Introduction to Psychology

7.1   Module Overview

Module Number		Module Title	Introduction to Psychology						
Stage of Principal Programme			**1**	**Semester**	**1**	**Duration.** *(Weeks F/T)*	**12**	**ECTS**	**5**
Mandatory / Elective (M/E)	E	**Hours of Learner Effort / Week**	**2.3**						

Analysis of required hours of learning effort		
Teaching and Learning Modalities	**✓if relevant to this module**	**Approx. proportion of total (hours) 125**
Contact Hours		
In person face-to-face	✓	28
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other: independent reading, engagement with VLE, research and preparation of assessments	✓	97
Total		125

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	**Qualifications & experience required**	**Staff - Learner Ratio X:Y**
Lecturer	A minimum level 9 qualification in Psychology	1:120
Tutor	A minimum level 9 qualification in Psychology	1:20

Assessment Techniques – percentage contribution					
Continuous Assessment	**40%**	**Proctored Exam – in person**	**60%**	**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	**N**	**If Yes, describe**			

7.2   Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Understand and describe the similarities and differences between philosophers and psychologists in relation to how the mind functions .	**1, 2, 4, 7**
2. Outline and expand on the emergence of psychoanalytical theory alongside the philosophy of that time.	**2, 4, 7**

3. Describe the key features of the main Schools of Psychology.	**1, 4, 8**
4. Compare and contrast the overlaps between the perspectives of psychology and philosophy.	**1, 2**

7.3   Indicative Module Content, Organisation and Structure

The rationale for including this module on the programme is to introduce and familiarise learners, who are new to the field of Psychology, to the origins of and the main concepts of Philosophy and Psychology. The aim is to introduce the learner to the evolution of psychology and the major pioneers in the field. Objectives rest in Identifying the various approaches, fields, and subfields of psychology along with their major concepts and important figures and its emergence from Philosophy and Medicine.

Learners are introduced to the history of Psychology, its foundation in the philosophical traditions, and its current contribution to contemporary theoretical and applied fields. It is intended to guide the learner through the evolution of psychology from its myriad historical and social roots in 1879 to the current decade.

In particular, learners will consider the similarities and differences in the ways philosophers and early psychologists understood the nuances of the psyche.

Over the course of 12 weeks, the learner will cover topics such as:

An Introduction to the Science of Mind and Behaviour
The philosophical underpinnings of psychology
Early Greek Philosophy
Rationalism vs Empiricism in the Nature-Nurture Debate
The influence of Locke, Hume, Berkeley, Descartes, and Hippocrates on early understandings of psychology.
James and the early scientific psychological origins.
The Mind/Body Dualism debate
The development of the scientific method

An Introduction into Psychological Schools of Thought
Early Schools of Thought: Structuralism and Functionalism
Gestalt Psychology
The Behaviorist School of Thought
The Psychoanalytical School of Thought
A focus on Freud, Jung, Adler, Erikson
Humanistic Psychology

More Recent Developments in Psychology
Social Psychology
Cognitive Psychology
Neuropsychology
Positive Psychology

An Introduction to research methods and ethics in psychology
An overview of the emergence of ethical research in psychology
Key studies that shaped the ethical guidelines and Code of Conduct of the American Psychological Association (APA)
Ethical Guidelines of the Psychological Society of Ireland (PSI)

7.4   Work-based learning and practice-placement *(if applicable)*

N/A

7.5	Specific module resources required *(if applicable)*

There are requirements for the Psychology learner to have access to statistical packages for psychological research in the psychology lab, such as SPSS and NVIVO. These licenses and packages are provided to the learners in the College.

7.6	Application of programme teaching, learning and assessment strategies to this module

This module will be delivered over 12 weeks, which consists of lectures (12) and tutorials (each learner will have 4 tutorials). The lecturer and tutor utilise research informed theories, analysis and critique in delivering the content. Tutorials provide an opportunity for learners to engage in discussion and develop their critical thinking and research skills. Group work in tutorials also provides opportunity to apply psychological theories and research to real world scenarios.

Assessments for this module consist of 1500-word essay worth 40%- and two-hour exam worth 60%.

