

Psychology and Self-Control

Module title										
Psychology and Self-Control										
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				3		2				
Teaching and Learning modes		Proportion (% of Total Directed Learning)								
Classroom / Face to Face		19.2%								
Workplace										
Online										
Other (Identify)		80.8% (directed and self-directed learning)								
Entry requirements (statement of knowledge, skill and competence)										
Successful completion of Stage 2 of the programme or equivalent is required for entry onto Stage 3.										
Maximum number of learners per instance of the module				40						
Average (over the duration of the module) of the contact hours per week				2						
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 Hall, small group-work room; Library; IT Resources such as Moodle, Microsoft PowerPoint and Screens										
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										
				Hours of Learner 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						101			125
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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	<p>The rationale of this module is to introduce the learner to the theories of self control within psychology. Self-control is the ability to manage one's impulses, emotions, and behaviours to achieve long-term goals and is what separates humans from the rest of the animal kingdom. Self-control is primarily rooted in the prefrontal cortex-the planning, problem-solving, and decision making centre of the brain, which is significantly larger in humans than in other mammals. The richness of nerve connections in the prefrontal cortex enables people to plan, evaluate alternative actions, and ideally avoid doing things they will later regret, rather than immediately respond to every impulse as it arises. The ability to regulate one's emotions and behaviour is a key aspect of executive function, the suite of skills that allow an individual to plan, monitor, and attain goals. There is debate surrounding the degree to which self-control is an innate individual difference, versus a learned skill. Most experts believe that people who are disposed to lower levels of less self-control can still cultivate healthy habits and take counter-measures to control their behaviour. The idea of self-control as a stable trait will be debated in this module. A person's level of self-control tends to wax and wane over the course of a day, suggesting that self-control is less like a mental capacity such as intelligence and more a fluctuating resource along the lines of physical energy.</p>
Module Aims and Objectives	<p>The aims and objectives of this module are to provide an advanced overview of the main biopsychosocial models of healthy and unhealthy self-control, in terms of sensory, cognitive, behavioural and emotion regulation. Particular emphasis will be placed on the developmental trajectory of self-control and executive function, as well as consideration of the socio-economic consequences of dysfunctional self-control such as health and wellbeing. Learners will also critically consider different explanatory levels and methodological approaches, at the forefront of the psychology of self-control, including neural, psychological and social correlates of healthy and unhealthy self-control.</p>
Minimum Intended Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Consider the consequences of dysfunctional self-control in terms of health and wellbeing. (MIPLO 1, 2, 4, 6) 2. Critically discuss development trajectories of healthy and unhealthy self-regulation in terms of hot and cold cognitive processes. (MIPLO 4, 6, 7, 8) 3. Appraise factors influencing the development, and maintenance of self-control. (MIPLO 4, 6, 8)

	<p>4. Evaluate conceptual and methodological approaches used to enhance self-control. (MIPLO 1, 4, 6, 7)</p>
<p>Information Provided to Learners about the Module</p>	<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 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.</p>
<p>Module Content, Organisation and Structure</p>	<p>Over the course of 12 two-hour lectures, the learner will cover topics such as:</p> <p>Introduction and Overview</p> <ul style="list-style-type: none"> • Definitions and Biopsychosocial Theories of Self-Control • Emotion Regulation <p>Self-Control and Control Processes</p> <ul style="list-style-type: none"> • Decision Making, Self-Regulation and Active Initiative • Ego Depletion <p>Developmental Trajectory of Healthy and Unhealthy Self-Control</p> <ul style="list-style-type: none"> • Strength Model of Self-Control • Assessments, Controversies, Debates, Updates <p>Genetics of Self-Control</p> <ul style="list-style-type: none"> • Physiology of Willpower • Linking Blood Glucose to Self-Control <p>Cognitive and Brain Endophenotypes of Self-Control</p> <ul style="list-style-type: none"> • Genotypes, Endophenotypes and Phenotypic Expression of Self-Control Processes <p>Dysfunctional Self-Control</p> <ul style="list-style-type: none"> • Procrastination, Stress and Performance Costs • Intellectual Performance and Cognitive Depletion • Self-Control and Handicapping Cognitions and Behaviour • Emotional Distress Regulation and Impulse Control <p>Promoting Self-Control: Resilience, Optimism and Mindset</p> <ul style="list-style-type: none"> • Predicting Good Adjustment, Less Pathology and Interpersonal Success • Re-Training and/or Enhancing Self-Control • Resistance to Desire <p>The Socioeconomics of Dysfunctional Self-Control</p> <ul style="list-style-type: none"> • Parenting Influences • Childhood and Youth Development • Socioeconomic Status • Contemporary Applied Socioeconomics: Social Media Addiction

