

Introduction to Psychology

7.1 Module Overview									
Module Number		Module Title	Introduction to Psychology						
Stage of Principal Programme			1	Semester	1	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	M	Hours of Learner Effort / Week	2.3						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	28			
Synchronous									
Indirect/Non-Contact									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> Independent reading, engagement with VLE, research and preparation of assessments 					✓	97			
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	60
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
	Staff - Learner Ratio X:Y
Lecture	A minimum level 9 qualification in Psychology or closely cognate area
Tutor	A minimum level 9 qualification in Psychology or closely cognate area
	1:60
	1:20

Assessment Techniques – percentage contribution				
Continuous Assessment	100%	Proctored Exam – in person		Practical Skills Based
Project		Proctored Exam - online		Work Based
Capstone (Y/N)?		If Yes, describe		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO	Related MIPLO #
On completion of this module a learner will be able to:	
1. List and describe the main areas and functions of the human brain.	2, 3
2. Describe and discuss aspects of memory development in humans.	3
3. Describe both human and artificial intelligences.	3
4. Explain a number of theories of personality and their use in Applied Social Care practice.	2, 4

<p>7.3 Indicative Module Content, Organisation and Structure</p> <p>The module aims to introduce the learner to the discipline of psychology. Its objectives rest in providing the student of Applied Social Studies with a firm appreciation for how thoughts, feelings, and behaviours can be understood, managed and worked with in an ethical and non-judgemental way. Students are encouraged to engage with the content as part of their professional education and training towards professional social care work.</p> <p>The History of Psychology Major Schools of Thought The Scope of Psychology: Then and Now Psychology and Applied Social Studies</p> <p>Language Acquisition and Development Defining Language Explaining Critical Periods for Language Acquisition Chomsky and Language Kuhl and Language (Ted Talk used for 15 minutes) Losing Language: Working with clients in Social Care Practice</p> <p>Memory: Structure and Processes Defining memory Explaining theories of memory Explaining forgetting and false memories Working with Social Care clients with memory issues.</p> <p>Introduction to Intelligence Defining and measuring IQ Nature or Nurture and Controversy The Gifted child The child with additional learning needs Working with clients in Applied Social Settings with additional learning needs.</p> <p>Personality Defining and measuring personality Born or learned? Traits and states in personality theory</p> <p>Personality theorists Sigmund Freud: Psychosexual stages Skinner and Watson: Behavioural explanations Carl Rogers: Humanist explanations Working with different personalities in Applied Social Studies</p>
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<p>7.4 Work-based learning and practice-placement (if applicable)</p> <p>N / A</p>

<p>7.5 Specific module resources required (if applicable)</p> <p>N/A</p>

<p>7.6 Application of programme teaching, learning and assessment strategies to this module</p> <p>Over the course of 12 weeks, learners will engage in 2-hour lectures on the material set out below. Lectures are supported by the provision of Handouts to guide learning and PowerPoint slides used will be placed on Moodle in advance of lectures to facilitate note taking in class. A guide to accessing related materials such as articles/Ted Talks or web-related information will be included on Moodle.</p> <p>The Assessment structure set out below supports students to develop clear writing and presentation skills essential for professional social care work. It promotes deeper learning by inviting the student to creatively and actively engage with the theory presented in the classroom and how that theory intersects with lived experience.</p>
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7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
2, 3, 4	1,500 essay	60%
1, 2, 3, 4	Multiple Choice Quiz on Moodle	40%
Standards of Proficiency taught:		1.23, 2.17, 5.4, 5.5, 5.6, 5.7, 5.10
Standards of Proficiency assessed:		2.17, 5.4, 5.5, 5.6

7.8 Sample Assessment Materials
<p>Essay Topic Examples:</p> <ul style="list-style-type: none"> What are the implications of studies on the effects of linguistic input to children and their early social interactions with their caregivers for Chomsky's 'innatist' approach? If a mad scientist broke into your home and said you had to sacrifice one area of your brain which part would you surrender and why? <p>All written work should: Be in TNR size 12 font with double spacing Reference frequently and from reliable sources Do not use 'I' in your written work Check for spelling and grammar Use subheadings for Introduction and Conclusion Include a separate Reference Page Use the directed readings provided by your lecturer</p> <p>The above criteria are worth 20% Defining your topic and contextualising it is worth 15% Referencing major theorists in the field is worth 15% The depth of knowledge and debate is worth 50%</p> <p>MC Question Examples</p> <ul style="list-style-type: none"> Is Psychology the by-product of A) Philosophy and Medicine B) Philosophy and Sociology C) Philosophy and History Psychoanalysis is interested in A) The subconscious B) The unconscious C) The conscience <p>Full marks given only to a correct answer. There will be 20 questions with each correct answer worth 2%. The MC Quiz will be on Moodle and timed with immediate feedback available to the learner.</p> <p>Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.</p>

7.9 Indicative reading lists and other information resources
<p>Indicative Core Reading: Gleitman, H., Gross, J., & Reisberg, D. (2010). <i>Psychology</i>, (8th ed.). New York: W.W. Norton and Co Inc. Jones, S., & Forshaw, M. (2011). <i>Psychology Express: Research Methods in Psychology</i> (Undergraduate Revision Guide). Harlow: Prentice Hall. Myers, D. G., & DeWall, N. (2020). <i>Psychology</i> (International Edition). New York: Worth Publishers.</p> <p>Indicative Other Resources: Baddeley, A., Eysenck, M. W. & Anderson, M. C. (2020). <i>Memory</i>, (3rd ed.). UK: Psychology Press. Deary, J. (2020). <i>Intelligence: A Very Short Introduction</i> (2nd ed.). Oxford: Oxford University Press. Griggs, R. A. (2020). <i>Psychology: A Concise Introduction</i>, (6th ed.). New York: Worth Publishers. Nolen-Hoksema, S., Hilgard, E. R., Atkinson, R. L., & Atkinson, R. C. (2014). <i>Introduction to Psychology</i> (16th ed.). Boston, MA: Cengage Learning. Robson, C. (2016). <i>Real World Research</i>, (4th ed.). New Jersey: Wiley.</p>