit) scientific abstract on your own project, or the literature review for Research Review for MA Psychology students (30%).  
4. Oral presentation (15 minutes plus questions) to a specialised lab group/seminar (40%).  
Reassessment: Essay |
| **Marks required to pass module** | 50% |
| **Module Description** | Topics will typically include ethical and legal issues, health and safety, exploitation of research and existing resources, writing skills (including writing for the broader public and grants), oral and poster, and time management skills. |
| **Learning outcomes** | By the end of the module, students should be able to:  
1. Demonstrate a working knowledge of the issues relevant to communicating research, including abstract writing.  
2. Visually present research (poster presentation) in a concise and clear manner (NOTE: marking for posters is not included in this module).  
3. Orally present research in a concise and clear manner.  
4. Write a succinct summary (abstract) of a research project, or the literature review for Research Review for MA Psychology students.  
5. Write a succinct summary of a journal article in a “press release” style for public understanding. |
### 03 27296 - Research Review

<table>
<thead>
<tr>
<th>Module Leader</th>
<th>Dr Fay Julal</th>
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<tbody>
<tr>
<td>Credits</td>
<td>20</td>
</tr>
<tr>
<td>Delivery method</td>
<td>Seminars, paired activities and tutorials</td>
</tr>
</tbody>
</table>
| Assessment method   | A 1,500 word annotated bibliography to a selected topic (10%)  
|                     | A 3,000 word narrative literature review (90%)  
|                     | Reassessment: a revised bibliography / review |
| Marks required to pass module | 50%                              |
| Module Description  | In a series of seminars, paired activities and one-to-one tutorials, students will be introduced to the skills required to conduct a literature review (e.g. academic writing; APA style; critical analysis), will discuss existing literature reviews and complete formative assessments. Students will select a specific research topic (e.g. one linked to their MA Psychology Project topic), engage in wide reading around the topic, and discuss different viewpoints and methods. Students will then develop an annotated bibliography and a narrative review article, employing the skills developed. |
| Learning outcomes   | By the end of the module students should be able to:  
|                     | 1. Systematically and critically review research on a selected topic in Psychology and related disciplines.  
|                     | 2. Communicate effectively in writing, using professionally accepted protocols.  
|                     | 3. Understand different viewpoints and methods within a selected topic in Psychology.  
|                     | 4. Understand the methodologies and background knowledge relevant to a selected topic in Psychology. |

### 03 27295 – Public Engagement with Psychological Research

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<tr>
<th>Module Leader</th>
<th>Dr Fay Julal</th>
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<tr>
<td>Credits</td>
<td>30</td>
</tr>
<tr>
<td>Delivery method</td>
<td>Lectures (3), small group or individual supervision</td>
</tr>
<tr>
<td>Assessment method</td>
<td>3,000 word article or report (100%)</td>
</tr>
<tr>
<td>Marks required to pass module</td>
<td>50%</td>
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</tbody>
</table>
| Module Description  | At the beginning of the project, each student will work closely with his or her Second Supervisor to set out a contract for a public engagement project to promote the research of the supervisor. Working in small groups or individually, students will plan and develop a public engagement activity. Students will acquire knowledge and skills related to the specific nature of their public engagement project (e.g. planning public events; developing a website). Lectures will provide an overview of approaches to engaging with the public (e.g. contacting groups; planning events).  
|                     | Assessment will be a report of the public engagement event and the research on which it is based or a journalism-style article. Students will agree with their supervisor, which form (report or article) their assessment will take. |
| Learning outcomes   | By the end of the module students should be able to:  
|                     | 1. Plan a public engagement event to promote scientific research.  
|                     | 2. Write a detailed account of the public engagement project, including summary of the research on which it is based.  
|                     | 3. Write a public-friendly literature review.  
<p>|                     | 4. Understand the pathways used to develop public engagement. |</p>
<table>
<thead>
<tr>
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<th>Dr Fay Julal</th>
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</thead>
<tbody>
<tr>
<td><strong>Credits</strong></td>
<td>60</td>
</tr>
<tr>
<td><strong>Pre-requisite module</strong></td>
<td>03 27296 Research Review</td>
</tr>
<tr>
<td><strong>Delivery method</strong></td>
<td>Student-centred research dissertation</td>
</tr>
<tr>
<td><strong>Assessment method</strong></td>
<td>Written dissertation (5,000 - 6,000 words max) (100%)</td>
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<tr>
<td><strong>Marks required to pass module</strong></td>
<td>50%</td>
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</table>

**Module Description**

Students will write a substantial critical inquiry (literature review) into an approved research topic under supervision. Students will be assigned to a research supervisor at the outset of the module, with whom the student will negotiate a contract setting out the project’s aims, the relevant knowledge and skills and milestones for completing the literature review.