	<ul style="list-style-type: none"> Intrusion Questionnaire, The Brief Self-Control Scale and The Action Control Scale
Module Teaching and Learning (including formative assessment)Strategy	<p>This module will be delivered in a two-hour lecture for twelve weeks. The rationale for this teaching mode rests in the amount of information to be covered in this timeframe.</p> <p>Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	<p>Staff: Learner ratio is typical of the overall programme approach with a maximum of 40 learners</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p>
Module Summative Assessment Strategy	<p>Assessment for this module will consist of (A) Continuous assessment in the form of a group presentation based on a Self-Control Intervention (worth 40%) and (B) An end of semester final examination (worth 60%).</p>
Sample Assessment Materials	<p>A) Group Presentation:</p> <p>This module will ask the learners (in groups of three or four) to provide a 20-minute presentation based on a Self-Control Intervention topic such as: Social Media Addiction (measurement, strategies for intervention, prognosis etc.)</p> <p>This assessment addresses MIMLOs 1-4.</p> <p>This presentation will be equivalent to 1,000 – 1,250 words and should take at least eight hours of learner effort. The guidelines involve:</p> <ol style="list-style-type: none"> 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. As this is a presentation, learners must ensure that their slides are not overly cluttered and are clearly legible, while still demonstrating an appropriate depth and breadth of reading. Communicate clearly and effectively. <p>This work is worth 40% of the Continuous Assessment and is graded as follows:</p> <ul style="list-style-type: none"> Structure (Guidelines 1 – 3) is worth 10%. Academic understanding and ability as per Guidelines 4 – 6 is worth 20%.

	<ul style="list-style-type: none"> The remaining 10% is awarded for content comprehension and excellent flow to the work (as indicated by Guidelines 7 - 9). <p>(B) End of Semester Examination This will comprise of four exam questions (learners must answer any two questions) over a two hour period.</p> <p>Sample Exam Question: Critically discuss the consequences of dysfunctional self-control in terms of health and wellbeing. Refer to psychology research and studies in your answer.</p>
<p>Reading Lists and Other Information Resources</p>	<p>Core Readings: Carver, C. S. and Scheier, M. F. (2001). <i>On the Self-Regulation of Behaviour</i>. London: Cambridge University Press</p> <p>De Ridder, I. and Adriaanse, K.F. (2017). <i>International Handbook of Self Control in Health and Wellbeing</i>. New York: Taylor and Francis</p> <p>Vohs, K.D. and Baumeister, R.F. (2016). <i>Handbook of Self-Regulation: Research, Theory and Applications</i> (3rd ed.). London: Guilford Press</p> <p>Online/Digital Resources: Google Scholar EBSCO Digital Journal Resource Educational Ted Talks/YouTube Videos</p> <p>Other Reading: Articles and studies uploaded to Moodle by the Lecturer from journals such as:</p> <p><i>European Addiction Research</i> <i>Journal of Addiction Medicine</i> <i>American Journal on Addictions</i> <i>Addiction Research and Theory</i> <i>International Journal of Mental Health and Addiction</i> <i>Addiction</i> <i>Journal of Behavioral Addictions</i></p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall and tutorial room with PowerPoint, DVD and internet access.</p>