

School of Psychology

Guide to Module Choices for Incoming Exchange Students

2019-20



UNIVERSITY OF BIRMINGHAM | SCHOOL OF PSYCHOLOGY

Introduction

This booklet sets out the modules offered to exchange students visiting the School of Psychology in University of Birmingham in 2019-20. We make a wide range of modules available to incoming exchange students.

IMPORTANT INFORMATION: PLEASE READ CAREFULLY

Module availability refers to the period of time an exchange student is with us:

- Semester 1 (September to December) only*.
- Semester 2 (January to June) only.
- Full Year (September to June).

*(*Some modules have alternative assessments for these students – which may mean a number of exams & coursework before Christmas, so please be aware that there may be assessment bunching at this time).*

Please read through the availability of modules carefully before choosing your options.

Important Notes:

- *Module title, content, assessment, delivery & staffing may be subject to change part of ongoing Quality Assurance processes.*
- *Timetables are not confirmed until the start of term and may be subject to change due to unforeseen circumstances.*
- *Exchange students may be limited within certain modules through a numbers capping process.*
- *Students who attend in Semester 1 (Autumn term – September to December) may need to undertake slightly different assessments before they leave for Christmas a final exam is normally stipulated.*

This will mean additional assessment for those modules.

- *Students attending in Semester 2 (Spring term – January to April + exam period in May) are expected to attend the summer exams in May/June.*
- *Those students attending the full year are expected to be at University from September to June. Absences must be confirmed with the UoB Study Abroad Office.*
- *It is not possible to resit assessments in Year 3 modules.*
- *Resit assessments for Year 1 & 2 modules normally take place at the end of August.*

All modules are subject to availability and will be allocated on a first-come-first-served basis, and you may not get your first choice.

Summary of the modules on offer:

Level 1

Module Code	Module title	Module Leader	Credits	Semester
08641	Introduction to Learning	Dr Chris Miall, Dr Paul Pope	10	1
30012	Introduction to Psychobiology	Dr Joff Lee	20	1
08633	Research Methods A	Dr Jon Catling	20	1
30009	Cognitive Psychology	Dr Damian Cruse, Dr Scarlett Child	20	2
27203	Introduction to Developmental Psychology	Dr Rory Devine	10	2
08635	Research Methods B	Dr Jon Catling	20	2

Level 2

Module Code	Module title	Module Leader	Credits	Semester
28979	Introduction to Forensic Psychology	Dr Artur Brzozowski	10	1
24684	Research Methods C	Dr Anke Buttner	10	1
08654	Introduction to Psycholinguistics	Dr Steven Frisson	20	1
30007	Introduction to Social and Differential Psychology	Dr Fay Julal Cnossen	20	1
30010	Social and Cognitive Development	Prof Ian Apperley	20	2
30008	Neural Basis of Vision and Action	Dr John Stuart- Brittain	20	2
24686	Research Methods D	Dr Anke Buttner	20	2

Level 3

Module Code	Module title	Module Leader	Credits	Semester
30279	Early Intervention: Can we improve atypical and neurodevelopmental outcomes?	Dr Caroline Richards	20	1
27870	Brain Imaging: A Toolbox for Understanding the Human Mind	Dr Stephen Mayhew	20	1
21142	Higher Cognitive Functions	Dr Sarah Beck	20	1
27867	The Neurobiology of Mental Illness	Dr Ali Mazaheri	20	1
29100	Antisocial and Violent Behaviour: A Multi-Level Perspective	Dr Stephane De Brito	20	1
27871	Rehabilitating the Brain	Dr Joe Galea	20	1
31780	Multisensory Development in Infancy and Childhood	Dr Andrew Bremner	20	1
TBC	Psychology of Popular Media Culture	Dr Paul Pope	20	1
27872	The Mind Detective	Dr Andrew Olson	20	1
27290	Brain Damage & Aging in the Attentional System	Dr Carmel Mevorach	20	2
14653	Clinical Psychology of Severe Intellectual Disability	TBC	20	2
26025	Communities & Social Action	Dr Julie Christian	20	2
23199	Development & Disorders of Language in Children	Dr Andrea Krott	20	2
24688	Why We Eat What We Eat	Prof Suzanne Higgs	20	2
27868	Adolescence: Mind & Brain	Dr Stephanie Burnett-Heyes	20	2
24687	Sleep	Dr Andy Bagshaw	20	2
27292	Why We Remember & Why We Forget	Dr Bernhard Staesina	20	2
27292	Adult Neuropsychological Syndromes	TBC	20	2

BANNER CODE:		03 30009	
MODULE TITLE:		Cognitive Psychology	
TEACHING STAFF: Dr Damian Cruse, Dr Scarlett Child			
LEVEL: 1	SEMESTER: 2	CREDIT VALUE: 20	CONTACT HRS: 36
DELIVERY:		<ul style="list-style-type: none"> • 22 lectures • 10 module clinics • 4 practical classes / workshops 	
MODULE DESCRIPTION/CONTENT:			
<p>Topics to be covered:</p> <p>The module offers a comprehensive coverage of key areas of cognitive psychology, with a focus on perception, attention, memory and language. Students will learn the fundamental theories in cognitive psychology. In addition, the module follows a straight research-led teaching approach and will thus include knowledge about the latest advancements in the field.</p>			
KEY LEARNING OUTCOMES:			
<p>By the end of the module you should be able to:</p> <ol style="list-style-type: none"> 1. Understand issues on perception, attention, memory and language, including the main theories in these areas. 2. Demonstrate skills in experimental design and analysis for cognitive psychology. 3. Understand the basic use of neuroscientific approaches in cognitive psychology. 4. Be capable of interpreting empirical evidence in relation to psychological theories, and assess it critically. 			
METHOD OF ASSESSMENT:			
<p>Assessments: Research report (25%), MCQ Exam (75%)</p> <p>Reassessment: Supplementary Exam</p> <p>The exam is a 1.5 hour, 80 questions MCQ in exam term, which makes up 75% of the final grade. The workshop report is a 1,500 word research report on the experiment conducted in workshop 1 (week 2), which makes up 25% of the final grade.</p> <p>Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test.</p> <p>Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.</p>			
FEEDBACK:			
<p>Generic feedback on all of the assessments will be posted on the module Canvas page. Coursework is returned to students, and will be accompanied by individual feedback.</p>			

BANNER CODE:		03 27203	
MODULE TITLE:		Introduction to Developmental Psychology	
TEACHING STAFF:		Dr Rory Devine	
LEVEL: 1	SEMESTER: 2	CREDIT VALUE: 10	CONTACT HRS: 24
DELIVERY:		<ul style="list-style-type: none"> • 10 x 1 lectures. • 2 x 1 hour workshops. • 2 x 1 hour exam review. • 10 x 1 module clinic. 	
MODULE DESCRIPTION/CONTENT:			
<p>Students will be introduced to the field of developmental psychology. Lectures will cover (1) key perspectives and issues in the field (e.g., the nature-nurture issue); (2) how psychologists study development; (3) the development of thinking; (4) autism; (5) developing an ability to draw; (6) intelligence; (7) attachment; (8) moral development; and, (9) anti-social behaviour. In addition, as part of the academic tutorial programme, students will learn about language development.</p>			
KEY LEARNING OUTCOMES:			
By the end of the module you should be able to:			
<ol style="list-style-type: none"> 1. Outline the key questions in developmental psychology and be familiar with some of the field's historical figures. 2. Show an understanding of the techniques used and challenges faced when conducting developmental psychology research. 3. Show an understanding of Piaget's ideas and evaluate Piaget's stage theory (and its alternatives). 4. Describe the characteristics of autism and evaluate the cognitive theories proposed as causes of autism. 5. Demonstrate an understanding of the reasons why children draw what they know and not what they see. 6. Demonstrate an understanding of the key concepts of intelligence and intelligence testing and show awareness of the problems involved in testing and determining heritability. 7. Demonstrate an understanding of the importance of attachment in childhood and evaluate long-term effects of separation. 8. Show an understanding of the components influencing moral reasoning, judgment, and behaviour. 9. Show an understanding of the factors influencing aggression and violence. 10. Describe language development theories that stress environmental or innate factors. 			
SKILLS DEVELOPED:			
Written Communication.			
Critical Thinking.			
Gathering Information.			
Organisation and Planning.			
METHOD OF ASSESSMENT:			
Coursework (25%).			
Examination paper: (75%).			
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.			
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).			

KEY TEXTS:

Mitchell, P., & Ziegler, F. (2013). *Fundamentals of developmental psychology* (2nd edition). Hove: Psychology Press. *Additional reading will be empirical papers and book chapters selected by the module leader in relation to the topic being covered in each lecture.*

BANNER CODE:		03 08641	
MODULE TITLE:		Introduction to Learning	
TEACHING STAFF:		Dr Chris Miall, Dr Paul Pope	
LEVEL: 1	SEMESTER: 1	CREDIT VALUE: 10	CONTACT HRS: 24
DELIVERY:		<ul style="list-style-type: none"> • 11x 1 hour lectures • 3 workshops • 10 x 1 hour module clinics 	
MODULE DESCRIPTION/CONTENT:			
Topics to be covered:			
<ol style="list-style-type: none"> 1. History and background to behaviourism. 2. Classical conditioning. 3. Operant conditioning. 4. Observational learning. 5. Explanations of problem behaviours: fear and phobias. 6. Therapeutic applications of learning theory. 7. Ethical aspects of behavioural research and interventions. 8. Critique of learning theory and theoretical developments. 			
KEY LEARNING OUTCOMES:			
On completion of this module the student should be able to:			
<ol style="list-style-type: none"> 1. Describe the historical evolution of the behaviourist perspective. 2. Use the appropriate terms to describe and define classical and operant conditioning. 3. Describe the behavioural implications of learning, and the contexts and conditions in which learning most readily occurs. 4. Describe the theoretical basis for therapeutic interventions for problem behaviours. 5. Explain the ethical implications of behavioural interventions. 6. Describe the limitations of learning theory. 7. Evaluate the impact of learning theory on our current understanding of mental health and behavioural problems. 8. Be able to describe an experiment on learning, including rationale, methods, results and discussion. 9. Demonstrate a breadth of knowledge on the topic of animal and human learning. 			
SKILLS			
<p>Written Communication.</p> <p>Critical Thinking.</p> <p>Gathering Information.</p> <p>Problem Solving.</p> <p>Organisation and Planning.</p>			
METHOD OF ASSESSMENT:			
<p>Coursework: One essay of 600 words (25% of final grade).</p> <p>Multiple choice questionnaire (75% of final grade).</p>			
<p>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.</p>			
FEEDBACK:			
<p>Generic feedback on all of the assessments will be posted on the School's Web pages.</p> <p>Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on "tick" sheets)</p>			

KEY TEXTS:

Powell, R.A., Honey, P., & Symbaluk, D.G., (2012). Introduction to Learning and Behaviour. (4th edition). Belmont, CA: Thomson Wadsworth. ISBN: 1111835519.