**Learning outcomes**

By the end of the module the student should be able to:
1. Systematically conduct a substantial critical review of existing literature on a selected research topic.
2. Communicate effectively in writing, using professionally accepted protocols.
3. Develop a research project that entails some aspect of originality.
4. Show independence in managing the research project.

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<thead>
<tr>
<th><strong>Module Leader</strong></th>
<th>Dr Dietmar Heinke</th>
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<tr>
<td><strong>Credits</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Delivery method</strong></td>
<td>Lectures</td>
</tr>
<tr>
<td><strong>Assessment method</strong></td>
<td>Workshop-based Exam</td>
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<tr>
<td><strong>Marks required to pass module</strong></td>
<td>50%</td>
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</table>

**Module Description**

- Topics typically include: questionnaire design and analysis; discriminant function analysis; descriptive statistics; hypothesis testing: z-scores; t-tests and ANOVAs with factorial, repeated measures and mixed designs; planned and post-hot comparisons; correlation, linear and non-linear regression; multiple regression; tuition in SPSS.

**Learning outcomes**

- Students should be able to choose an appropriate statistical test for a given type of data and research question.
- To enter data into SPSS in an appropriate format.
- To carry out the statistical tests covered in the course using calculators and statistical, or SPSS as appropriate.
- To interpret the results of the statistical tests covered in the course.
### Optional Modules

#### 03 14415 – Computer Use

<table>
<thead>
<tr>
<th><strong>Module Leader</strong></th>
<th>Dr Pia Rotshtein</th>
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<tbody>
<tr>
<td><strong>Credits</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Delivery method</strong></td>
<td>Lectures plus Computer-based Workshops</td>
</tr>
<tr>
<td><strong>Assessment method</strong></td>
<td>Take-home Exam</td>
</tr>
<tr>
<td><strong>Marks required to pass module</strong></td>
<td>50%</td>
</tr>
<tr>
<td><strong>Aims and learning objectives of this module</strong></td>
<td>The computer packages provide students with advanced knowledge and skills on the following topics: file management, the identification of library resources and how to use them, training in bibliographic sources and methods, the maintenance of a personal research bibliography, basic and advanced word-processing, production of presentation materials, other use of spreadsheet and database management, disseminating information using the web.</td>
</tr>
</tbody>
</table>
| **Learning outcomes** | • Students should be able to have working knowledge of the computer packages covered.  
• To carry out procedures useful for research type activities. |
This option will cover current cognitive and affective theories of parenting and examine the links between parenting practice and child outcome. We will examine and evaluate cognitive and affective predictors of parenting practice including attachment, mind-mindedness, parental styles, and parental beliefs and values. We will locate these predictors within broader models of parenting such as ecological and systems models, and examine some cultural variations in models and practices. We will examine intergenerational transmission of parenting practice, including the intergenerational transmission of attachment. We will then examine the effects of parental psychopathology on parenting cognition, emotion and behaviour, and will assess the effects of a range of parental psychopathologies on child social, emotional and cognitive outcome.

**Lecture topics:**

1. Theories of parenting: ecological and cognitive models, cultural variations.
2. Parenting styles and their outcomes: ‘good enough’ parenting, domain specificity
3. Attachment and its developmental outcomes
4. Cognitive approaches to parenting practices
5. Intergenerational transmission of parenting behaviours and attachment
6. Mental Health problems in parents, their impact on parenting cognition and behaviour, and their effects on child cognition/emotion/social behaviour:
   7. Postnatal depression and depressed parents
   8. Anxiety Disorders
   9. Eating Disorders
   10. Psychosis.

**KEY LEARNING OUTCOMES:**

On the completion of this module the student should be able to:

1. Give a critical account of theories of parenting including Bronfenbrenner’s systems theory, Belsky’s ecological approach, and cognitive theories of parenting.
2. Describe Baumrind’s divisions of parenting styles and their associated developmental outcomes.
3. Demonstrate an awareness of cultural variation in parenting beliefs and practices.
4. Describe the interaction of parental cognition and emotion in the determination of parenting behaviour, including the role of attachment, mindmindedness, and parental beliefs.
5. Describe intergenerational relationships in parenting style and attachment and discuss the potential mechanisms of intergenerational transmission of parenting behaviours.
7. Give a critical account of the effects of parental psychopathology on parenting cognition, emotion and behaviour, and in turn their effects on children’s social, emotional and cognitive development.
8. Synthesise a well reasoned, in depth, argument on one chosen aspect of parenting and/or mental health.
9. Demonstrate their breadth and depth of knowledge and understanding of the parenting and mental health literature by synthesising well reasoned arguments based on their knowledge of the topic.

