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: • 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	1:60
Tutor	A minimum level 9 qualification in Psychology or closely cognate area	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 **On completion of this module a learner will be able to:**		**Related MIPLO #**
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**

7.3	Indicative Module Content, Organisation and Structure

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.

The History of Psychology
Major Schools of Thought
The Scope of Psychology: Then and Now
Psychology and Applied Social Studies

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

Memory: Structure and Processes
Defining memory
Explaining theories of memory
Explaining forgetting and false memories
Working with Social Care clients with memory issues.

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.

Personality Defining and measuring personality
Born or learned?
Traits and states in personality theory

Personality theorists
Sigmund Freud: Psychosexual stages
Skinner and Watson: Behavioural explanations
Carl Rogers: Humanist explanations
Working with different personalities in Applied Social Studies

7.4	Work-based learning and practice-placement *(if applicable)*
N / A	

7.5	Specific module resources required *(if applicable)*
N/A	

7.6	Application of programme teaching, learning and assessment strategies to this module

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.

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.

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%**

7.8	Sample Assessment Materials

Essay Topic Examples:
- 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?

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

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%

MC Question Examples
- 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

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.

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.

7.9	Indicative reading lists and other information resources

Indicative Core Reading:
Gleitman, H., Gross, J., & Reisberg, D. (2010). *Psychology*, (8th ed.). New York:W.W. Norton and Co Inc.
Jones, S., & Forshaw, M. (2011). *Psychology Express: Research Methods in Psychology* (Undergraduate Revision Guide). Harlow: Prentice Hall.
Myers, D. G., & DeWall, N. (2020). *Psychology* (International Edition). New York: Worth Publishers.

Indicative Other Resources:
Baddeley, A., Eysenck, M. W. & Anderson, M. C. (2020). *Memory,* (3rd ed.). UK: Psychology Press.
Deary, J. (2020). *Intelligence: A Very Short Introduction* (2nd ed.). Oxford: Oxford University Press.
Griggs, R. A. (2020). *Psychology: A Concise Introduction*, (6th ed.). New York: Worth Publishers.
Nolen-Hokesema, S., Hilgard, E. R., Atkinson, R. L., & Atkinson, R. C. (2014). *Introduction to Psychology* (16th ed.). Boston, MA: Cengage Learning.
Robson, C. (2016). *Real World Research*, (4th ed.). New Jersey: Wiley.