Can also use the 5th edition instead.

BANNER CODE:		03 30012	
MODULE TITLE:		Introduction to Psychobiology: From Ion Channels to Abnormal Behaviour	
TEACHING STAFF:		Dr Joff Lee	
LEVEL: 1	SEMESTER: 1	CREDIT VALUE: 20	CONTACT HRS: 35
CORE REQUISITES:		None.	
DELIVERY:		<ul style="list-style-type: none"> • 20 x 1 hour lectures. • 1 x 1 hour workshop as whole cohort. • 1 x 2 hour workshop. • 10 x 1 hour module clinic. • 2 x 1 hour academic tutorials 	
MODULE DESCRIPTION/CONTENT:			
Topics to be covered:			
<ol style="list-style-type: none"> 1. Brain and Behaviour. 2. Anatomical organisation of the nervous system. 3. Communication with the neuron. 4. Communication between neurons. 5. Drugs and Behaviour. 6. Dopamine and Operant Conditioning. 7. Biological basis of psychiatric/neurological disorders. 8. Learning. 9. Memory. 10. Emotion. 11. Motivation. 			
KEY LEARNING OUTCOMES:			
On completion of this module, the student should be able to:			
<ol style="list-style-type: none"> 1. Understand the basic workings of the neuron and synapse, and how drugs can interfere with neural transmission. 2. Demonstrate a breadth of knowledge of the neurobiological mechanisms underlying specific psychiatric and neurological disorders, and the role of dopamine in reinforcement. 3. Discuss the neural mechanisms of learning. 4. Understand and evaluate the contribution of synaptic plasticity to long-term memory. 5. Understand theoretical accounts of the feelings of emotion. 6. Have knowledge of the evidence implicating different brain regions in emotion. 7. Understand the neurobiological mechanisms underlying the communication of emotions. 8. Have knowledge of different theories of motivation. 			
SKILLS			
Written Communication. Computing and IT. Gathering Information. Using Initiative. Organisation and Planning. Problem Solving. Critical Thinking. Flexibility.			
METHOD OF ASSESSMENT:			
Assessments: Coursework (20%; 1,500 words); Unseen Class Test (80%; 1 hour) Reassessment: Unseen Exam (100%)			

BANNER CODE:		03 08633	
MODULE TITLE:		Research Methods A	
TEACHING STAFF:		Dr Jon Catling	
LEVEL: 1	SEMESTER: 1	CREDIT VALUE: 20	CONTACT HRS: 33
DELIVERY:		<ul style="list-style-type: none"> • 1 hour of lectures weekly for 10 weeks. • 1 hour of computer based workshops per week covering 'transferable skills' and statistics, weeks 2-9. • 2 hours of practical psychology weekly, weeks 7-8 and 9-10. • 6 hours of study skills lectures, weeks 1-6. 	
MODULE DESCRIPTION/CONTENT:			
Lectures: Why do we need to do research? Approaches to research in psychology. Basic concepts in research methodology. Ethics in psychological research. Descriptive statistics. Distributions, correlation, z-scores. Testing statistical significance.		On-Line Tutorials: E-mail and communication in the School. Accessing the internet and Canvas. Using the library catalogue. Conducting a literature search (Web of Science). Presenting references. Word-processing, PowerPoint. Presenting Graphs and tables. On-line support for Statistics.	
Support Sessions: Good and bad examples of research. Using the library. How to read a research paper. How to write for a scientific audience. Plagiarism and its avoidance.		Statistics computer labs: Using SPSS to carry out statistical analyses. Study Skills Lectures: General study skills. Plagiarism. Critical thinking. Library and literature search. Scientific writing. Using feedback.	
Practical Psychology: 2 Practicals (4 two-hour sessions).		Research Participation: 10 hours of participation in current research.	
KEY LEARNING OUTCOMES:			
By the end of the module you should be able to: <ol style="list-style-type: none"> 1. Describe the different approaches that are taken by research psychologists. 2. Describe the scientific method of knowledge acquisition and its advantage over common sense. 3. Apply simple statistical concepts and methods and use SPSS to carry out simple analyses. 4. Describe the need for principled ethical research in psychology. 5. Conduct (with guidance) simple research studies and summarise the processes involved. 6. Critically read and interpret a research paper. 7. Think logically and critically about their own and other people's work. 8. Use physical and electronic facilities for communication, knowledge acquisition, and presentation of work. 9. Use reflective self-assessment to revise their own writing. 10. Write essays and reports that are clear, well organised and persuasive 11. Understand the concept of plagiarism in a scientific context. 			
SKILLS DEVELOPED:			
Written Communication. Gathering Information.			

Using Initiative.
Analysing Data.
Flexibility.
Problem solving.
Critical Thinking.
Computing and IT.

KEY TEXTS:

Walker, I. (2010). Research methods and Statistics
Brysbart, M. (2011). Basic Statistics for Psychologists

OPTIONAL TEXTS:

Planning your essay - ISBN 9780230220676
Reading and making notes - ISBN 9780230247581
Getting critical - ISBN 9780230584761
Referencing and understanding plagiarism - ISBN 9780230574793
Brilliant writing tips for students - ISBN 9780230220027
Report writing - ISBN 9780230376557
Writing for University - ISBN 9780230291201
Studying Psychology - ISBN 9780230517820
Cite them right - ISBN 9781137273116
Critical thinking skills - ISBN 9780230285293
The study skills handbook - ISBN 9781137289254

METHOD OF ASSESSMENT:

Practical Report 1: (800 words) (15% of 20 credit module)
Practical Report 2: (1,000 words) (20% of 20 credit module)
Computer Lab Assignments (15% of 20 credit modules)
Class Test: (50% of 20 credit module)

To be eligible to pass this module, students must pass the statistics exam and fulfil the research participation requirements. Note that reassessment is via an exam, which covers the whole of the module including components, which may have been passed individually. Special reassessment arrangements exist for those with extenuating circumstances.

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.

FEEDBACK:

Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on "tick" sheets).

BANNER CODE:		03 08635	
MODULE TITLE:		Research Methods B	
TEACHING STAFF:		Dr Jon Catling	
LEVEL: 1	SEMESTER: 2	CREDIT VALUE: 20	CONTACT HRS: 34
DELIVERY:		<ul style="list-style-type: none"> • 1 hour of lectures weekly for 10 weeks. • 1 hour of computer practical weekly for 8 weeks. • 1 hour of psychology practical's weekly for 10 weeks. • 2 one-off lectures to support practicals. • 2 Practical Support module clinics. • 2 Hours of study skills lectures. 	
MODULE DESCRIPTION/CONTENT:			
Statistics Lectures: Revision of Hypothesis testing. Distributions. Parametric assumptions & Z-scores. Testing of difference: T-tests (1 sample). T-tests (related). T-tests (unrelated). Equivalent Non-parametric test of difference: Wilcoxon, Mann-Whitney & One Way ANOVA (Kreskas-Wallis).		Computer Practicals: Using SPSS to support statistical analysis. Practical Psychology: Two simple psychological studies: How to write up an experimental design. Research Participation: 10 hours of participation in current research.	
KEY LEARNING OUTCOMES:			
By the end of the module, the student should be able to: <ol style="list-style-type: none"> 1. Use SPSS to perform simple statistical analyses. 2. Understand and apply the concepts and methods behind hypothesis testing in the context of experimental design. 3. Know when and how to use Chi-square, t-tests and their non-parametric equivalent tests. 4. Conduct psychological studies involving simple statistical analyses. 5. Present the results of psychological research in written report format. 			
SKILLS DEVELOPED:			
Written Communication. Gathering Information. Analysing Data. Critical Thinking. Report Writing.		Problem Solving Using Initiative. Flexibility. Computing and IT. Organisation and Planning.	
METHOD OF ASSESSMENT:			
<ol style="list-style-type: none"> 1. Practical 1: 1,500 word practical (25% of 20 credit module). 2. Practical 2: 1,500 word practical (25% of 20 credit module). 3. Statistics coursework: (15% of 20 credit module). 4. Class Test: (35% of 20 credit module). 			
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.			
To be eligible to pass this module, the statistics exam must be passed and you need to fulfil the requirements of the Research Participation Scheme.			
<i>Please note that the format of papers in the supplementary examinations may differ from the equivalent main</i>			

examination paper or class test. Re-sit and deferral students should check the details.

FEEDBACK:

Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on “tick” sheets).