METHOD OF ASSESSMENT:

Essay, chosen from a choice of 6 titles (2000 words) (50%)
Unseen Examination (2 hours, essay based: 2 essays out of choice of 4) (50%)

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

READING LIST:

Key texts:

Example journal articles that also form part of the expected reading for the course:
Field, T; Diego, M; Hernandez-Reif, M (2009). Depressed mothers’ infants are less responsive to faces and voices. Infant Behavior & Development 32:239-244.
Our memories make us who we are. Episodic memory allows humans to mentally time travel, i.e. to re-live past events and anticipate future events. This course will give students an in-depth understanding of the central concepts, neurocognitive theories, and current research in episodic memory and its applications. The module will first give an overview of cognitive memory theory and the experimental approaches used to study remembering and forgetting. Later lectures will discuss the neural mechanisms underlying episodic memory, including state-of-the-art imaging and electrophysiological studies in healthy humans and non-human animals. Applied topics include memory and the ageing brain, memory disorders, the science behind superior memory, and eyewitness testimony. In the practical classes, students will gain hands-on experience in running a memory experiment.

Topics covered:

1. What is episodic memory?
2. Why do we forget? Incidental and voluntary forgetting
3. How the brain encodes information into memory
4. How the brain retrieves information from memory
5. Sleep and the neural mechanisms of memory consolidation
6. Memory loss and amnesia
7. Memory, ageing and dementia
8. Eyewitness testimony: from laboratory to courtroom
9. Superior memory performers and strategies to improve memory
KEY LEARNING OUTCOMES:

On completion of this module the student will be able to:

1. Understand and evaluate the major neurocognitive concepts in episodic memory and the experimental approaches used to investigate memory
2. Integrate evidence from brain imaging and electrophysiological studies investigating memory in humans and non-human animals
3. Describe the factors that enhance remembering, and those that lead to forgetting
4. Understand and describe the various causes of memory loss and memory distortion
5. Demonstrate a critical awareness of the current topics and problems in memory research
6. Demonstrate a breadth of knowledge on the topic of human memory

METHOD OF ASSESSMENT:

Coursework (30%): Written research report
Exam (70%): 7 out of 10 short answer questions

KEY TEXTS:

BOOKLIST:

A full reading list will be available at the beginning of the module.

ANY OTHER INFORMATION:

Feedback

Generic feedback on all of the assessments will be posted on the School’s Web pages. Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on “tick” sheets).
Early intervention in psychiatry has become the major focus of clinicians in the past two decades, particularly around psychotic disorders such as schizophrenia. This has resulted in the development of specialist early intervention services and programs aimed at finding people at very high risk for illness. Such high risk clinics are hugely important for improving understanding of the aetiology of the illness, and there is a huge range of work currently being undertaken around the world.

The sessions in this module will cover a range of issues, including:

1. The psychotic continuum and the prodromal phase of illness
2. Defining the risk state and the ethics of intervention
3. Genetics high risk approaches
4. Stress, trauma and other psychosocial risk factors
5. Structural and functional neuroimaging as markers of risk and progression
6. Cognitive development
7. The role of neurotransmitters
8. The experience of service users
9. Interventions
10. Controversies

KEY LEARNING OUTCOMES:

On completion of this module the student will be able to:

1. Describe and discuss definitions of risk for psychotic, manic and depressive disorders
2. Critically evaluate evidence for specific risk factors and interventions
3. Demonstrate an understanding of the ethical issues surrounding early identification
And intervention in psychiatry

4. Understand the short-comings of current models of mental illnesses and the pathways for future research
5. Demonstrate an ability to critique research papers and present the findings
6. Demonstrate their knowledge and understanding of mental illness by synthesising a well reasoned argument based on their knowledge of the topic

METHOD OF ASSESSMENT:

Assessments:

Critical analysis of research paper (50%)

Students will be provided with a choice of recent research papers in the early intervention field and will be required to undertake a critical review of one of them. They will be asked to detail the strengths and weaknesses of the paper and how it fits into the rest of the literature in a 2000 word report. Students will be provided with detailed guidance in how to conduct such a critical analysis.

