

## Social Psychology

Section A: Headline Information	
Module title	Social Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	Level 7
Module number/reference	TBC
Module Co-ordinator	Dr Candice E. Condon
Parent programme	BA in Applied Social Studies (Professional Social Care)
Stage of parent programme	Stage 2
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials and web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	For entry onto Stage 2, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	Psychology 1 Child Developmental Psychology
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	N/A
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.
Recommended number of learners per module	120
Duration of the module	1 Semester: 12 Weeks
Average (over the duration of the module) of the contact hours per week (see * below)	2.3 hours
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: Research articles to be read for tutorial preparation: 38 Directed study & other reading: 36 Self-directed study: 23			125 hours
<b>Allocation of marks (within the module)</b>										
				Continuous assessment	Essay	Proctored practical examination	Proctored written examination	Total		
<b>Percentage contribution</b>				30% presentation			70%	<b>100%</b>		

<b>Section B: Module Descriptor</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	The rationale of this module in the programme is to present the learner with an overview of the key themes and perspectives in social psychology, which will equip learners to effectively work with a variety of vulnerable groups. Following an overview of the historical roots of this subject, learners are introduced to a wide range of topics such as social influence, aggression, self and identity, attitudes, prejudice, and social cognition.
<b>Module Aims and Objectives</b>	This module will give learners an understanding of the psychological approaches utilised in social psychology which are necessary for social care practice. It will make them aware of the role of research in informing both theory and practice.

	Learners should develop the skills and knowledge necessary to undertake a research project. They should also be capable of reading and interpreting research reports.
<b>Minimum Module Learning Outcomes</b>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss how social psychology enhances the dignity and performance of human beings, and the environments they work in (MIPLO 3).</li> <li>2. Identify the power of social influence and how it impinges on the practice of social care in Western society (MIPLO 4).</li> <li>3. Explain the social psychological theories underpinning intergroup relations and prejudice (MIPLO 7).</li> <li>4. Describe the social theory of cognitive dissonance and the attitude-behaviour relationship (MIPLO 4).</li> <li>5. Demonstrate an awareness of historical and contemporary theories of crowd behaviour and aggression (MIPLOs 3, 8).</li> </ol>
<b>Information Provided to Learners about the Module</b>	<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>
<b>Module Content, Organisation and Structure</b>	<ol style="list-style-type: none"> <li>1. Social Influence <ul style="list-style-type: none"> <li>Conformity</li> <li>Obedience</li> <li>The power of the situation</li> </ul> </li> <li>2. Prosocial Behaviour <ul style="list-style-type: none"> <li>Determinants of helping</li> <li>Social Norms</li> <li>The Bystander Effect</li> </ul> </li> <li>3. Aggression <ul style="list-style-type: none"> <li>Theories of aggression</li> <li>Person and situation determinants of Aggression</li> <li>Aggression in Society</li> </ul> </li> <li>4. Intergroup Relations <ul style="list-style-type: none"> <li>Sherif's summer camp studies</li> <li>Social Identity Theory</li> <li>Self-categorisation Theory</li> </ul> </li> <li>5. Self and Identity <ul style="list-style-type: none"> <li>Self-awareness</li> <li>Theories of Self-concept</li> <li>Self-esteem</li> </ul> </li> <li>6. Attitudes <ul style="list-style-type: none"> <li>Attitude-Behaviour relationship</li> </ul> </li> </ol>

	<p>Cognitive Dissonance Persuasion</p> <p>7. Individual Difference – Personality Theories of Personality Intelligence Theories of IQ</p> <p>8. Leadership What makes a leader? Autocratic, Democratic, Laissez-Faire Theories of Situation and Style</p> <p>9. Prejudice Intergroup Bias Social Exclusion Contact Hypothesis</p> <p>10. Theories of Crowd Behaviour Many-on- Many interactions The emphasis on the irrational De-individuation</p> <p>11. Social Cognition Heuristics Motivated Tactician Dual Process Theories</p> <p>12. Affiliation and Attraction When and why do we affiliate? Interpersonal attraction Determinants of attraction</p>
<p><b>Module Teaching and Learning Strategy</b></p>	<p>Lectures will deliver the module content; and small group tutorials/ workshops will allow learners to apply the knowledge and theory learned.</p> <p>Prescribed readings will be used to encourage engagement by learners, and provide a basis for formative assessment or assessment for learning (Carlow College Teaching and Learning Strategy).</p> <p>This module builds on the research methods content of Stage 1 Introduction to Psychology and Child Developmental Psychology. Small group tutorials will promote in learners the ability to combine theory and practice, for real world social psychological issues.</p>
<p><b>Work-Based Learning and Practice-Placement</b></p>	<p>N/A</p>
<p><b>E-Learning</b></p>	<p>Moodle will be used to deliver material and additional readings and links to relevant websites. Learners may also upload material for peer-learning purposes.</p>
<p><b>Specifications for Module Staffing Requirements</b></p>	<p>One lecturer. Staff – learner ratio is typical of a lecture and tutorial format, i.e. 1- 120 and 1-20.</p>

<b>Module Summative and Formative Assessment Strategy</b>	<p>When assessing for the programme, the three aspects of knowledge, skills and competencies are considered; as are the five domains of proficiencies stipulated by the Health and Social Care Professionals Council (CORU, 2017). Social Psychology is one module which focuses on knowledge, skills and competencies and meets four of the Minimum Programme Learning Outcomes (MIPLOs).</p> <p>This module will be assessed by an in-class presentation and final exam.</p>
<b>Sample Assessment Materials</b>	<p>The in-class presentation will be based on a social psychology experiment (i.e. Stanford Prison Experiment (Zimbardo, 1971); Obedience Study (Milgram, 1963)).</p> <p>The presentation requirements:</p> <p>Clarity of presentation (speech, length etc.)  The use of interactive tools (powerpoint, Prezi, web-based interactions)  An accompanied 500-word written piece.</p> <p><b>Sample exam questions:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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 aggress?</li> </ol>
<b>Reading Lists and Other Information Resources</b>	<p><b>Essential Reading:</b>  Aronson, E., Wilson, T. D. and Akert, R. M., (2014). <i>Social Psychology</i>, (8<sup>th</sup> edition). NJ: Pearson Education.</p> <p>Baron, R. S. and Kerr, N. L. (2003). <i>Group Process, Group Decision, Group Action</i>, (2<sup>nd</sup> edition). New York: McGraw-Hill.</p> <p>Clarke, D. (2003). <i>Pro-social and Anti-social Behaviour</i>. London: Routledge.</p> <p><b>Other Reading:</b>  Forsyth, D.R. (2009). <i>Group Dynamics</i>, (5<sup>th</sup> edition). London: Wadsworth Publishing.</p> <p>Stangor, C. (2004). <i>Social Groups in Action and Interaction</i>. Sussex: Psychology Press.</p> <p><b>Recommended Viewing:</b>  TED Talks-Variou Social Psychology Researchers</p>
<b>Module Physical Resource Requirements</b>	<p>Lecture hall  Internet  Projector  Speakers  WIFI</p>