KEY TEXTS:

Brysbaert, M. (2011). *Basic Statistics for Psychologists* or **Field, A.** *Discovering Statistics using SPSS*. (4th edition). SAGE
Brace, N., Kemp, R., & Snelgar, R., (2009) *SPSS for Psychologists*. (4th edition) London: Palgrave Macmillan ISBN 978-0-230-59459-3

BANNER CODE:		03 28979	
MODULE TITLE:		Introduction to Forensic Psychology	
TEACHING STAFF:		Dr Artur Brzozowski	
LEVEL: 2	SEMESTER: 1	CREDIT VALUE: 10	CONTACT HRS: 29
DELIVERY:		<ul style="list-style-type: none"> • 10 x 2 hour lectures with directed study • 8 x 1 hour drop-in tutorials. • 1 x 1 hour revision session 	
MODULE DESCRIPTION/CONTENT:			
<p>This module will introduce some fundamental topics in Forensic Psychology through a selection of relevant material. Lectures will be prepared and delivered by experts in their fields from both inside and outside the university. Particular attention will be paid to ensuring students gain a critical understanding of theories and research and of how theories can be applied to real world forensic issues. Specifically, the module will cover the following topics:</p> <ol style="list-style-type: none"> 1. Theories of Crime. 2. Eyewitness Testimony. 3. Extremism and Terrorism. 4. Risk Factors for Offending. 5. Psychopathy. 6. Child Maltreatment. 7. Intimate Partner Violence. 8. Mental Illness. 9. Offender Profiling. 10. Sex Offender Assessment and Treatment. 			
KEY LEARNING OUTCOMES:			
<p>By the end of the module students should be able to:</p> <ol style="list-style-type: none"> 1. Understand how biological and psychological theories of crime may provide an explanation of criminal behaviour. 2. Identify the principle factors influencing the accuracy and completeness of witness testimony, and their relevance to the legal process . 3. Develop a critical understanding of the research undertaken in Crime Linkage, with a view to its application to investigations and legal proceedings 4. Understand current knowledge of the psychology of extremism and terrorism. 5. Understand the potential impact of childhood maltreatment, as well as experiences of being a victim of crime, on subsequent behaviour. 6. Understand the contribution of forensic neuroscience in the aetiology of criminal behaviours, develop an understanding and identify relevant risk factors and how they contribute to offending. 7. Understand the role of assessment for sexual offenders and develop an understanding of treatment programmes for sexual offenders and the role in managing offenders. 8. Understand the role of mental illness in offending behaviour, as well as develop an overview of the various mental disorders. 9. Understand theories and risk factors of female offending. 10. Understand current knowledge of Internet sexual offending and cybercrime. 			
METHOD OF ASSESMENT			
Combined MCQ and short answer questions class test (1.5 hours: 100%)			
KEY TEXTS			
Davies, G & Beech, A. (2012). <i>Forensic Psychology: Crime, Justice, Law, Interventions</i> (2 nd edition). Chichester, UK: BPS Blackwell			

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).

BANNER CODE:		03 08654	
MODULE TITLE:		Introduction to Psycholinguistics	
TEACHING STAFF:		Dr Steven Frisson	
LEVEL: 2	SEMESTER: 1	CREDIT VALUE: 10	CONTACT HRS: 23
DELIVERY:		<ul style="list-style-type: none"> • 10 hours of lectures (including guest lectures). • 10 x 1 hour module clinics • 1 x 2 hour workshop • 1 x 1 hour Q&A/Revision Lecture • Online AV recordings 	
MODULE DESCRIPTION/CONTENT:			
<p>Topics to be covered:</p> <ol style="list-style-type: none"> 1. Introduction to language. 2. Foundations of language. 3. Language development. 4. Understanding spoken words. 5. Producing spoken words. 6. Recognising visual words. 7. Reading. 8. Word meaning. 9. Comprehension. 10. The structure of the language system. 			
KEY LEARNING OUTCOMES:			
<p>By the end of the module students should be able to:</p> <ol style="list-style-type: none"> 1. Express basic knowledge of the linguistic structure of language in terms of semantics, syntax, morphology, phonology and phonetics. 2. Evaluate theories and evidence on the basis of language and language development. 3. Evaluate theories and evidence on the process of reading. 4. Evaluate theories and evidence on the perception and production of spoken and printed words. 5. Be able to extract, and explain, the main findings of the research presented by the guest lecturers. 			
METHOD OF ASSESSMENT:			
Examination paper consisting of short essay questions (100%).			
FEEDBACK:			
<p>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</p>			
KEY TEXTS:			
Harley, T (2014). The psychology of language: from data to theory (4th Edition). London: Psychology Press			

BANNER CODE:		03 30007	
MODULE TITLE:		Introduction to Social and Differential Psychology	
TEACHING STAFF:		Dr Fay Julal Crossen Dr Brandon Stewart	
LEVEL: 2	SEMESTER: 1	CREDIT VALUE: 20	CONTACT HRS: 46
DELIVERY:		<ul style="list-style-type: none"> • 11 x 2 hour lectures • 20 x 1 hour module clinics • 2 x 2 hour practical workshops • Online AV recordings 	
MODULE DESCRIPTION/CONTENT:			
<p>Students will be introduced to some of the key theories and contemporary research in the field of differential psychology. Theories of personality, intelligence, and other individual differences (e.g., vocational interests, leadership) will be covered as well as coverage of the correlates and consequences of individual differences in different social and cultural contexts (e.g., performance at work, in relationships, health).</p> <p>Students will be introduced to key theories and research within social psychology. The areas covered will include the influence of social thinking on perceiving the self, attitudes and persuasion, groups and norms, perceiving individuals and groups, social identity, aggression and conflict, helping and cooperation, and relationships.</p>			
KEY LEARNING OUTCOMES:			
By the end of the module students should be able to:			
<ol style="list-style-type: none"> 1. Discuss key constructs and theories (including historical developments) of personality, intelligence, and other individual differences; 2. Critically examine research on the role of individual differences in predicting outcomes in different social and cultural contexts 3. Explain social psychology and its fundamental axioms 4. Demonstrate awareness of historical development of social psychology as a discipline; 5. Describe the motivational and processing principles that guide social perception and behaviour; 6. Describe and compare/evaluate key theories in each of the topic areas covered; and apply key constructs to real-world contexts (e.g., media). 7. Demonstrate their knowledge and understanding of social and differential psychology by synthesising well-reasoned arguments based on their own knowledge of the research literature. 8. On the MCQs, demonstrate a breadth of knowledge on the topic social and differential psychology. 			
METHOD OF ASSESSMENT:			
Coursework			
Coursework [20% weighting]: 750-word case study on individual differences set by module lead			
Examination [80% weighting; 2-hour]: MCQs and 1 essay response on social psychology			
Reassessment			
Examination, plus resubmission of coursework for students failing both parts of assessment			

BANNER CODE:		03 30008	
MODULE TITLE:		Neural Basis of Vision and Action	
TEACHING STAFF:		Dr John Stuart-Brittain	
LEVEL: 2	SEMESTER: 2	CREDIT VALUE: 20	CONTACT HRS: 36
DELIVERY:		<ul style="list-style-type: none"> • 10 x 1 hour lectures • 10 x 90 minute lectures, followed by 10 x 30 minute module clinics • 2 x 1 hour review and feedback sessions • 2 x 2 hours practical workshops • Online 	
MODULE DESCRIPTION/CONTENT:			
<p>All of our actions and behaviours, whether conscious or not, start with the sensation of a stimulus and end with a muscle movement. Actions in turn produce future perceptions. This module will explore the perception-action loop focusing on vision and proprioception as the main sensory inputs. We will consider how perception drives our actions but also how the motor system determines our sensory input via eye and hand movements. Taking a neurophysiological approach the module will consider the role of inhibition, excitation and learning in both sensory encoding and motor production and how such processes can produce illusions in healthy individuals. The clinical consequences of imbalances between excitation and inhibition, and also the effects of neurological and neuropsychological trauma will be discussed. Students will learn how to present scientific concepts to a variety of audiences.</p>			
KEY LEARNING OUTCOMES:			
By the end of the module students should be able to:			
<ol style="list-style-type: none"> 1. Understand neural processes, brain structures and connections involved in visual processing including the role of excitation and inhibition and the consequences of imbalance between the two. 2. Understand how the visual and motor systems work together for the control of actions including eye movements. 3. Evaluate methods for testing theories of human visual perception and movement. 4. Describe, and discuss and evaluate the neural processes, brain structures and connections associated with motor control including cognitive aspects of motor planning and memory. 5. Demonstrate a breadth of knowledge on the topics of vision and motor control, based on their own knowledge of the topic. 6. Demonstrate an ability to describe the scientific concepts behind visual illusions, in writing, to a general audience, based on their own knowledge of the topic. 7. Demonstrate their knowledge and understanding of the neural basis of human movement by synthesising a well-reasoned argument, based on their own knowledge of the topic. 			
METHOD OF ASSESSMENT:			
750 word lay summary [20%]			
500 word workshop report [20%]			
2 hour MCQ examination [60%]			
Students who miss the main examination with extenuating circumstances will be offered an opportunity to complete a similar examination as a first sit.			
Reassessment: 2 hours examination including lay summary, essay and MCQ questions.			