Final unseen examination (50%):

This will be a 90 minute exam during which students will be required to write two essays. Students will be provided with five questions and required to choose two.

Reassessment:

None.

KEY TEXTS:

BOOKLIST:

A full reading list will be available at the beginning of the module.

ANY OTHER INFORMATION:

Feedback

Generic feedback on all of the assessments will be posted on the School’s Web pages. Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on “tick” sheets).
decide what counts as reality controlled hallucination? Are we all capable of hallucination and delusion? If so, to what extent is stable perception itself a form of pathological hallucinations and delusions in Schizophrenia; The concept of Schizotypy and the 'Healthy Schizotype'; Deficits in reality-monitoring; Deficits in self-monitoring; Body-image distortions and Hallucinations of the self; Anomalous bodily experiences: The ‘rubber-hand’ illusion and Disorders of embodiment; Phantom-limb syndrome; Alien-hand syndrome; Capgras Syndrome; Fregoli delusion; Cotard delusion; False-memory / False beliefs; Deficits in causal reasoning; Deja-vu / Jamais-vu experiences; The “jump-to-conclusion” bias and its relationship to delusion formation; Autoscopic hallucination; Depersonalization hallucinations; Out-of-Body experiences / Near-death experiences; the ‘sensed-presence’ hallucination (apparitions); Hallucinations and delusions relating to hyper-religiosity / hyper-spirituality, the “God spot” and the brain, and Paranormal belief as a delusion in the normal population. Students will examine the methods employed to study hallucinations / delusions as well as over-arching theoretical concepts which influence psychological theory. Just how and why do palpably untrue experiences and beliefs appear so real and so convincing?

What implications do these instances have for mainstream accounts of brain function, and conversely, what implications do contemporary models of neurocognition have for these bizarre instances? Do these experiences really lie on a continuum of hallucinatory / delusory proneness from normal observers to patients? If so, to what extent is stable perception itself a form of controlled hallucination? Are we all capable of hallucination and delusion – and if so what does this tell us? How does the brain decide what counts as reality - and what happens when this process goes wrong? Your brain is lying to you – find out how and why.
KEY LEARNING OUTCOMES:

1. To show an appreciation that striking hallucinatory / delusional experiences occur in the normal population in the absence of any apparent pathology, illnesses or disease.
2. To display an understanding of the main concepts and issues related to influential theories of hallucination and delusions in the pathological, clinical and non-clinical populations.
3. Review evidence from diverse methods including; behavioural evidence, hallucinatory proneness scales, electrical brain stimulation, magnetic brain stimulation, cortical and intra-cranial electroencephalography (EEG) measurements, and modern brain-imaging techniques (fMRI / PET) with relevance to common brain mechanisms underlying hallucinations and delusions.
4. Extrapolate from instances of delusions / hallucinations back to influential theories from mainstream cognitive psychology / neuroscience to assess the applicability of these theories for such bizarre circumstances.
5. Demonstrate an understanding for why any human experience feels ‘real’ as applied to delusional / hallucinatory episodes. To be able to argue for why the ‘bizarre’ can seem so real.
6. To display a thorough knowledge for how theories and concepts from mainstream cognitive neuroscience seek to accommodate and explain striking instances of anomalous cognition / anomalous experience.

METHOD OF ASSESSMENT:
A grant proposal (total of 2000 words) [worth 50% of the final mark]

A final 2hr exam [worth 50% of the final mark]

The exam allows students to demonstrate their knowledge and understanding of the topic areas by providing both factual information and providing an evaluative well argued essay demonstrating depth of understanding.

The grant proposal gives students great flexibility to use their new knowledge to develop ideas for new research.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Deferral students should check the details of the assessment format of supplementary examinations with the Module Leader. It is not possible to resit a third year module.

SOME KEY TEXTS: (A more extensive list of references will be provided during the course).


BOOKLIST:


ANY OTHER INFORMATION:

Frequently Asked Question from previous prospective students:

**Question** = “I have not done a grant proposal before and am worried about what this entails – am I at a disadvantage?”

**Answer** = “No, not at all. Full support will be given during the course on what a grant proposal is and what it entails. It actually represents an extremely flexible and rewarding way to do an assessment as you are completely free to pick your own topic area to study from any aspect of the course that you found particularly interesting. It allows you to approach this with your own ideas and questions. It is the sort of assessment that fosters the very skills required, not just at university, but also those required by leading employers.”

