

## Psychology: Core Concepts

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	Psychology: Core Concepts						
<b>Stage of Principal Programme</b>			<b>1</b>	<b>Semester</b>	<b>2</b>	<b>Duration.</b> <i>(Weeks F/T)</i>	<b>12</b>	<b>ECTS</b>	<b>5</b>
<b>Mandatory / Elective (M/E)</b>	M	<b>Hours of Learner Effort / Week</b>	<b>2.3</b>						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>					<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>			
<b>Contact Hours</b>									
In person face-to-face					✓	28			
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> <li>independent reading, engagement with VLE, research and preparation of assessments</li> </ul>					✓	97			
<b>Total</b>						125			

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A
<b>Maximum number of learners per instance of the module</b>	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
<b>Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.</b>	<b>Qualifications &amp; experience required</b>
	<b>Staff - Learner Ratio X:Y</b>
Lecturer	A minimum level 9 qualification in Psychology with teaching and/or research competence in the area
Tutor	A minimum level 9 qualification in Psychology with teaching and/or research competence in the area

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

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
<b>MIMLO</b>	<b>Related MIPLO #</b>
<b>On completion of this module a learner will be able to:</b>	
1. Identify the historical origins of Psychology as a scientific discipline.	1, 2
2. Explain the importance of social and biological influences for functional language development.	4, 5

3. Present a formal written account of the structure and processes underpinning memory.	<b>7, 8</b>
4. Demonstrate an understanding of the research methods used by psychologists.	<b>3, 6, 7, 8</b>

### 7.3 Indicative Module Content, Organisation and Structure

The rationale for including this foundational psychology module as the first mandatory for the psychology stream on the programme is that it sets the groundwork and basis for the core elements of psychological study and through the theme of social cognition, which will run through the psychology modules of the degree programme. The module will merge with and compliment the other disciplines in this joint honours programme. Psychology is the scientific study of the thoughts, feelings and behaviours of individuals and how these factors can be influenced by situations that we find ourselves in. Its contribution to the Arts and Humanities is multi-faceted, as it allows learners an opportunity to enter the psychology of different times (the famine, the Irish civil war, religious change, World Wars), places and people to enhance understanding of decisions that were taken at those times.

The overall aim of this module is to introduce the learner to the breadth and scope of psychology through the Joint Honours Programme. The objectives rest in situating psychology closely with the other mandatory disciplines in order to facilitate the learner's awareness of how this discipline 'fits' in their overall degree and to the theme of social cognition. Learners are introduced to the foundational elements of psychology, in the philosophical traditions, and its current contribution to contemporary theoretical and applied fields. It is intended that learners will consider the similarities and differences in the ways philosophers and early psychologists understood the nuances of the psyche and how it advanced the understanding of the scientific method and the ethical principles, that govern psychological study today

Over the 12 weeks of teaching, the learner will be presented with the following content:

- 1. A brief history of Psychology:**  
Philosophy and Medicine;  
The scope of Psychology;  
The Mind and the Brain
- 2. Introduction to Memory:**  
Structure and Processes;  
Theories of memory;  
Encoding, Storage and Retrieval;  
When memory fails  
Memory reconstruction
- 3. Introduction to Language Development:**  
Major properties of Human language;  
The basic units of language;  
The importance of social interaction
- 4. Introduction to Intelligence:**  
Structure and Processes;  
Defining and Measuring intelligence;  
What is intelligence?  
Beyond IQ; Nature, Nurture and Intelligence
- 5. Theories: Introduction to Individual Difference:**  
Understanding and assessing personality;  
Traits and States;  
Behaviourism and Social Learning Theory
- 6. Personality Through Introspection-Kelly and Rogers:**  
The Phenomenological Approach;  
The Person-Centred Approach

**7. The Psychoanalytic Model-Sigmund Freud:**

Freud's Theory;  
The Mind and psychoanalysis;  
Dreams

**8. Behaviourism:**

Pavlov;  
Skinner;  
Watson

**9. The Psychometric Model applied to Personality:**

Cattell;  
Eysenck;  
The 'Big 5'

**10. The Biological Approach:**

The Double Standard;  
Continuity versus discontinuity;  
Genotype and phenotype

**11. Research and Ethics in Psychology:**

Experimental approaches;  
Brief introduction to data collection and coding data

**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**

The module will be delivered over 12 weeks, which consists of lectures (12) and tutorials (each learner will have 4 tutorials per semester). 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 an in-class presentation worth 40%- and two-hour exam worth 60%.

**In-class presentation**

The in-class presentation (weighted at 40%) will be an assignment to examine learners' research, academic writing, presenting, and referencing skills. The presentation will be based on a published psychology study or experiment, will be eight minutes in length and accompanied by a 500-word written piece. 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 and, 4. 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.

### 7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
2, 4	<b>In-class presentation</b> - based on a published psychology study or experiment, Eight minutes in length and accompanied 500-word written piece (MIMLOs 2, 4).	40%
1-4	<b>End of Semester Proctored in-person exam</b> <ul style="list-style-type: none"> <li>• The learner will answer essay type questions.</li> <li>• The learner will answer two out of four questions.</li> <li>• The exam will be of two-hours duration.</li> </ul>	60%

### 7.8 Sample Assessment Materials

#### **In-class presentation:**

The in-class presentation will be based on a published psychology study or experiment. The presentation requirements:

- Eight minutes in length
- Clarity of presentation (speech, length etc.)
- The use of interactive tools (PowerPoint, Prezi, web-based interactions)
- An accompanied 500-word written piece.

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 1-8). 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).

#### **Final Exam:**

The final exam will consist of four questions of which two must be answered.

Sample exam question:

'Memory is a reconstructive process'. Discuss this statement in relation to the three stages of memory and how memory is affected by interacting with other individuals.

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:**

Baddeley, Alan, Michael Eysenck and Michael Anderson, *Memory*, 2<sup>nd</sup> edn (London: Psychology Press, 2013)

Deary, Ian J., *Intelligence: A Very Short Introduction* (Oxford: Oxford University Press, 2001)

Griggs, Richard A., *Psychology: A Concise Introduction*, 4<sup>th</sup> edn (London: Worth Publishers, 2014)

### **Other Reading:**

Karmiloff, Kyra and Annette Karmiloff-Smith, *Pathways to Language: From Fetus to Adolescent (The Developing Child)* (Cambridge: Harvard University Press, 2002)

Robson, Colin, *Real World Research*, 3<sup>rd</sup> edn (London: Wiley, 2011)

### **Recommended Viewing:**

TED Talks-Variou Psychology Researchers