BANNER CODE:		03 24684	
MODULE TITLE:		Research Methods C	
TEACHING STAFF:		Dr Anke Buttner	
LEVEL: 2	SEMESTER: 1	CREDIT VALUE: 20	CONTACT HRS: 48
DELIVERY:		<ul style="list-style-type: none"> • 10 x 2 hour lectures to support mini-project and research methods. • 9 x 1 hour mini-project workshops. • 9 x 1 hour research methods workshops. • 10 x 1 hour module clinics. 	
MODULE DESCRIPTION/CONTENT:			
<p>This module continues to work with and extends the research techniques and skills introduced in RMA and RMB. Lectures, workshops and online coursework add together to build up your skills towards becoming an independent and creative psychological researcher. Below is a list of some of the topics to be covered:</p>			
Research Methods (supported through lectures and RM Workshops):			
<p>Introduction to level 2 research methods & Revision of RM analyses Extending experimental design, constructing rationales, reading papers critically, and writing reports.</p>			
<p>Analysis of variance (ANOVA): One-way ANOVA (between and within participants). Factorial ANOVA (between and within participants, mixed). Main effects, simple effects, interactions, and post-hoc testing. Introduction to MANOVA</p>			
<p>Non-parametric tests equivalents of ANOVA Choosing your method: alternatives to quantitative approaches Approaches to knowledge/science</p>			
<p>Qualitative Research (exact techniques covered will depend upon staff expertise available, but examples include): Thematic analysis. Framework analysis. Grounded theory. Interpretative Phenomenological Analysis. Discourse analysis. Content analysis</p>			
Mini projects (supported through lectures and MP Workshops):			
<p>Mini-project 1: Quasi-experimental research: ANOVA Mini-project 2: Introduction to qualitative methods: thematic analysis.</p>			
Research Participation			
10 hours of participation in current research			
KEY LEARNING OUTCOMES:			
By the end of the module students should be able to:			
<ol style="list-style-type: none"> 1. Demonstrate a breadth of knowledge about the concepts behind analysis of variance. 2. Demonstrate a breadth of knowledge about different qualitative research techniques. 3. Demonstrate a breadth of knowledge in choosing appropriate forms of analysis (qualitative and quantitative). 4. Conduct an appropriately designed multi-factor experiment and describe and justify their own research using appropriate written reporting conventions. 5. Carry out and interpret inferential analyses using SPSS. 6. Conduct an appropriately designed qualitative research study and describe and justify their own research in the presence of others using standard oral reporting conventions. 			

METHOD OF ASSESSMENT:

1. Practical report (2,000 words) (30%).
2. Group oral presentation (20 minutes, part peer-assessed) (20%).
3. Research methods class test (50%)
4. Research methods coursework (formative).

To be eligible to pass this module, students must pass the research methods class test and fulfil the research participation requirements. Note that reassessment is via an examination, which covers the whole of the module including components, which may have been passed individually. Special reassessment arrangements exist for those with extenuating circumstances.

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.

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. Formative feedback will be available as part of the weekly workshop sessions and lectures are designed to include further formative feedback opportunities.

KEY TEXTS:**This is a useful and accessible text:**

Dancey, C. P. and Reidy, J. (2014). *Statistics without Maths for Psychology – Using SPSS for Windows*. (6th edition), Harlow: Pearson, ISBN 9780273774990. (Earlier editions of this book would also be okay.)

For the qualitative half of this module this book is useful:

Forrester, M. A. (edition) (2010). *Doing Qualitative Research in Psychology: A Practical Guide*. London: Sage, ISBN 9781847879110

Other useful texts:

Braun, V. & Clarke, V. (2013). *Successful Qualitative Research: A Practical Guide for Beginners*. London: Sage, ISBN 9781847875822

Field, A. (2013). *Discovering Statistics Using IBM SPSS*. (4th edition). London: Sage, ISBN 9781446249185

Lyons, E. & Coyle, A. (2008). *Analysing Qualitative Data in Psychology*. London: Sage, ISBN 9781412907835.

For those who want more technical detail and more of the maths.**Also includes a chapter on APA-style report writing:**

Gravetter, F. J. & Forzano, L. B. (2016). *Research Methods for the Behavioural Sciences*. (5th edition). Stamford: Cengage Learning. ISBN 9781305104136

Additional reading will be provided / suggested during the course of the module.

Skills:

Oral Communication
Critical Thinking.
Written Communication.
Team Work.
Gathering Information.
Problem Solving.

Analysing Data.
Using Initiative.
Report Writing.
Flexibility.
Organisation and Planning.
Computing and IT.

BANNER CODE:		03 24686	
MODULE TITLE:		Research Methods D	
TEACHING STAFF:		Dr Anke Buttner	
LEVEL: 2	SEMESTER: 2	CREDIT VALUE: 20	CONTACT HRS: 50
DELIVERY:		<ul style="list-style-type: none"> • 10 x 2 hour lectures to support mini-project and research methods • 9 x 1 hour mini-project workshops • 9 x 1 hour research methods workshops • 2 x 1 hour academic tutorials to support tutorial coursework • 10 x 1 hour module clinics. 	
MODULE DESCRIPTION/CONTENT:			
<p>This module follows on directly from RMC and builds on research carried out in semester 1. Lectures, workshops, two tutorials and online coursework are integrated to enhance your skills as psychological researcher. Below is a list of some of the topics to be covered:</p> <p>Research Methods (supported through lectures, RM workshops): Questionnaire design: writing questionnaires. Questionnaire design: validity and reliability. Factor analysis. Relational analyses: Correlation – taking it further. Linear regression. Multiple regression. Logistic regression. Introduction to ANCOVA.</p> <p>Mini projects (supported through lectures and MP Workshops): Mini-project 1: Designing and validating a questionnaire Mini-project 2: Designing and running a questionnaire based study</p> <p>Tutorials: Research Proposal</p> <p>Research Participation 10 hours of participation in current research</p>			
KEY LEARNING OUTCOMES:			
<p>By the end of the module students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a breadth of knowledge about the concepts and scope of relational approaches in psychological research. 2. Demonstrate a breadth of knowledge in choosing appropriate methods of analysis in different research contexts. 3. Describe and justify the design and validation of their own questionnaire using appropriate written reporting conventions. 4. Carry out and interpret various statistical relational analyses using SPSS. 5. Conduct an appropriately designed research study drawing on relational approaches and describe and justify their own research in the presence of others 6. Using standard oral reporting conventions. 			

ASSESSMENT:

Practical report (2,000 words) (30%).
 Group oral presentation (20 minutes; part peer-assessed) (20%).
 Research methods class test (45%).
 Tutorial-linked coursework (research design) (5%).
 Research methods coursework (Formative).

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.

KEY TEXTS:

Dancey, C. P. and Reidy, J. (2014). *Statistics without Maths for Psychology – Using SPSS for Windows*. (6th edition), Harlow: Pearson, ISBN 9780273774990. (Earlier editions of this book would also be okay.)

Field, A. (2013). *Discovering Statistics Using IBM SPSS*. (4th edition). London: Sage, ISBN 9781446249185. *This book is very good on the General Linear Model, but the module teaches it slightly differently.*

For those who want more technical detail and more of the maths:

Gravetter, F. J. & Forzano, L. B. (2016). *Research Methods for the Behavioural Sciences*. (5th edition). Stamford: Cengage Learning. ISBN 9781305104136. *Also includes a chapter on APA-style report writing.*

Howell, D. C. (2007). *Statistical Methods for Psychology* (6th Edition), Thomson Wadsworth. ISBN 9780495012870. *Very useful reference book that covers the mathematics in more detail.*

SKILLS:

Oral Communication.
 Critical Thinking.
 Written Communication.
 Gathering Information.
 Analysing Data.
 Report Writing.

Organisation and Planning.
 Team Work.
 Problem Solving.
 Using Initiative.
 Flexibility.
 Computing & IT.

BANNER CODE:		03 30010	
MODULE TITLE:		Social and Cognitive Development	
TEACHING STAFF:		Prof Ian Apperly Dr Fay Julal Crossen	
LEVEL: 2	SEMESTER: 2	CREDIT VALUE: 20	CONTACT HRS: 38
DELIVERY:		<ul style="list-style-type: none"> • 10 x 2 hour lectures • 10 x 1 hour module clinics • 2 x 2 hour Q & A revision sessions • 2 x 2 hour practical workshops • Online AV recordings 	
MODULE DESCRIPTION/CONTENT:			
Students will be introduced to the study of social and cognitive development, through an exploration of theory and research that examines how the self and relationships develop from infancy through to adolescence.			
KEY LEARNING OUTCOMES:			
By the end of the module students should be able to:			
<ol style="list-style-type: none"> 1. Describe and evaluate designs and methods for studying development, their similarities and differences from those used for studying adults 2. Discuss some examples of the biological foundations (e.g., perceptual systems; genes) for social and cognitive development 3. Discuss the development of, and influences on, the self (e.g., self-esteem) and relationships (e.g., parent-child attachment) and consider the implications for later development 4. Use appropriate examples to evaluate the extent to which there are quantitative and qualitative dimensions to development 5. Use experimental evidence to evaluate different accounts of the development of memory, and of space, number, and mind concepts 6. Use appropriate examples to evaluate how research on cognitive and social development may be applied to forensic, educational, and clinical settings 7. Demonstrate his or her knowledge and understanding of aspects of the module's content by constructing well-reasoned arguments that are based on the academic literature. 			
METHOD OF ASSESSMENT:			
Coursework: 2 x tutorial essays [each 5% weighting]: 500 words set by module leads, marked by academic tutors.			
Examination: Examination [90% weighting; 2 hours]: MCQs and 2 x essay questions.			
Reassessment: Examination, plus resubmission of coursework for students failing both parts of assessment.			