**Skills**

Module: UNDERSTANDING EMOTIONS: A NEURO-COGNITIVE PERSPECTIVE

Module Leader: Dr Pia Rotshtein
Teaching Staff: Dr Pia Rotshtein

LEVEL: 3
SEMESTER: 1
CREDIT VALUE: 20
CONTACT HRS: 40

RESTRICTION ON ENROLMENT: 55
STATUS: Optional

CONTACT HOURS: Lectures: 10 × 2 hours (of which 7 would be students’ presentations)
Office hours: 10 × 2 hours

MODULE DESCRIPTION/CONTENT:
The modules would explore the main debates in the neuro-cognitive research of emotions, it would focus on evidence from variety of research methods including behavioural, neuroimaging and neuropsychological studies.

1. Are bodily response the core or the consequence of emotions, the role of the insula
2. The relation between emotion and cognition, the role of amygdala
3. How many emotions do we have
4. Are emotions a universal or culture specific
5. How do we know what another feels?
6. The interaction between amygdala and prefrontal cortex in regulating emotions

KEY LEARNING OUTCOMES:

On completion of this module the student will be able to:

1. describe and discuss the underlying cognitive and neural processes that shape our emotions.
2. critically evaluate theories and evidence in understanding emotions and social cognition;
3. demonstrate a critical awareness of current problems and debates in the emotions research
4. demonstrate understanding of the methods used in emotional and cognitive neuroscience research,
5. formulate a clear research question along with a structured plan for answering it by empirical study.
6. demonstrate ability write a research proposal
7. develop group work, presentation and critical evaluation skills
8. demonstrate ability write a research proposal
9. demonstrate ability to provide constructive feedback

METHOD OF ASSESSMENT:
25% student led seminar 50% research design and grant proposal coursework, 25% peer review of grant proposals

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Deferral students should check the details of the assessment format of supplementary examinations with the Module Leader. It is not possible to resit a third year module.

READING LIST:
Readings will be empirical papers and book chapters selected by the instructor. Examples readings include:

ANY OTHER INFORMATION:

Feedback Generic feedback on all of the assessments will be posted on the module’s Canvas course. Where coursework is returned to students, it will be accompanied by individual feedback. Formative feedback will be provided on optional work submitted for tutorials (which will support the research design coursework).

Skills Critical thinking, organisation and planning, information gathering, presentation, team work, research design, report writing/written communication, and peer reviewing skills.
Module Leader: Prof J. Raymond

Teaching Staff: Prof. Jane Raymond

LEVEL: 3
SEMESTER: 1
CREDIT VALUE: 20
CONTACT HRS: 38

RESTRICTION ON ENROLMENT: 55

STATUS: Optional

CONTACT HOURS:
Lectures: 10 × 2 hours
Tutorials/seminars: 4 × 2 hours
Office hours: 10 × 1 hour

MODULE DESCRIPTION/CONTENT:
The module discusses the complex problem of how people respond to their visual environments. The module uses fine art as a way of exploring concepts and making cognitive neuroscience interesting and applicable to contemporary life. The topics covered are diverse, including low level visual processing (and why Op Art and Minimalism tickle our brains), high level processes like attention, visual memory and consciousness (and why some art images are so compelling and effective), and social and emotional processing of visual information as in, for example, human faces (and how this is used in political and commercial propaganda images; what works in portraiture; why some ads work and others don’t).

No previous knowledge of art is needed but it helps if you like art and are open to experiencing lots of different types of art. In each lecture, the class discusses different works, relating them to theory and knowledge of the brain and perception. Students develop understanding of current psychological theory, develop insight into the application of neuroscientific methods to complex ‘real-world’ problems, and have an opportunity to integrate their knowledge across diverse areas within psychology. The information learned is relevant to students who want to know more about cognitive neuroscience and related research and to students who have an interest in art, marketing, or visual journalism, or, indeed, all of these things.

Module content will be covered through lectures and seminars. Self-directed study will involve reading books, articles and other texts as well as visiting virtual or actual art galleries.

KEY LEARNING OUTCOMES:

On completion of this module the student will be able to:

1. Discuss human responses to a wide range of visual art and graphics from a cognitive neuroscientific perspective
2. Demonstrate a critical awareness of current psychological and neuroscientific theory and methods in visual cognition (including perception, attention, visual memory, motivation, and social and emotional evaluation).
3. Link knowledge and theory from at least two different areas of psychology to discuss visual processes that could result from viewing artwork, either “fine” art or commercial graphics.
4. Appreciate and compare various perspectives on aesthetics and object evaluation.
5. Develop critical thinking skills.
6. Demonstrate conceptual and factual knowledge and the ability to integrate different area of psychology relating to visual perception.
METHOD OF ASSESSMENT:
Literature review coursework (50%). This coursework gives students an excellent opportunity to express their critical awareness of current theory, knowledge and methods in cognitive neuroscience, develop writing skills, and integrate knowledge of psychology with knowledge of art.

