

Introduction to Psychology

Section A: Headline Information							
Module title		Introduction to Psychology					
Module NFQ level (only if an NFQ level can be demonstrated)		Level 7					
Module number/reference		TBC					
Module Co-ordinator		Dr Susan Ní Chuileann					
Parent programme(s)		BA in Applied Social Studies (Professional Social Care)					
Stage of parent programme		Stage 1					
Semester (semester1/semester2 if applicable)		Semester 1					
Module credit units (FET/HET/ECTS)		ECTS					
Module credit number of units		5 ECTS					
List the teaching and learning modes		Lectures, Tutorials, and Web-Facilitated Learning					
Entry requirements (statement of knowledge, skill and competence)		College Entry Requirements must be satisfied for entry onto Stage 1.					
Pre-requisite module titles							
Co-requisite module titles							
Is this a capstone module? (Yes or No)		No					
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)		Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Psychology. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.					
Maximum number of learners per module		120					
Duration of the module		1 Semester					
Average (over the duration of the module) of the contact hours per week (see * below)		2.3 hours per week					
Module-specific physical resources and support required per centre (or instance of the module)		Lecture Hall Library IT					
Analysis of required learning effort							
*Effort while in contact with staff							
Classroom and demonstrations	Mentoring and small-group tutoring	Other (specify)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)

Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner				
24	1:40	4	1:10				97		125 hours
Allocation of marks (within the module)									
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total	
Percentage contribution				100%: Essay (60%) Multiple choice quiz (40%)				100%	

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The inclusion of the psychology module on a Social Studies programme provides learners with insight into the science of the mind, brain, and behaviour of self and others. This module introduces concepts related to language acquisition and development, memory, intelligence and individual differences. These theories contribute to understanding and working with service users who are non-verbal, or have language delay, memory issues and difficulties in learning.
Module Aims and Objectives	The module aims to introduce the learner to the discipline of psychology. Its objectives rest in providing the learner 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.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> 1. List and describe the main areas and functions of the human brain. (MIPLO 2, 3) 2. Describe and discuss aspects of memory development in humans. (MIPLO 3) 3. Demonstrate an understanding of human and artificial intelligences. (MIPLO 3) 4. Explain a number of theories of personality and their use in Applied Social Care practice. (MIPLO 2, 4)

<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 handbook 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>Diploma Supplement contains module name, code, stage and ECTS.</p>
<p>Module Content, Organisation and Structure</p>	<p>Over the course of 12 weeks, learners will engage in 2-hour PowerPoint and/or Chalk & Talk lectures on the following material. Handouts may be provided on occasions to guide learning. Any PowerPoints 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> <ol style="list-style-type: none"> 1. The History of Psychology <ul style="list-style-type: none"> Major Schools of Thought The Scope of Psychology: Then and Now Psychology and Applied Social Studies 2. Language Acquisition and Development <ul style="list-style-type: none"> 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 3. Memory: Structure and Processes <ul style="list-style-type: none"> Defining memory Explaining theories of memory Explaining forgetting and false memories Working with Social Care clients with memory issues. 4. Introduction to Intelligence <ul style="list-style-type: none"> 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. 5. Personality <ul style="list-style-type: none"> Defining and measuring personality Born or learned? Traits and states in personality theory 6. Personality theorists <ul style="list-style-type: none"> Sigmund Freud: Psychosexual stages

	<p>Skinner and Watson: Behavioural explanations Carl Rogers: Humanist explanations Working with different personalities in Applied Social Studies</p>
Module Teaching and Learning Strategy	<p>Lectures and Tutorials</p> <p>A two-hour lecture with directed reading and lecture learning outcomes supports this larger class format.</p> <p>Tutorials are used to break-down the larger content of lectures and to tie several strands of concepts introduced in lectures together in a contextualised way.</p> <p>At times, media such as Ted Talks will be used to demonstrate a point (e.g., Patricia Kuhl on the Genius of Babies Acquiring Language).</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	<p>In this psychology module, Moodle is actively used to inform the learner of class times, dates, room allocation, and how to find their Module Descriptor.</p> <p>Weekly, Moodle is used to upload PowerPoints from Lectures and to point the learner to directed reading and/or Ted Talks or other relevant media.</p> <p>Turnitin is used to check learner academic integrity.</p> <p>At times Moodle will be used to offer a MC quiz as part of a tutorial assignment.</p>
Specifications for Module Staffing Requirements	One lecturer. Staff – learner ratio is typical of a lecture and tutorial format, i.e. 1-120 and 1-20.
Module Summative and Formative Assessment Strategy	<p>Formative assessment will consist of one 1,500 essay – LO 2, 3, 4 (60%)</p> <p>Short Multiple Choice Quiz on Moodle – LO 1-4 (40%)</p>
Sample Assessment Materials	<p>Essay Topic Examples:</p> <p>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?</p> <p>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> <p>All written work should:</p> <ul style="list-style-type: none"> Be in TNR size 12 font with 1.5-line 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 Include a Word Count Use the directed readings provided by your lecturer

	<p>The above criteria are worth 20%</p> <p>Defining your topic and contextualising it is worth 15%</p> <p>Referencing major theorists in the field is worth 15%</p> <p>The depth of knowledge and debate is worth 50%</p> <p>MC Question Examples</p> <p>Is Psychology the by-product of</p> <ul style="list-style-type: none"> A) Philosophy and Medicine B) Philosophy and Sociology C) Philosophy and History <p>Psychoanalysis is interested in</p> <ul style="list-style-type: none"> 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>Reading Lists and Other Information Resources</p>	<p>Essential Reading:</p> <p>Gleitman, H., Gross, J., and Reisberg, D. (2010). <i>Psychology</i>, (8th edition). USA: W.W. Norton and Co Inc.</p> <p>Jones, S., and Forshaw, M. (2011). <i>Psychology Express: Research Methods in Psychology (Undergraduate Revision Guide)</i>. UK. Prentice Hall.</p> <p>Other Reading:</p> <p>Baddeley, A., Eysenck, M. W. and Anderson, M. C. (2013). <i>Memory</i>, (2nd edition). USA: Psychology Press.</p> <p>Deary, J. (2001). <i>Intelligence: A Very Short Introduction</i>. United Kingdom: Oxford University Press.</p> <p>Griggs, R. A. (2014). <i>Psychology: A Concise Introduction</i>, (4th edition). United Kingdom: Worth Publishers.</p> <p>Robson, C. (2011). <i>Real World Research</i>, (3rd edition). United Kingdom: Wiley.</p> <p>Essential Viewing:</p> <p>Ted Talks as directed by the Lecturer</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall</p> <p>Tutorial space</p> <p>Internet</p> <p>Projector</p> <p>Speakers</p> <p>WIFI</p>