BANNER CODE:		03 27868	
MODULE TITLE:		Adolescence: Mind & Brain	
TEACHING STAFF:		Dr Stephanie Burnett-Heyes	
LEVEL: 3	SEMESTER: 2	CREDIT VALUE: 20	CONTACT HRS: 31
DELIVERY:		<ul style="list-style-type: none"> • 10 x 2 hours Lectures • 3 x 1 hour Seminars • Revision lecture (exam term) 1 x 1 hour • 7 hours module clinic 	
MODULE DESCRIPTION/CONTENT:			
<p>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.</p> <p>The module will cover topics including:</p> <ul style="list-style-type: none"> • 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:			
<p>On completion of this module the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe, discuss and evaluate evidence for adolescent cognitive development across two or more domains (social cognition, executive function, risk/decision-making, emotion regulation) 2. Demonstrate understanding of adolescent structural and functional brain development 3. Demonstrate understanding of the relationship between (2) and (1) and evaluate evidence linking them 4. Relate (1), (2) and (3) to theories of adolescent development and to broader theoretical issues (e.g. ecological validity, validity of the construct of adolescence). 			
METHOD OF ASSESSMENT:			
Exam (50%)			
A 90-minute exam during which students are required to write 2 essays out of a choice of 5.			
Poster (30%)			
Students are required to create a poster to explain findings from a paper on the reading list. Students will not be required to present the poster orally.			
Essay Plans (2 x 10%)			
Students will create a 500-word essay plan twice during the term. This will help students prepare for the exam.			

BANNER CODE:		03 27292	
MODULE TITLE:		Adult Neuropsychological Syndromes	
TEACHING STAFF:		TBC	
LEVEL: 3	SEMESTER: 2	CREDIT VALUE: 20	CONTACT HRS: 43
DELIVERY:		<ul style="list-style-type: none"> • 10 x 2 hour lectures • 4 x 2 hour workshops • 5 x 1 hour seminars • 10 x 1 hour office hours 	
MODULE DESCRIPTION/CONTENT:			
<p>This module will provide an introduction to the clinical presentation of neuropsychological syndromes in adults. Through discussion of specific neurological conditions, students will gain an understanding of cognitive disorders associated with abnormal brain structure and function. The module will provide an overview of structure-function relationships and evaluation of cognition. Case studies will be used to illustrate key concepts and there will be an emphasis on neuroimaging and genetic features of common disorders.</p> <p>Content will include:</p> <ul style="list-style-type: none"> • Historical Perspectives in neuropsychology • Introduction to neuropsychological assessment • Neuroimaging methods and neuroanatomy • Neuropsychology of acquired disorders (e.g. stroke, traumatic brain injury) • Neuropsychology of neurodegenerative disorders (e.g. Alzheimer's disease, Fronto-temporal dementia) • Neuropsychology of epilepsy • Recovery of function and cognitive rehabilitation 			
KEY LEARNING OUTCOMES:			
<p>On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Recognise the cognitive and behavioural features of common neurological disorders in adults, including acquired brain injuries and neurodegenerative disease, and differentiate between them. 2. Describe historical and modern methods of neuropsychological assessment. 3. Critically evaluate the role of neuroimaging and genetics in understanding neuropsychological syndromes. 4. Describe major neuropsychological disorders and their neural bases. 5. Critically evaluate current evidence about the neuropsychological consequences of neurological conditions. 			
SKILLS DEVELOPED:			
<ul style="list-style-type: none"> • Critical thinking • Integration and comparison • Problem solving • Gathering information • Report writing • Using initiative • Written communication 			
METHOD OF ASSESSMENT:			
<p>This module will be assessed by coursework during the term.</p> <p>Critical Essay (60%) Linked to the conditions assessed during the course, this essay provides students with an opportunity to integrate knowledge and present an in depth argument about an aspect of clinical neuropsychology.</p> <p>Project Proposal (40%) Requires students to present a rationale for a brain imaging study that will advance knowledge of a specific disorder.</p>			

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.

BANNER CODE:		03 29100	
MODULE TITLE:		Antisocial and Violent Behaviour: A Multi-Level Perspective	
TEACHING STAFF:		Dr Stephane De Brito	
LEVEL: 3	SEMESTER: 1	CREDIT VALUE: 20	CONTACT HRS: 31
DELIVERY:		<ul style="list-style-type: none"> • 10 x 2 hour lectures • 5 x 2 hour seminars • Revision lecture (exam term) 1 x 1 hour • Self-directed study 	
MODULE DESCRIPTION/CONTENT:			
<p>This module will provide an in-depth understanding of environmental and neurobiological factors implicated in the development and maintenance of severe antisocial and violent behaviours throughout the lifespan. The course will focus on a number of psychiatric disorders in childhood (e.g. Conduct Disorder, Oppositional Defiant Disorder) and adulthood (e.g. Antisocial Personality Disorder, Psychopathy) associated with antisocial and violent behaviours. In discussing theoretical perspectives on different disorders, there will be an emphasis on the dynamic interplay between genetic, neurobiological, psychological, social, cognitive, emotional, and environmental influences (i.e. multiple levels of analysis). The role of a number environmental (e.g. childhood maltreatment, nutrition, smoking during pregnancy) and neurobiological factors (e.g. genes, brain functioning and lesions, autonomic nervous system) will be discussed and how their interactions can increase risk for antisocial and violent behaviours.</p> <p>Lecture 1: Introduction to the course and key concepts Lecture 2: Evolutionary perspective Lecture 3: Genetics Lecture 4: Neuroimaging: Brain functioning and structures Lecture 5: Autonomic nervous system Lecture 6: Neuropsychology: Damaged brains Lecture 7: Environment 1 and early health influences Lecture 8: Environment 2 and mental health Lecture 9: When it all comes together: The biosocial perspective Lecture 10: Interventions and legal implications</p>			
KEY LEARNING OUTCOMES:			
<p>On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand and describe different psychiatric disorders associated with violent and antisocial behaviours 2. Identify and critically discuss the influence of different environmental and neurobiological factors implicated in the development and maintenance of antisocial and violent behaviours 3. Evaluate the strengths and limitations of the biosocial approach in general 4. Discuss the implications of this evidence for research, clinical practice and the legal system. 			
METHOD OF ASSESSMENT:			
<p>Essay (50%) 1500 words.</p> <p>Exam (50%) 90 minutes. Choice of two essays from 4 options.</p> <p>Reassessment None.</p>			

BANNER CODE:		03 27290	
MODULE TITLE:		Brain Damage & Aging in the Attentional System	
TEACHING STAFF:		Dr Carmel Mevorach	
LEVEL: 3	SEMESTER: 2	CREDIT VALUE: 20	CONTACT HRS: 34
DELIVERY:		<ul style="list-style-type: none"> • Lectures • Seminars • Tutorial drop-ins • Self-directed study 	
MODULE DESCRIPTION/CONTENT:			
<p>Normal behaviour relies on a robust top-down selective attention mechanism that can filter out vast amounts of goal-irrelevant information. Consequently, impairment in this selection mechanism may have profound impact on daily life. In this module we will discuss two different scenarios in which attention is impaired: 1) following brain damage to parietal brain regions and 2) in normal 'healthy' aging.</p> <p>The module will review these scenarios while highlighting the behavioural impact on one hand and the neurological substrate on the other. As such the link between brain and behaviour (both in healthy and impaired populations) will be at the heart of the module. We will also evaluate current attempts at ameliorating impaired attention in both brain damaged patients and normal aging as well as potential future directions.</p>			
<ol style="list-style-type: none"> 1. Selective attention – the ultimate filter 2. Different attention mechanisms/ functions (Spatial-, Feature-, Object- attention and Executive attention control) 3. Neural mechanisms of selective attention 4. The effect of parietal brain damage – Neglect and the hemisphere imbalance theory 5. Rehabilitation attempts of Neglect 6. The effect of parietal brain damage – Balint's syndrome 7. The effects of aging on behaviour: reduced speed of processing vs. reduced inhibition? 8. Neural underpinning of the behavioural change in aging 9. Cognitive training in aging 10. Future directions for ameliorating attention impairment – can perceptual learning help? 			
KEY LEARNING OUTCOMES:			
On completion of this module the student will be able to:			
<ol style="list-style-type: none"> 1. Describe different ways in which selective attention can operate and the impact impaired selection may have on daily life 2. Recognise the evidence linking brain and behaviour in the context of Selective attention 3. Appreciate the difficulty in assessing the effects of normal aging on brain and behaviour and describe the two main approaches to cognitive aging 4. Evaluate current attempts at ameliorating attention impairment 5. Critically assess an empirical study on the topic of attention impairment and/or rehabilitation 6. Demonstrate their knowledge and understanding of brain damage, normal aging of the brain, and remediation by synthesising a well-reasoned argument based on their own knowledge of the topic. 			
METHOD OF ASSESSMENT:			
The module will put focus on critical evaluation of previous studies and as such will include one coursework assessment that emphasises critical thinking. The coursework will be supported by a workshop which will be dedicated to critical assessment of published papers in the field.			
Coursework (50%)			
Students will be required to write a review of a paper within the module topic including introduction and rationale, methods and results, and discussion.			
Exam (50%)			
A 90 minutes exam – students will be required to write 2 essays (out of a choice of 5).			

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).

BANNER CODE:	03 27870		
MODULE TITLE:	Brain Imaging: A Toolbox for Understanding the Human Mind		
TEACHING STAFF:	Dr Stephen Mayhew		
LEVEL: 3	SEMESTER: 1	CREDIT VALUE: 20	CONTACT HRS: 26

DELIVERY:	<ul style="list-style-type: none"> • 11 x 2 hour Lectures • 2 x 2 hour Seminar/Discussion Sessions • BUIC visit to observe fMRI • Revision lecture • Tutorial Drop-in Sessions
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MODULE DESCRIPTION/CONTENT:

In the last 20 years a dazzling array of neuroimaging techniques have emerged which have enabled scientists to revolutionise our understanding of how the functional and structural organisation of the human brain give rise to complex behaviour. This module will provide a comprehensive introduction into the key neuroimaging techniques and how they can be used to study human behaviour and brain function in both health and disease.