Examination (50%). Choose two essay style questions from 5 options. Each question is made from smaller, mini essay questions. This assesses conceptual and factual knowledge and the ability to integrate different areas of psychology.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Deferral students should check the details of the assessment format of supplementary examinations with the Module Leader. It is not possible to resit a third year module.

READING LIST:

Readings will be books, empirical papers and book chapters selected by the instructor. Examples include:


ANY OTHER INFORMATION:

Feedback

Generic feedback on all of the assessments will be posted on the module’s Canvas course. Where coursework is returned to students, it will be accompanied by individual feedback.

Skills

Critical thinking, information gathering, writing/written communication.
Psychiatric disorders are understood to occur as a result of a specific pathology in the brain. Yet ultimately, the diagnosis is made primarily through diagnostic interviews. There are currently no single objective biological marker for any psychiatric disorder. Cognitive control refers to processes that allow us to flexibly adapt our behavior according to our internal goals and external environmental demand. Such processes afford us the capacity to control our thoughts, feelings, and actions. The failure cognitive control processes in the brain widely believed to underlie many psychiatric disorders. The aim of this module is to discuss the breakdown of cognitive control in different psychiatric disorders such as OCD, ADHD, schizophrenia and addiction. We will also discuss how different types of treatment such as neuropharmacology and deep-brain stimulation are hypothesised to benefit psychiatric patients through restoring control.

Lecture 1: Freud, neuroscience, and modern day mental illness
Lecture 2: The neurobiology of cognitive control (operationalizing it and imaging it)
Lecture 3: OCD
Lecture 4: ADHD
Lecture 5: Schizophrenia
Lecture 6: Models of Addiction
Lecture 7: The ethics of treatment
Lecture 8: Psychosurgery
Lecture 9: Restoring control : the theory being the neuropharmacology
Lecture 10: stimulating the brain to get back control
Lecture 11: Recap of module

KEY LEARNING OUTCOMES:
On successful completion of this module, the student will be able to:

1. Demonstrate a systematic understanding of cognitive control and how it is believed to be mediated throughout the brain.
2. Demonstrate a systematic understanding how cognitive control is aberrant in the discussed psychiatric disorders
3. Critically evaluate the research based knowledge relating to the efficacy of neuropharmacology as well deep brain stimulation, as well as historical account of psychosurgery

METHOD OF ASSESSMENT:

Grant proposal (30%): 500 words grant proposal relating to the development of biomarkers or experimental treatment for a psychiatric illness.

Ethics of psychosurgery essay (20%): A 750 word essay on the ethical issues surrounding psychiatry.

Summer Examination (50%): 2 Hours, 2 essays from 5 questions.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Deferral students should check the details of the assessment format of supplementary examinations with the Module Leader. It is not possible to resit a third year module.

Feedback

Generic feedback on all of the assessments will be posted on the module Canvas Course. Coursework is returned to students, and will be accompanied by individual feedback. Students will gain experience of small group discussion. At the end of each lecture and in the small group discussion sessions, students will be encouraged to raise issues that have arisen as part of their reading into the topic. They will be encouraged to present their findings and other students will be encouraged to give feedback and to find areas of overlap between the topics.

Skills

Critical thinking; Integration and comparison; Gathering information; Report writing; Written communication.
LEVEL: 3  SEMESTER: 2  CREDIT VALUE: 20  CONTACT HRS: 31

RESTRICTION ON ENROLMENT: 55

STATUS: Optional

CONTACT HOURS: 31
DELIVERY:
10 x 2 hour lectures,
10 x 1 hour directed reading,
1 x 1 hour (exam review),
Office hours 10 x 1 hour

MODULE DESCRIPTION/CONTENT:
2. Delayed and different development.
3. Psychological intervention.
5. Aetiology of behaviour disorder.
7. Learning theory and interventions for behaviour disorder.

KEY LEARNING OUTCOMES:
On completion of this module the student will be able to:

1. Define severe intellectual disability and describe the main cognitive, behavioural and developmental features.
2. Describe and critically evaluate the main psychological interventions that are employed to ameliorate severe intellectual disability.
3. Critically evaluate the concept of behavioural phenotype and describe the established cognitive and behavioural features associated with specific genetic syndromes.
4. Describe and apply the principles of learning theory to the aetiology, assessment and treatment of behaviour disorder.
5. Critically evaluate interventions for intellectual disability and behaviour disorder.

