Social Psychology

Module title			
Social 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**	**2**

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 Hall, small group-work room; Library; IT Resources such as Moodle

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	4	1:10			2	95			125

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	30%			70%	**100%**

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The rationale for including *Social Psychology* in the programme rests in its significance as a mechanism for studying the ways in which thoughts, feelings and behaviours can be influenced by the real or imagined presence of others. The learner will be introduced to concepts such as social perception, attitudes and behaviour, prejudice and discrimination, prosocial behaviours and altruism, and why people engage in aggressive behaviour. The overall contribution to the learner is twofold. For the learner seeking a clear career path in Psychology, this module serves as a necessary building block for entry to graduate membership of the Psychological Society of Ireland or the British Psychological Society. As part of the wider Psychology Programme, this module sits well with the Philosophy of Locke and Hobbes encountered in Semester 1 *Foundations of Psychology* as we discuss the advantages and disadvantages of prosocial behaviours and altruism.
Module Aims and Objectives	The aims of the Social Psychology module are to provide the learner with a deep understanding of how thoughts, feelings and behaviours can be shaped by the real or imagined presence of others. The objectives of this core module are to introduce the learner to the ways human beings think about their social worlds, how human beings read and try to make sense of other people, to understand the functions of attitudes and behaviours, to recognise the effects of prejudice and discrimination and to appreciate concepts such as prosocial behaviour, aggression, conformity and obedience.
Minimum Intended Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Describe the characteristics and functions of attitudes and behaviour. (MIPLO 1, 2, 4, 7, 8) 2. Demonstrate an understanding and evaluative appreciation of prejudice and discrimination. (MIPLO 4, 8) 3. Examine theories of social influence, social interaction and social cognition. (MIPLO 1, 4) 4. Describe and discuss theories of attraction and relationship development. (MIPLO 1, 4) 5. Critically evaluate the concept of prosocial behaviour in humans and animals. (MIPL0 1, 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	**What is Social Psychology?** • What are the basic concerns of Social Psychology? • Research Methodologies in Social Psychology • Problems when Conducting Real World Research. • Conformity, Obedience, and Compliance • Asch's Line Study • Milgram's Obedience Study **Social Cognition: Thinking about the Social World** • Making sense of the Social World • Social Information Processing: How Do We Do It? • Schemas-Cognitive Organisers • Are we Cognitive Misers? **Understanding People: Social Perception** • Nonverbal Communication (NVC) and its Functions • Theories and Concepts of NVC • Implicit Personality Theories: Why we all love Tom Hanks • Causal Attributions: Why it's always You and Not Me • Accuracy of our Attributions and Impressions **Attitudes and Behaviours** • The Characteristics of an Attitude • How an Attitude is Formed • Functions of Attitudes • Can Attitudes Change? • Festinger's Cognitive Dissonance Theory • When can an Attitude Predict Behaviour? **Intergroup Relations, Prejudice and Discrimination** • What is Prejudice? • What is Discrimination? • Causes of Prejudice • Can Prejudice Be Lessened? • Sherif's summer camp studies • Social Identity Theory • Reducing Gender Discrimination **Interpersonal Relationships** • Elements of Attraction • Theories of Attraction • Relationship Development • Close Relationships • Problem Relationships

	Prosocial Behaviour • Defining Prosocial Behaviour and Altruism • The Bystander Effect • Explaining the Motives behind the Behaviours (9/11) • Characteristics of Helpers • Situational Determinants of Helping • What impedes and Altruistic Behaviour? • The Psychology of Receiving Help **Aggression** • Defining Aggression • Theories of Aggression • Biological substrates to Aggression • What Provokes Aggression? • Violence and Media • Family Violence • Personality and Violent Tendencies • Controlling and Preventing Violence
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 rationale for this teaching mode rests in the amount of information to be covered in this timeframe. Consequently, given the depth of knowledge to be covered in this module, small group teaching is also required. To this effect, tutorials lasting one hour across eight of the twelve weeks will be conducted. Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.
Work-Based Learning and Practice-Placement	N/A
E-Learning	A timed multiple choice quiz will be uploaded onto Moodle giving learners instant feedback and grades
Specifications for Module Staffing Requirements	Staff: Learner ratio is typical of the overall programme approach with a maximum of 40 learners, but where there are cross-programme modules, the maximum staff: learner ratio may vary between 50 and an upper limit of 120. The maximum tutor: learner ratio is 1:20 Staffing requirements: 1 lecturer and tutor with teaching and/or research competence in the relevant area.
Module Summative Assessment Strategy	This module will be assessed by an In-class Multiple Choice Quiz (MCQ) (30%) and final exam (70%). The MCQ will be based on learning in the first six weeks of lectures (a mid-semester assessment). The MCQ will consist of 30 questions, worth 1 mark each. The final proctored exam will consist of 4 questions, whereby the learner must answer any 2. Each question is marked out of 100.

Sample Assessment Materials	**Sample MCQ question:** The presence of others can lead us to go along with the group norm, even though we might disagree with it. This statement is supported by the studies of: a) Asch b) Sherif c) Turner d) all of the above This assessment addresses MIMLOS 1-2. **Sample final proctored exam questions:** 1. Describe the consequences of the "double bind" of conflicting social-role demands that can make it difficult for women to be successful as leaders. 2. According to the frustration-aggression theory, frustration, the perception that we are being prevented from reaching a goal, does not always lead to aggression. What factors increase and decrease the odds that frustrated people will become aggressive? 3. This assessment addresses MIMLOS 1-5.
Reading Lists and Other Information Resources	**Essential Reading:** Branscombe, N. R. and Baron, R. A. (2019). *Social psychology* (14th ed.). Harlow: Pearson. Hewstone, M. (2016). *An introduction to social psychology* (6th ed.). London: Blackwell Publishing. Hogg, M., and Vaughan, G. (2017). *Social psychology (*8th ed.). London: Pearson. **Recommended Reading:** Learners will also be provided with articles from relevant journals, such as: *Journal of Personality and Social Psychology* *Social Psychology* *Journal of Experimental Social Psychology* *European Journal of Social Psychology* *Social Psychology Quarterly* *Social Psychological and Personality Science* *Basic and Applied Social Psychology*
Module Physical Resource Requirements	Lecture Hall and tutorial room with PowerPoint, DVD and internet access.