In particular, this course will provide an overview of the ability of functional magnetic resonance imaging (fMRI) to identify the areas of the brain responsible for specific functions such as our movements, our memory and decision making, our emotions and determining how our senses allow us to see, hear, taste and smell. We will also cover other applications of magnetic resonance imaging such as to measure: brain structure, neuronal organisation, brain size and the wiring of brain circuits that carry information between different regions; as well as how the brains array of neurotransmitters play different roles in signal transmission, and how abnormalities in these chemicals can lead to brain malfunction.

The course will also introduce how electroencephalography (EEG) and magnetoencephalography (MEG) directly measure the signalling patterns of the brains activity and reveal the precise timing of information flow, as well as the advantages and disadvantages of these methods compared to fMRI.

Finally, we will discuss the use of electrical/magnetic brain stimulation techniques which are increasingly commonly used to probe brain function by either disrupting brain activity (TMS) or augmenting electrical signalling and observing the functional consequences (TDCS).

Students will gain an understanding of how these techniques can be used, what different neurophysiological signals they measure, the strengths and weaknesses of each technique and the state-of-the-art applications of these tools in cognitive neuroscience.

- KEY LEARNING OUTCOMES:**
- On completion of this module the student will be able to:
1. Critically evaluate the strengths and weaknesses of different brain imaging techniques, the differences between what they each measure and which methods are complementary with each other
 2. Demonstrate a systematic understanding of basis experimental paradigm design and how each technique can be used in research
 3. Demonstrate a systematic understanding of the neurophysiological signals that different techniques measure and the differences between electrical and haemodynamic measures of brain activity
 4. Demonstrate a critical awareness of the different applications of structural imaging and functional imaging and the research questions they are best positioned to answer
 5. Demonstrate a systematic understanding of the different applications of resting-state and task-based functional studies and the research questions they are best positioned to answer
 6. Demonstrate a systematic understanding of the different purposes and applications of brain stimulation compared to brain imaging and the research questions they are each best positioned to answer
 7. Develop discussion skills and ability to critically evaluate the most appropriate techniques to study given examples of specific psychological/neuroscientific research questions.

METHOD OF ASSESSMENT:**Essay (40%)**

A 2000 word critical essay on a topic related to one of the lectures.

Summer Examination (60%)

2 hours. Part A: six compulsory short answer questions; Part B: one essay from a choice of three questions.

Reassessment

None.

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).

BANNER CODE:		03 14653	
MODULE TITLE:		Clinical Psychology of Severe Intellectual Disability	
TEACHING STAFF:		TBC	
LEVEL: 3	SEMESTER: 2	CREDIT VALUE: 20	CONTACT HRS: 41
DELIVERY:		<ul style="list-style-type: none"> • 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:			
<ol style="list-style-type: none"> 1. Context – history, aetiology and phenomenology. 2. Delayed and different development. 3. Psychological intervention. 4. Gene-brain-behaviour relationships. 5. Aetiology of behaviour disorder. 6. Learning theory and the assessment of behaviour disorder. 7. Learning theory and interventions for behaviour disorder. 8. Controversial interventions. 			
KEY LEARNING OUTCOMES:			
On completion of this module the student will be able to:			
<ol style="list-style-type: none"> 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. 6. Demonstrate their knowledge and understanding of assessments and interventions for behaviour disorder in people with severe intellectual disability by synthesising assessment data and well-reasoned argument based on their own knowledge of the topic. 			
METHOD OF ASSESSMENT:			
Coursework Report (40%)			
The format is a clinical case report based on assessment information provided for a hypothetical clinical case.			
Examination (60%)			
Two sections to the exam. Candidates are required to answer one question in essay format from each section with a choice of two or three questions in each section.			
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.			
FEEDBACK:			
Generic feedback on all of the assessments will be posted on the Module Web CT page. Where coursework is returned to students, it will be accompanied by individual feedback.			

BANNER CODE:		03 26025	
MODULE TITLE:		Communities & Social Action	
TEACHING STAFF:		Dr Julie Christian	
LEVEL: 3	SEMESTER: 2	CREDIT VALUE: 20	CONTACT HRS: 36
DELIVERY:		<ul style="list-style-type: none"> • Lectures: 10 × 2 hours • Seminars: 3 × 2 hour • Office hours: 10 × 1 hour 	
MODULE DESCRIPTION/CONTENT:			
<p>This course examines how individuals relate to communities and wider societies. We will be employing theories from within psychology – including from social and environmental psychology - to understand problems, and specifically perception, motivations and behaviours of individuals within social contexts. Finally, we will explore links between social issues, sense of community and action research.</p> <p>Topics will include:</p> <ol style="list-style-type: none"> 1. Community Psychology 2. Social Identification 3. Social Issues 4. Social Participation and Empowerment 			
KEY LEARNING OUTCOMES:			
<p>On completion of this module the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe and evaluate models and topical issues impacting community psychology 2. Be able to apply concepts, demonstrating an ecological understand of social behaviours, both for individual and the intergroup context of behaviour, and evaluate change in behaviour using theories 3. Be able to discuss concepts and the process of action research 4. Develop team working and critical thinking skills 5. Be able to apply one's own knowledge, in conjunction with theories learned during the teaching sessions, to the deeper analysis of social issues. 			
SKILLS DEVELOPED:			
<ul style="list-style-type: none"> • Critical thinking • Organisation and planning • Information gathering • Ability to use and interpret research 			
METHOD OF ASSESSMENT:			
<p>Coursework Essay (50%) Students will be asked to select one of two essay titles and compose a 1,500 word essay.</p> <p>Examination (50%) The summer examination paper will consist of 5 essay questions, of which students will be asked to select and answer 2 questions.</p> <p>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.</p>			
FEEDBACK:			
<p>Generic feedback on all of the assessments will be posted on the module Canvas page and will be accompanied by individual feedback sessions.</p>			

BANNER CODE:		03 23199	
MODULE TITLE:		Development & Disorders of Language in Children	
TEACHING STAFF:		Dr Andrea Krott	
LEVEL: 3	SEMESTER: 2	CREDIT VALUE: 20	CONTACT HRS: 31
DELIVERY:		<ul style="list-style-type: none"> • Lectures: 1 x 2 hours, 9 x 1 hour, • 1 x 1 hour (exam review) • Seminars: 8 x 1 hour • Office hours: 11 x 1 hour 	
MODULE DESCRIPTION/CONTENT:			
<p>This module will focus on contemporary theories and research on language development, including atypical language development. We will discuss research and evidence for all areas of language development, from preverbal communication to pragmatics. Research will entail more traditional methodologies (pointing tasks) as well as modern technologies (EEG). The module will focus on both cognitive and social aspects of language development. It will not concern the diagnosis or treatment of language disorders.</p> <p>Lecture overview:</p> <p>Lecture 1: linguistic background; milestones of language development; biological basis of language (e.g. FOXP2 gene, language in chimpanzees and bonobos).</p> <p>Lecture 2: Prelinguistic communication (Child Directed Speech, joint attention)</p> <p>Lecture 3: Phonological development (infant speech perception, vocalisation/babbling)</p> <p>Lecture 4: Early word recognition and early word productions</p> <p>Lecture 5: Acquisition of word meaning, meaning constraints, noun versus verb learning</p> <p>Lecture 6: Language morphology (common research methods, types of morphologically complex words, dual route versus single route accounts)</p> <p>Lecture 7: Syntax</p> <p>Lecture 8: Communicative competence and autism</p> <p>Lecture 9: Deaf and blind children and Down Syndrome</p> <p>Lecture 10: SLI and Williams Syndrome</p> <p>Lecture 11: Exam preparation</p>			
KEY LEARNING OUTCOMES:			
<p>On completion of this module the student should be able to:</p> <ol style="list-style-type: none"> 1. Summarise, compare and critically evaluate research articles in the area of child language acquisition, both in terms of methodological and theoretical issues of the research. 2. Describe research methodologies used in the area of language acquisition and explain how they could be used to answer particular research questions. 3. Describe, compare, and evaluate current theories and hypotheses of child language development. 4. Describe and critically evaluate research evidence in the area of language acquisition. 			
SKILLS DEVELOPED:			
<ul style="list-style-type: none"> • Written and oral communication • Teamwork • Critical review of research articles • Analysis and interpretation • Gathering information • Information integration 			

METHOD OF ASSESSMENT:**Essay (40%)**

Presentation and critical evaluation of 2-3 research articles on typical or atypical language development in children.

Examination (60%)

7-8 short answers.

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.

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.

BANNER CODE:		03 30279	
MODULE TITLE:		Early Intervention: Can we improve atypical and neurodevelopmental outcomes?	
TEACHING STAFF:		Dr Caroline Richards	
LEVEL: 3	SEMESTER: 1	CREDIT VALUE: 20	CONTACT HRS: 31
DELIVERY:		<ul style="list-style-type: none"> • 11 x 2 hour lectures • 2 x 2 hour workshops • Self-directed study • 5 x 1 hour module clinics 	
MODULE DESCRIPTION/CONTENT:			
<p>Early intervention in psychiatry has become the major focus of clinicians in the past two decades, particularly around psychotic disorders such as schizophrenia and neurodevelopmental disorders such as autism. This has resulted in the development of specialist early intervention services and programs aimed at finding people at very high risk for poor outcomes and delivering interventions to ameliorate these.</p>			
KEY LEARNING OUTCOMES:			
<p>By the end of the module you should be able to:</p> <ol style="list-style-type: none"> 1. Describe and discuss definitions of risk for psychotic disorders and autism spectrum 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 and the pathways for future research. 5. Demonstrate an ability to critique research papers and present the findings. 6. Demonstrate your knowledge and understanding of early intervention by synthesising a well-reasoned argument based on their knowledge of the topic. 			
METHOD OF ASSESSMENT:			
Critical Analysis of a Research Paper (50%)			
<p>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 1,500 word report. Students will be provided with detailed guidance in how to conduct such a critical analysis.</p>			
Final Unseen Examination (50%)			
<p>This will be a 90 minute exam during which students will be required to write two essays. Students will be provided with six questions and required to choose two.</p>			