Essay
The essay (weighted at 40%) will be an assignment to examine learners' research, academic writing, and referencing skills. Learners have the opportunity to demonstrate understanding of material and ability to compare, contrast and critique psychological theories (MIMLOs 2, 4).

Exam
The exam (weighted at 60%) consists of four exam questions, of which the learners must answer any two questions. The exam maps onto the minimum intended module learning outcomes (1, 2, 3). The two-hour proctored exam allows learners to demonstrate their understanding of the core concepts, psychological theories and research studied in the course. This form of assessment encourages learners to describe, compare and critique the core psychological theories related to child developmental psychology to showcase their learning and understanding (MIMLOs 1, 2, 3).

7.7	Summative Assessment Strategy for this module	
MIMLOs	**Technique(s)**	**Weighting**
2, 4	**Essay** Learners are asked to reflect on their engagement with four topics. This reflection includes reference to literature in the field. Given the fundamental importance of philosophy to the development of the science of Psychology, a 1000-1500-word essay exploring the relationship between the two disciplines will be a significant aspect of the continuous assessment (MIMLOs 1, 3, 4).	**40%**
1-3	**End of Semester Proctored in-person Exam** This module will ask the learner to write an essay within an exam setting on two topics of their own selection. Learners will be expected to answer two questions within a two-hour period which is worth 60%	**60%**

7.8	Sample Assessment Materials

Sample essay titles
- Critically discuss the concept of *The Blank Slate*, with reference to the Nature-Nurture debate in psychology. Refer to key theorists, studies, and literature.
- Evaluate how current Ethical Guidelines in psychology have impacted modern research. Discuss with reference to published studies and literature.

This work is worth 40% of the Continuous Assessment and is graded as follows:
- Structure (Guidelines 1 – 3) is worth 20%.
- Academic understanding and ability as per Guidelines 4 – 6 is worth 50%.
- The remaining 30% is awarded for content comprehension and excellent flow to the work (as indicated by Guidelines 6-8).

The guidelines involve:

1. Adhering to APA formatting within the presented work.
2. Work must be proof read for spelling and grammatical errors.
3. Include a Title page for the presentation and a separate page of references.
4. Employing a discursive and critical approach to the topic.
5. Using a balanced, objective approach to the question outlined.
6. Do not refer to "I" in this work, instead write in the third party.
7. All work should include reference to appropriate peer-reviewed texts or resources when making a specific point or argument.
8. Demonstrate an appropriate depth and breadth of reading (e.g., 3 – 5 appropriate texts).

Sample Exam Questions

This module will ask the learner to write an essay within an exam setting on two topics of their own selection. Learners will be expected to answer two questions within a two-hour period.

- With reference to theory, discuss the concept of the self-according to Descartes.
- Critically discuss the contributions of Jung to psychoanalytic theory.
- Evaluate Erikson's psychosocial stages and how they introduced the importance of the environment and its impact on how an individual develops throughout life.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.

7.9   Indicative reading lists and other information resources

Indicative Core Reading:

Brown, S., and Stenner, P. (2009). *Psychology without foundations: History, philosophy and psychosocial theory*. London: Sage.

Farrell, M. (2014). *Historical and philosophical foundations of psychology*. Cambridge: Cambridge University Press.

Guerin, B. (2020). *Turning psychology into social contextual analysis: Exploring the environmental and social foundations of human behavior*. London: Routledge.

Martin, G. N. (2018). *Psychology (*6th ed.). UK: Pearson.

Recommended Readings:

Ackrill, J.L (Ed.) (1987). *A New Aristotle Reader.* Oxford: Oxford University Press.

Cooper, J. M. (Ed.) (1997). *Plato: Complete Works*. Cambridge: Hackett Publishing Company.

Descartes, R. (1996 ed.) *Meditations on First Philosophy.* UK: Cambridge University Press.

Descartes, R. (2006 ed.) *A Discourse on the Method*. Oxford: Oxford University Press.

Hatfield, G. (Ed.) (2004). *Prolegomena to Any Future Metaphysics (with selections from the Critique of Pure Reason*). UK: Cambridge University Press.

Kant, I. (2002 ed.) *Grounding for the Metaphysics of Morals.* USA: Yale University Press.

Recommended Journals:

History of Psychology. USA: American Psychological Association.

Journal of the History of the Behavioral Sciences. USA: Wiley.