METHOD OF ASSESSMENT:

Coursework report [40%] Examination [60%]

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Deferral students should check the details of the assessment format of supplementary examinations with the Module Leader. It is not possible to resit a third year module.
KEY TEXTS:

Lists of relevant journal articles and readings will be given for each lecture and for directed student study.

BOOKLIST: Full reading list available at beginning of module.

ANY OTHER INFORMATION:

Feedback
Generic feedback on all of the assessments will be posted on the module Canvas Course. Where coursework is returned to students, it will be accompanied by individual feedback.

Skills

Written communication; Team work; Critical review of research articles; Report writing; Computing and IT, Observational data capture, analysis and interpretation; Gathering information
This course will focus on how we produce and understand language. No prior linguistic knowledge or language background is assumed. The first part of the course (taught by Linda Wheeldon) will focus on the production of spoken language and the second part (taught by Steven Frisson) will focus on understanding written language. These processes are heavily related and share many components; speaking involves translating meaning into speech and reading involves translating writing into meaning.

**Speaking:** When we speak we are conveying our ideas in language. Often the ideas we want to convey are represented very differently from the utterances we use to express them. Consider describing your favourite painting. Your holistic mental image of the painting’s form and colours differs dramatically from the linear flow of words you use to describe it. The first part of this course will examine the journey from thought to language. We will consider the relationship between different kinds of thought and language, as well as the effect of language structure on thought processes i.e., to what extent does the language you speak determine the way you think. We will also examine the process of translating thought into speech. We will look at how we select the correct words and generate the appropriate structures to convey our meaning and how we generate the sound form of the words to be spoken.

**Reading:** When we read a text, we only look at the words for a very short time (if at all). Nevertheless, within a few hundred milliseconds, we do a lot of work! We need to extract the individual letters of the word, what the word is composed of, what it sounds like, its meaning, and how it fits in the rest of sentence and the larger text. So, while reading seems such an easy thing to do, it is in fact one of the most complex processes people deal with. We will follow the reading process from the earliest, low-level stage (what happens immediately when we read a word) to the final interpretation stage (what does the text mean?). Most of the research we’ll discuss comes from actual reading experiments, though we will also discuss some work from different paradigms such as ERP and brain imaging. Topics include: how do we best teach reading to young children, does a word’s sound play a role in reading, how do we piece words together into a sentence, how do we access a word’s meaning, how do we process figurative language, is language embodied, and how do we arrive at an overall interpretation of the text. Although we will focus on normal, adult populations, we will also touch upon reading processes in clinical populations (e.g. people who stutter, people with psychosis).

**KEY LEARNING OUTCOMES:**

On completion of this module the student will be able to:

1. Describe a variety of forms of thought and discuss their relationship to language.
2. Critically evaluate claims about the effects of the structure of different languages on thought processes.
3. Describe the main processes underlying word selection and sentence building and evaluate models of these processes against experimental data.
4. Describe the different processes underlying reading.
5. Describe how we extract meaning from a text.
6. Critically evaluate various experimental methodologies to the development of language processing theories.
7. Understand and critically evaluate accounts of previous research and use them as a basis for proposing new scientific studies in the areas of Speaking and Reading.

8. Demonstrate their knowledge and understanding of the factors affecting eating behaviour by synthesising a well reasoned argument based on their own knowledge of the topic.

METHOD OF ASSESSMENT:

50% Coursework: 2x1000 word Research Study Proposals based on two previous studies one each for Speaking and Reading – handed in as one.

50% Unseen Examination. Exam is in two parts one for Speaking and one for Reading. Students will choose 1 question from 3 in each part of the exam.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Deferral students should check the details of the assessment format of supplementary examinations with the Module Leader. It is not possible to resit a third year module.

INTRODUCTORY TEXTS:


BOOKLIST:

Full reading list and course pack will be available at beginning of Module.

ANY OTHER INFORMATION:

Coursework
Students will critically evaluate one article related to a topic discussed in the Speaking lectures and one article related to the Reading lectures and propose a follow-up study for each. Word limit = 1,000 words for each component.

Feedback
Generic feedback on all of the assessments will be posted on the module Canvas Course. Where coursework is returned to students, it will be accompanied by individual feedback.

