

Psychology 2

Section A: Headline Information	
Module title	Psychology 2
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)	2
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
Recommended 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: Essay Writing 15 Directed study and other reading 40 Self-directed study and reading 40			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised Project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				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 psyche of different times, places and people to enhance understanding of decisions that were taken at those times.
Module Aims and Objectives	This module aims to introduce the learner to the discipline of Psychology, which is the science of mind and behaviour. It is set out in sections comprising an overview of Evolutionary Psychology, plus an introduction to Cognitive, Social, and Forensic Psychology. Learners are introduced to a wide range of issues such as attention, memory, perception, the biological basis of behaviour, the self and social cognition.

	Learners will also be provided with an introduction to the research methods and ethical considerations employed within psychology.
Minimum Programme Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Describe the mechanisms of Evolutionary Psychology. (MIPLO 1, 3, 5) 2. Demonstrate a clear understanding of the links between the animal kingdom and human behaviours. (MIPLO 2, 5, 6) 3. Explain the structure and processes of human cognition. (MIPLO 4, 7) 4. Show a clear comprehension of social influence on the human being. (MIPLO 1, 7, 8) 5. Discuss a number of research methods used in Social and Organisational Psychology. (MIPLO 3, 4, 7) 6. Present a formal written account of mental representation and thinking in the human being. (MIPLO 2, 6, 8)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>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.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<ol style="list-style-type: none"> 1. Mechanisms underlying Evolved Behaviours: <ul style="list-style-type: none"> The Theory of Evolution; Basic premises underlying the Theory of Evolution; The appearance of new characteristics; Learning and innate behaviour 2. Forces of Selection: Mating Systems, Parental Care and Altruism: <ul style="list-style-type: none"> Natural and Sexual Selection; Female Choice; Female Adultery; Male Competition and Risk; Artificial Selection 3. Mating Systems: Parental Care and Altruism: <ul style="list-style-type: none"> Variability in Reproductive Success; Bateman's Principle; Polygyny, Polyandry, Monogamy; Parental Investment; Direct and Indirect Fitness 4. Introduction to Human Cognition: <ul style="list-style-type: none"> Minds and how they are studied; A Cook's tour of the Cognitive System 5. Perception and Action: <ul style="list-style-type: none"> Visual analysis and object recognition; Spatial perception, vision and action 6. Memory: Types of remembering; <ul style="list-style-type: none"> Aspects of Episodic and Semantic Memory False memory Studies

	<p>Flashbulb Memory</p> <ol style="list-style-type: none"> 7. Mental Representation and Thinking: Introduction to Higher Cognition; Representations used in Thinking 8. Cognition in Action: Reading; Driving 9. The Social Context of Human Experience and Behaviour: Defining Social and Organisational Psychology; Context, schemata, and momentary situation; Social cognition 10. Research in Social and Organisational Psychology: Experiments; Lab work; Field work; Archival work 11. The Self and Others: Self-concept; Self-awareness; Strategies of impression management 12. Review of Semester 2
<p>Module Teaching and Learning Strategy</p>	<p>Lectures will deliver the module content, and small group tutorials will allow learners to apply the knowledge and theory learned.</p> <p>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.</p> <p>Small group tutorials will promote in learners the ability to combine theory and practice, for real world psychological issues.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/A</p>
<p>E-Learning</p>	<p>Moodle will be used to deliver material and additional readings and links to relevant websites. Learners may also upload material for peer-learning purposes.</p>
<p>Specifications for Module Staffing Requirements</p>	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer.</p> <p>The maximum tutor:learner ratio is 20</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
<p>Module Summative and Formative Assessment Strategy</p>	<p>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).</p>

	This module will be assessed by an essay and in-class MCQ and short answer test (100%).
Sample Assessment Materials	<p>The essay (50%) is based on a critique of a psychological topic on the course. The essay requirements:</p> <p>Times New Roman Font 12 Line-spacing 1.5 Word Count: 1,250-1,500 Soft-copy submission through Turnitin Criteria used for marking: structure, content, grammar, spelling and referencing.</p> <p>The Multiple Choice and short answer test (50%) will consist of 20 MCQs and 4 short answer questions.</p>
Reading Lists and Other Information Resources	<p>Essential Reading: Baddeley, Alan, Michael Eysenck and Michael Anderson, <i>Memory</i>, 2nd edn (London: Psychology Press, 2013)</p> <p>Deary, Ian J., <i>Intelligence: A Very Short Introduction</i> (Oxford: Oxford University Press, 2001)</p> <p>Griggs, Richard A., <i>Psychology: A Concise Introduction</i>, 4th edn (London: Worth Publishers, 2014)</p> <p>Other Reading: Karmiloff, Kyra and Annette Karmiloff-Smith, <i>Pathways to Language: From Fetus to Adolescent (The Developing Child)</i> (Cambridge: Harvard University Press, 2002)</p> <p>Robson, Colin, <i>Real World Research</i>, 3rd edn (London: Wiley, 2011)</p> <p>Recommended Viewing: TED Talks-Variou Social Psychology Researchers</p>
Module Physical Resource Requirements	<p>Lecture hall Internet Projector Speakers WIFI</p>