BANNER CODE:		03 21142	
MODULE TITLE:		Higher Cognitive Functions	
TEACHING STAFF:		Dr Sarah Beck	
LEVEL: 3	SEMESTER: 1	CREDIT VALUE: 20	CONTACT HRS: 39
DELIVERY:		<ul style="list-style-type: none"> • 10 x 2 hour lectures • 6 x 1 hour workshop/discussion groups • 1 x 1 hour coursework seminar • 1 x 1 hour revision session • Self-directed study • Optional zoo trip (4.5 hours plus 1.5 hours travelling) • 5 x 1 hour module clinics 	
MODULE DESCRIPTION/CONTENT:			
<p>We will examine studies examining three topics (time, causality and theory of mind) in three different participant groups (children, adults, and non-human animals). Our aim will be an integration of evidence across these groups to address what it is to understand these topics.</p> <ol style="list-style-type: none"> 1. Introduction. 2. Development of thinking about time. 3. Non-human animals' understanding of time. 4. Heuristics and biases in human adults' thinking about time. 5. Children's thinking about causality. 6. Folk physics in non-human animals. 7. Adults' thinking and reasoning about causes. 8. Development of theory of mind. 9. Theory of mind in non-human animals. 10. Theory of mind in human adults. 			
KEY LEARNING OUTCOMES:			
<p>By the end of the module you should be able to:</p> <ol style="list-style-type: none"> 1. Describe empirical evidence about the nature of higher cognitive functions (time, causality, theory of mind) in children, adults and non-human animals. 2. Critically evaluate the methods used with different participant groups. 3. For each topic evaluate the developmental and evolutionary relationships suggested by the evidence. 4. Integrate evidence from children, adults and non-human animals to evaluate what it means to 'understand' time, causality and theory of mind. 5. Demonstrate a breadth of knowledge concerning cognitive function in humans and other animals. 6. Demonstrate your knowledge and understanding of cognitive function by synthesising a well-reasoned argument based on their own knowledge of the topic. 			
SKILLS DEVELOPED:			
<p>Critical Thinking. Report Writing. Integration and Comparison. Using Initiative. Problem Solving. Written Communication. Gathering Information.</p>			

METHOD OF ASSESSMENT:**Research Proposal (40%)**

Adaptation of a study to a new participant group.

Examination (60%)

Unseen exam with short answer questions (breadth of knowledge) and an essay (depth of knowledge: choose 1 from 4).

Reassessment

None

The paper set in the supplementary exam period for deferral students will have the same format as the main exam.

FEEDBACK:

Generic feedback on all of the assessments will be posted on the module Canvas page. Coursework is returned to students, and will be accompanied by individual feedback.

BANNER CODE:		03 31780	
MODULE TITLE:		Multisensory Development in Infancy and Childhood	
TEACHING STAFF:		Dr Andrew Bremner	
LEVEL: 3	SEMESTER: 1	CREDIT VALUE: 20	CONTACT HRS: 36
DELIVERY:		<ul style="list-style-type: none"> • 10 x 2 hour lectures • 5 x 1 hour module clinics • 5 x 2 hour seminars • 1 x 1 hour revision session • Self-directed study 	
MODULE DESCRIPTION/CONTENT:			
<p>This module will provide an in-depth understanding of cutting-edge research into the development of perceptual, sensorimotor and cognitive abilities in early life, at both behavioural and neural levels of explanation. Throughout the 10 lectures we will adopt a specifically multisensory perspective on the question of how our perceptual, sensorimotor and cognitive abilities develop in the context of the child's rapidly changing multisensory and sensorimotor environment from the uterus to the classroom. We will cover the development of: i) infants' abilities to perceive and understand their physical and social environments, ii) sensorimotor development and self-perception, iii) the multisensory origins of social and non-social cognition. We will use this empirical grounding to critically evaluate theoretical accounts of the origins of perceptual and cognitive abilities referring to the wider developmental cognitive neuroscience literature.</p> <p>Topics covered will include: Sensorimotor development in infancy; multisensory perception of objects and space in early life; multisensory person perception in infancy; action perception in infancy; development of body perception and the self; infant theory of mind.</p>			
KEY LEARNING OUTCOMES:			
<p>By the end of the module you should be able to:</p> <ol style="list-style-type: none"> 1. Understand and describe the development of multisensory perceptual and cognitive abilities in human infancy and early childhood. 2. Critically evaluate evidence from human infants and children concerning their perceptual and cognitive abilities. 3. Understand, describe, and critically evaluate with reference to evidence, theoretical accounts of the roles of brain, inheritance and environment in multisensory perceptual and cognitive development in early life. 			
METHOD OF ASSESSMENT:			
<p>Essay 1500 words, weighted 50% of the final module outcome.</p> <p>Final Unseen Examination 90-minute exam paper in which candidates will be required to write two essays, each addressing one of a choice of four questions. Weighted 50% of the final module outcome.</p>			
FEEDBACK:			
<p>Generic feedback on both of the assessments will be posted on the School's webpages. Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on "tick" sheets).</p> <p>At the end of each lecture, in module clinics, and in seminar discussion, students will be encouraged to raise issues that have arisen as part of their reading into the topic and attendance of the course.</p>			

BANNER CODE:		TBC	
MODULE TITLE:		Psychology of Popular Media Culture	
TEACHING STAFF:		Dr Paul Pope	
LEVEL:	SEMESTER:	CREDIT VALUE:	CONTACT HRS:
3	1	20	32
DELIVERY:		<ul style="list-style-type: none"> • 10 x 2 hour lectures • 3 x 2 hour workshops • 5 x 1 hour module clinics • 1 x 1 hour revision session • Self-directed study 	
MODULE DESCRIPTION/CONTENT:			
<p>Explore psychological research on how <i>popular culture</i> and <i>general media</i> influences brain and behaviour. Our aim will be to make concepts from a range of core areas in Psychology (e.g., <i>biological, cognitive</i> and <i>social</i>) approachable and stimulating for today's students, for whom media is a key part of their culture.</p> <ol style="list-style-type: none"> 1. Introduction: How popular culture and general media influences individual and group behaviour. 2. The psychology behind social media interactions. 3. How social media affects our mental and physical health. 4. Can social media affect your brain? 5. How culture wires our brains. 6. Psychological effects of popular culture. 7. The psychology of celebrity worship. 8. Motivations for and effects of watching reality television. 9. Promoting products and causes: the psychology of advertising. 10. The interaction of human behaviour, media and technology. 			
KEY LEARNING OUTCOMES:			
<p>By the end of the module you should be able to:</p> <ol style="list-style-type: none"> 1. Describe empirical psychological research on how <i>popular culture</i> and <i>general media</i> influences brain and behaviour. 2. Critically evaluate the ways people utilize, create and receive various forms of media. 3. Evaluate the impact of popular culture and general media on students' well-being. 4. Integrate evidence from a range of core areas in Psychology (e.g., <i>biological, cognitive</i> and <i>social</i>) to better understand how <i>popular culture</i> and <i>general media</i> influences brain and behaviour. 5. Demonstrate an awareness of the importance of psychology in aspects of media and technology. 6. Demonstrate knowledge and understanding of new avenues where psychology can be implemented across a vast array of industries and careers. 			
SKILLS DEVELOPED:		Using Initiative.	
Critical Thinking.		Problem Solving.	
Report Writing.		Written Communication.	
Data Analysis.		Gathering Information.	
Integration and Comparison.			
METHOD OF ASSESSMENT:			
Research Report (50%)			
Run a study and write a 2000 word lab report that investigates the effects of popular media culture on behaviour.			
Examination (50%)			
1.5 hour unseen exam with short answer questions (choose 7 from 10).			

Reassessment

None

The paper set in the supplementary exam period for deferral students will have the same format as the main exam.

FEEDBACK:

Generic feedback on all of the assessments will be posted on the module Canvas page. Coursework is returned to students, and will be accompanied by individual feedback.

BANNER CODE:		03 27871	
MODULE TITLE:		Rehabilitating the Brain	
TEACHING STAFF:		Dr Joe Galea	
LEVEL: 3	SEMESTER: 1	CREDIT VALUE: 20	CONTACT HRS: 25
DELIVERY:		<ul style="list-style-type: none"> • 10 x 2 hour Lectures • 1 x 2 hour Seminar • 1 x 3 hour Presentation seminar 	
MODULE DESCRIPTION/CONTENT:			
<p>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 well 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.</p> <p>Lecture 1 (week 1): <i>Principles of motor control.</i></p> <p>Week 2: No lecture, instead seminar developing grant ideas.</p> <p>Lecture 2 (week 3): <i>Motor disorders.</i></p> <p>Lecture 3 (week 4): <i>Current principles of motor rehabilitation.</i></p> <p>Lecture 4 (week 5): <i>Brain machine interfaces and prosthetics.</i></p> <p>Lecture 5 (week 6): <i>Motor learning and robot-assisted therapy.</i></p> <p>Lecture 6 (week 7): <i>Brain stimulation.</i></p> <p>Lecture 7 (week 8): <i>Dopamine and deep brain stimulation.</i></p> <p>Lecture 8 (week 9): <i>Stem cells and the future.</i></p> <p>Lecture 9 (week 10): <i>Motivation.</i></p> <p>Lecture 10 (week 11): <i>Recap of module.</i></p>			
KEY LEARNING OUTCOMES:			
<p>On completion of this module the student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a systemic understanding of the principles of motor control and how these are affected by a range of motor disorders 2. Demonstrate a systemic understanding of the principles and practises 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. 			
SKILLS DEVELOPED:			
<ol style="list-style-type: none"> 1. Critical thinking 2. Presentation skills 3. Writing skills. 			
METHOD OF ASSESSMENT:			
<p>Grant proposal (30%) 1 page grant proposal relating to the advancement of motor rehabilitation.</p> <p>Presentation (20%) 5 minute presentation of the grant proposal idea (max 3 presentation slides).</p>			

Examination (50%)

2 hours – 2 essays from 5 questions

Reassessment

None.