Skills
Oral communication
Critical thinking
Written communication
Analysing data
Problem solving
MODULE DESCRIPTION/CONTENT:
Adolescence, the period of life between childhood and adulthood, is characterised by profound changes in many aspects of an individual’s life. Recently, research has shown evidence that during adolescence, there are also changes in cognitive abilities (e.g. social cognition), and in their basis in the brain. Potentially, this research has implications for understanding phenomena such as the onset of mental illness during adolescence and early adulthood.

This module will cover topics including:

- What is adolescence? Biology and culture
- Adolescent social cognitive development (e.g. mentalising, face processing) and its basis in the brain
- Adolescent executive function development (e.g. working memory, metacognition) and its basis in the brain
- Risk-taking and peer influence
- Emotional reactivity and emotion regulation
- Puberty
- Adolescence as a period of mental health vulnerability

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Describe and discuss evidence for adolescent cognitive development across two or more domains (social cognition, executive function, risk/decision-making, emotion regulation);
2. Demonstrate an understanding of adolescent structural and functional brain development;
3. Understand potential issues with ecological validity when investigating adolescent social cognition experimentally;
4. Undertake how to present research findings in poster format
5.
METHOD OF ASSESSMENT:

Poster (30%): Students will create a poster summarising and critiquing a relevant empirical paper.

Short notes/essay plans (20%):

At two points during the term students will complete short notes and essay plans on course topics (10% each).

Final unseen examination (50%): This will be a 90 minute exam during which students will be required to write two essays. Students will be provided with five questions and required to choose two.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Deferral students should check the details of the assessment format of supplementary examinations with the Module Leader. It is not possible to resit a third year module.

KEY TEXTS:

Reading list will be sent to Library Services and provided to students once allocated.

ANY OTHER INFORMATION:

Feedback
Generic feedback on all of the assessments will be posted on the module’s Canvas course. Where coursework is returned to students, it will be accompanied by individual feedback.

Skills
Written and oral communication; Critical review of research articles; Analysis and interpretation; Gathering information; Information integration; writing skills
Module Description/Content:
This module will provide an in-depth understanding of motor control and how this is impaired in patients suffering from motor disorders such as Stroke and Parkinson’s disease. The principles of motor rehabilitation will be explored, as will the challenges facing successful rehabilitation. The students will be introduced to a range of potential interventions such as motor learning, robot-assisted therapy, brain stimulation, motivation, pharmacology and stem cells. These rehabilitation interventions will be mainly discussed in the context of childhood and adult brain lesions (Stroke), Parkinson’s disease and in patients who have suffered paralysis following an injury.

Lecture 1: Principles of motor control
Lecture 2: Motor disorders
Lecture 3: Current principles of motor rehabilitation
Lecture 4: Motor learning and robot-assisted therapy
Lecture 5: Brain machine interfaces and prosthetics
Lecture 6: Brain stimulation
Lecture 7: Motivation
Lecture 8: Dopamine and deep brain stimulation
Lecture 9: Stem cells and the future

Lecture 10: Recap of module

Key Learning Outcomes:
On completion of this module the student should be able to:
1. Demonstrate a systematic understanding of the principles of motor control and how these are affected by a range of motor disorders
2. Demonstrate a systematic understanding of the principles and practices which govern motor rehabilitation across a range of disorders
3. Critically evaluate the theoretical and research based knowledge relating to the efficacy of a range of rehabilitation interventions
4. Develop the ability to present an idea in a concise, business-like manner

**METHOD OF ASSESSMENT:**

- Grant proposal (30%): 1-page grant proposal relating to the advancement of motor rehabilitation.
- Presentation (20%): 10 minute presentation of the grant proposal idea (max 3 presentation slides).
- Summer examination (50%): 2 hours. 2 essays from 5 questions.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Deferral students should check the details of the assessment format of supplementary examinations with the Module Leader. It is not possible to resit a third year module.

**KEY TEXTS:**

Reading list will be sent to Library Services and provided to students once allocated.

**ANY OTHER INFORMATION:**

**Feedback**

Generic feedback on all of the assessments will be posted on the module’s Canvas page. Where coursework is returned to students, it will be accompanied by individual feedback. Students will gain experience of small group discussion. At the end of each lecture and in the small group discussion sessions, students will be encouraged to raise issues that have arisen as part of their reading into the topic. They will be encouraged to present their findings and other students will be encouraged to give feedback and to find areas of overlap between the topics.

**Skills**

Written and oral communication; Critical review of research articles; Analysis and interpretation; Gathering information; Information integration; writing skills