Psychology 1

Section A: Headline Information	
Module title	Psychology 1
Module NFQ level (only if an NFQ level can be demonstrated)	7/8
Module number/reference	TBC
Module Co-ordinator	Dr Candice E. Condon
Parent programme	BA (Honours) in Arts and Humanities
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials and web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	College Entry Requirements must be satisfied for entry onto Stage 1.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Psychology.
Maximum number of learners per module	60
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2.33
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Library, IT.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 10	4	1: 6				97: Presentation and Prep 17 Directed study and other reading 40 Self-directed study and reading 40			125 hours

Allocation of marks (within the module)

	Continuous assessment	Essay	Proctored practical examination	Proctored written examination	Total
Percentage contribution	40%			60%	**100%**

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The rationale for including Psychology in the Programme rests in its ability to merge with and compliment all other modules on the 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. Religion has its own psychology, as did large movements such as Nazi Germany and the Third Reich. There is a psychology to the Irish Famine that plays out in Irish cognition, affect and behaviour to this day via Media, Politics and Religion. Its contribution to the Arts and Humanities is multi-faceted, as it allows learners an opportunity to enter the psych of different times, places and people to enhance understanding of decisions that were taken at those times.
Module Aims and Objectives	The overall aim of Psychology 1 Term 1 is to introduce the learner to the breadth and scope of psychology through the Arts and Humanities 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.
Minimum Programme Learning Outcomes	On successful completion of this module, learners should be able to: 1. Identify the historical origins of Psychology as a discipline. (MIPLO 1, 2, 3) 2. Describe the theoretical models of Kelly, Rogers, and Freud. (MIPLO 2, 4, 6) 3. Explain the importance of social and biological influences for functional language development. (MIPLO 4, 5) 4. Present a formal written account of the structure and processes underpinning memory. (MIPLO 7, 8) 5. Define and explain the nature of human intelligence. (MIPLO 3, 5, 7) 6. Demonstrate an understanding of the research methods used by psychologists. (MIPLO 3, 6, 7, 8)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources. Diploma Supplement contains module name, code, stage and ECTS.

Module Content, Organisation and Structure	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-Centered Approach 7. The Psychoanalytic Model-Sigmund Freud: Freud's Theory; The Mind and psychoanalysis; Dreams and Art 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. Stats and Maths in Psychology: Observation; Correlation; Experimental approaches; Brief introduction to data collection and coding data 12. A Review of the Course
Module Teaching and Learning Strategy	Lectures will deliver the module content, and small group tutorials will allow learners to apply the knowledge and theory learned. Prescribed readings will be used to encourage engagement by learners, and provide a basis for formative assessment or assessment for learning (Carlow College Teaching and Learning Strategy). This type of assessment may not be on course content, but acts as a way of facilitating critical and independent thinking. Small group tutorials will promote in learners the ability to combine theory and practice, for real world psychological issues.
Work-Based Learning and Practice-Placement	N/A
E-Learning	Moodle will be used to deliver material and additional readings and links to relevant websites. Learners may also upload material for peer-learning purposes.
Specifications for Module Staffing Requirements	Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners Staffing requirements: 1 lecturer. The maximum tutor:learner ratio is 20 However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.
Module Summative and Formative Assessment Strategy	The institutional move to a semesterised structure means that most modules will be 5 ECTS and will be taught and assessed over one semester. When assessing for the programme, the three aspects of knowledge, skills and competencies are considered. Psychology 1 is one module which focuses on knowledge, skills and competencies and meets eight of the Minimum Programme Learning Outcomes (MIPLOs). This module will be assessed by an in-class presentation (40%) and exam (60%).

Sample Assessment Materials	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. The final exam will consist of four questions of which two must be answered.
Reading Lists and Other Information Resources	**Essential Reading:** Baddeley, Alan, Michael Eysenck and Michael Anderson, *Memory*, 2nd 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*, 4th 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*, 3rd edn (London: Wiley, 2011) **Recommended Viewing:** TED Talks-Various Social Psychology Researchers
Module Physical Resource Requirements	Lecture hall Internet Projector Speakers WIFI