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).

BANNER CODE:		03 24687	
MODULE TITLE:		Sleep	
TEACHING STAFF:		Dr Andy Bagshaw	
LEVEL: 3	SEMESTER: 2	CREDIT VALUE: 20	CONTACT HRS: 38
DELIVERY:		<ul style="list-style-type: none"> • Lectures: 10 × 2 hours • 1 × 2 hour (exam review) • Seminars: 3 × 2 hour • Office hours: 10 × 1 hour 	
MODULE DESCRIPTION/CONTENT:			
<p>This module will be a comprehensive introduction to normal and pathological sleep, covering the topic from biological, neurological, psychological and psychiatric perspectives. The students will be introduced to the common methods for the classification of sleep, as well as the neurophysiological basis of the brain phenomena used for this classification. The evolutionary purpose of sleep, and sleep patterns in non-human animals, will be discussed, as will the different cognitive processes which have been linked with specific sleep stages, such as memory consolidation and motor learning. The operation of and interactions between different brain regions during different sleep stages, as well as the research techniques that can shed light on these processes, will be covered. The various types of sleep disorder will be introduced, along with their consequences on psychological and psychiatric function, their prevalence in the population, and methods of treatment. The link between poor sleep patterns and physical (diabetes, obesity) and mental (depression, anxiety) health problems will be addressed. The association of sleep with the clinical manifestation of other neurological and psychiatric issues such as epilepsy will be covered, as will potential diagnostic confounds of sleep disorders. The use of sleep as a window into brain function, including what sleep can say about the neurological basis of consciousness, will be discussed. Module content will be covered through lectures and discussion sessions.</p>			
KEY LEARNING OUTCOMES:			
On completion of this module the student will be able to:			
<ol style="list-style-type: none"> 1. Demonstrate a systematic understanding of the stages of sleep and their significance, as well as the techniques that are used for sleep classification. 2. Demonstrate a systematic understanding of sleep disorders, the link between sleep and other physical, neurological and psychiatric disorders, and the link between sleep and normal brain function. 3. Demonstrate a critical awareness of current problems and new insights in the study of sleep. 4. Critically evaluate the theoretical and research based knowledge relating to both past and current understanding of sleep. 5. Develop discussion and critical evaluation skills. 6. Demonstrate a breadth of knowledge on the topic of sleep. 7. Demonstrate the ability to use their understanding of sleep to synthesise a well-reasoned and coherent argument based on a detailed knowledge of the topic. 			
SKILLS DEVELOPED:			
<ul style="list-style-type: none"> • Critical thinking • Organisation and planning • Information gathering • Research design • Essay writing/written communication 			
METHOD OF ASSESSMENT:			
Essay (40%)			
A 2000 word critical essay on a topic related to one of the lectures.			

Examination (60%)

Part A: six compulsory short answer questions, Part B: one essay from a choice of four.

FEEDBACK:

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

BANNER CODE:		03 27872	
MODULE TITLE:		The Mind Detective	
TEACHING STAFF:		Dr Andrew Olson	
LEVEL: 3	SEMESTER: 1	CREDIT VALUE: 20	CONTACT HRS: 30
DELIVERY:		<ul style="list-style-type: none"> • 10 x 1.5 hour lectures • 10 x 1 hour seminars • 5 x 1 hour module clinics 	
MODULE DESCRIPTION/CONTENT:			
<p>This module is dedicated to what we know about how the mind works by looking at how it breaks down in patients with brain damage due to stroke, head-injury or neurodegenerative disease. Students will understand the logic and practice of neuropsychological assessment, look at detailed case studies from current topics in understanding the mind based on its breakdown and examine the intersection between neuropsychological research and clinical practice.</p> <p>Lecture 1: The detective's rule book – Principles of neuropsychological assessment and approaches from different schools.</p> <p>Lecture 2: The case of visible language – Sign language, chimps and brain injury. Is language the same no matter how it is produced?</p> <p>Lecture 3: The case of the mirror woman and the missing maps. How do we know where things are in space?</p> <p>Lecture 4: The case of the missing consciousness. Is consciousness an ability or an emergent property? What do disorders of consciousness tell us?</p> <p>Lecture 5: By their actions you will know them. Is cognition action? – the case of speech and articulation.</p> <p>Lecture 6: From research to the clinic – The secret history of IQ, clinical assessment and the modular mind.</p> <p>Lecture 7: From research to the clinic – Assessment, rehabilitation and rehabilitation research. Does knowing the problem provide the solution? How do you know if your rehabilitation is working?</p> <p>Lecture 8: From research to the clinic – The not gold standard. The logic of clinical trials, personalised medicine and neuropsychology.</p> <p>Lecture 9: From research to the clinic – Frankenstein's toolkit. New tools for manipulating the mind. Can they help fix it?</p> <p>Lecture 10: The case of the missing mind detective. The new empire of the brain or who needs the mind?</p>			
KEY LEARNING OUTCOMES:			
<p>On completion of this module the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the logic and practice of neuropsychological research from several perspectives. 2. Apply this understanding to specific cases of neuropsychological data and critically evaluate the conclusions that these cases allow. 3. Participate productively in small group discussions of important points of debate in the field. 4. Understand critical issues that determine how neuropsychological research and clinical practice influence each other and critically evaluate claims from research about practice or claims from practice about the relevance of research. 			
METHOD OF ASSESSMENT:			
<p>Critical Essay (50%) 2000 words essay.</p> <p>Examination (50%)</p>			

BANNER CODE:		03 27867	
MODULE TITLE:		The Neurobiology of Mental Illness	
TEACHING STAFF:		Dr Ali Mazaheri	
LEVEL: 3	SEMESTER: 1	CREDIT VALUE: 20	CONTACT HRS: 34
DELIVERY:		<ul style="list-style-type: none"> • 10 x 2 hour Standard Lectures • 2 x 2 hour Seminars (Preparation for assessments) • 10 x 1 hour Tutorial (Office Hours) 	
MODULE DESCRIPTION/CONTENT:			
<p>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 is currently no single objective biological marker for any psychiatric disorder. Cognitive control refers to processes that allow us to flexibly adapt our behaviour 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.</p> <p>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: Open lecture discussing and appraising recent ground breaking findings Lecture 8: Psychopathy Lecture 9: Psychosurgery Lecture 10: Pharmacological manipulation of cognition/ethical issues Lecture 11: Recap of module</p>			
KEY LEARNING OUTCOMES:			
<p>On completion of this module the student will be able to:</p> <ol style="list-style-type: none"> 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 and deep brain stimulation, as well as the historical account of psychosurgery. 			
METHOD OF ASSESSMENT:			
<p>Grant Proposal (50%) 2000 word grant proposal.</p> <p>Summer Examination (50%) 2 hours. 1 essay from 5 questions. 4 short answer questions.</p> <p>Reassessment None.</p>			
FEEDBACK:			
<p>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).</p>			

BANNER CODE:		03 24688	
MODULE TITLE:		Why We Eat What We Eat	
TEACHING STAFF:		Prof Suzanne Higgs	
LEVEL: 3	SEMESTER: 2	CREDIT VALUE: 20	CONTACT HRS: 33
DELIVERY:		<ul style="list-style-type: none"> • 2 hour lectures • seminars • module clinics 	
MODULE DESCRIPTION/CONTENT:			
<p>The course explores issues in our relationship with food. The focus will be on the psychology of appetite control and food preferences. Discussion of flavour perception and hedonics will lead to evaluation of concepts such as food craving and addiction. Examination of non-nutritive effects of foods (including nutraceuticals) links food to mood and cognition. Finally, we explore the rise of obesity and disordered eating from a psychological perspective.</p> <p>Topics covered:</p> <ol style="list-style-type: none"> 1. Models of appetite control 2. Models of food preferences. 3. Food cravings and food addiction. 4. Effects of food on mood and cognition. 5. Understanding obesity. 6. Understanding disordered eating. 			
KEY LEARNING OUTCOMES:			
<p>On completion of this module the student should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate their knowledge and understanding of the factors affecting eating behaviour by synthesising arguments based on their own knowledge of the topic. 2. Demonstrate a breadth of knowledge on the topic of eating behaviour. 3. Be able to evaluate and discuss the application of findings from research in the presence of others using standard oral reporting conventions. 4. Synthesise well-reasoned, in depth, arguments on a topical issue in the psychology of appetite based on the academic literature. 5. Understand recent developments in controls of appetite and their relevance to obesity and disordered eating. 6. Be able to apply concepts from drug addiction to understanding our relationship with food. 7. Be able to discuss and evaluate non-nutritive effects of food on mood and cognition. 8. Develop group work and critical evaluation skills. 			
METHOD OF ASSESSMENT:			
Examination (50%)			
Coursework (50%)			
<p>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.</p>			
FEEDBACK:			
<p>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.</p>			

BANNER CODE:		03 27292	
MODULE TITLE:		Why We Remember & Why We Forget	
TEACHING STAFF:		Dr Bernhard Staesina	
LEVEL: 3	SEMESTER: 2	CREDIT VALUE: 20	CONTACT HRS: 38
DELIVERY:		<ul style="list-style-type: none"> • Lectures • Workshops • Self-directed study • Tutorial drop-in sessions 	
MODULE DESCRIPTION/CONTENT:			
<p>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.</p>			
Topics covered:			
<ol style="list-style-type: none"> 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:			
<ol style="list-style-type: none"> 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			