Foundations of Psychology

Module title			
Foundations of Psychology			
Module NFQ level (only if an NFQ level can be demonstrated)	**Module number / reference**	**ECTS Value**	**Duration**
8		5	12 weeks
Parent programme(s). Principal programme title, and embedded(s) if relevant		**Stage of parent programme**	**Semester No.**
BA (Honours) in Psychology		1	1

Teaching and Learning modes	Proportion (% of Total Directed Learning)
Classroom / Face to Face	**22.4%**
Workplace	
Online	
Other (Identify)	**77.6% (directed and self-directed learning)**

Entry requirements (statement of knowledge, skill and competence)
The entry requirements, as set out in Section 4, must be satisfied for entry onto the programme.

Maximum number of learners per instance of the module	40
Average (over the duration of the module) of the contact hours per week	2.3
Pre-requisite module title(s) (if any)	
Co-requisite module title(s) (if any)	
Is this a capstone module? (Yes or No)	No

Module-specific physical resources and support required per centre (or instance of the module)
Lecture Space, Library and IT Resources.

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g. Tutor, Mentor etc.	**Qualifications & experience required:**	**# of Staff with this profile (WTEs)**
Lecturer / Tutor	Minimum level 9 qualification in Psychology with teaching and/or research competence in the area	100%

Analysis of required learning effort

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning	Independent learning	Other (specify)	Work-based learning	Total effort
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
24	1:10	4	1:10				97			125

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	40%			60%	100%

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The rationale for including this module on the degree programme is to introduce and familiarize 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.
Module Aims and Objectives	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.
Minimum Intended Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Understand and describe the similarities and differences between philosophers and psychologists in relation to how the mind functions (MIPLO 1, 2, 4, 7) 2. Outline and expand on the emergence of psychoanalytical theory alongside the philosophy of that time (MIPLO 1, 2, 4, 7) 3. Describe the key features of the seven main Schools of Psychology (MIPLO 1, 2, 4) 4. Compare and contrast the overlaps between the perspectives of psychology and philosophy. (MIPLO 1, 2, 4)
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 Moodle page 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.
Module Content, Organisation and Structure	Over the course of 12 weeks, the learner will cover topics such as: **An Overview of Classic Philosophers** Immanuel Kant and the Concept of Free will

	Schopenhauer and the Concept of Repression Descartes and the Concept of The Mind and Body F. Nietzsche and the Concept that God is Dead **The Birth of Psychology** 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 A focus on Anna Freud, Donald Winnicott and Melanie Klein Humanistic Psychology **More Recent Waves in Psychology** Social Psychology Cognitive Psychology Neuro-Cognitive Psychology **An Overview of Psychology and Its Methods**: Philosophy, The Greater Good, Morals and Ethics An overview of the emergence of ethical research in psychology Current PSI Ethical Guidelines CORU and what it means for Psychology
Module Teaching and Learning (including formative assessment) Strategy	This module will be delivered in a two-hour lecture format across twelve weeks and four one-hour tutorials delivered across eight weeks. The module teaching and learning strategy is consistent with that outlined in the Carlow College Teaching and Learning Strategy. Contact hours will consist of lectures with opportunities for small group discussions and Q&A. It is envisaged that online learning activities and resources will be provided to support face to face contact time. Formative assessment will be employed on an on-going basis to support learning and to encourage learners' reflective abilities. As this is a Semester 1 module, the lecture space will also serve to facilitate class bonding and opportunities for collaborative learning. Debates in Tutorials will include topics such as • Freud and Watson meet for Coffee • Who needs Research Methods when you Just Know that You Know! The rationale for these modes include strategies for elaborate learning; working to different learning strengths such as VARK and creating opportunities for collaborative learning. Learners will be guided in their learning in a very Vygotskian way to best scaffold all knowledge.
Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A

Specifications for Module Staffing Requirements	Staff: Learner ratio is typical of the overall programme approach with a maximum of 40 learners The maximum tutor: learner ratio is 1:20 Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.
Module Summative Assessment Strategy	This module is one of six other modules in Semester 1 which seek to develop learners' ability to reflect on their own learning. In this module, 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. Sample Essay Titles (MIMLOS 1-3) • Discuss how Schopenhauer and Nietzsche contributed to Freudian theories ? • How might Kantian ethics and the categorical imperative negatively impact on current psychological ethical practice? • Have current Ethical Guidelines impeded research potentiality? Discuss with reference to the literature. The guidelines involve: • Adhering to APA formatting within the presented work. • Work must be proof read for spelling and grammatical errors. • Include a Title page for the presentation and a separate page of references. • Employing a discursive and critical approach to the topic. • Using a balanced, objective approach to the question outlined. • Do not refer to "I" in this work, instead write in the third party. • All work should include reference to appropriate peer-reviewed texts or resources when making a specific point or argument. • Demonstrate an appropriate depth and breadth of reading (e.g., 3 – 5 appropriate texts). 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 7 - 9). **Exam** This module will ask the learner to write an essay within an exam setting on two topics of their own selection. These topics may include: 1. Schopenhauer and the Freudian ID 2. Kant and the Moral Thesis of Kohlberg 3. The Growth of Ethics in Psychology

	4. Research Methods and Psychoanalysis Learners will be expected to answer two questions within a two-hour period which is worth 60%.
Sample Assessment Materials	**Debate Topics** • Freud and Watson meet for Coffee • Who needs Research Methods when you Just Know that You Know! **Essay Titles** • Kantian Contributions to Kohlberg's Theory of Moral Reasoning • The Philosophy underpinning the Freudian Psyche **Sample Exam Questions** • Using reference to theory, discuss the concept of the Self using both Descartes and Carl Rogers • Describe and discuss the contributions of Kant to Psychology
Reading Lists and Other Information Resources	<u>**Core Readings:**</u> 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.
Module Physical Resource Requirements	Lecture Hall with PowerPoint, DVD and internet access