Social Psychology

Section A: Headline Information	
Module title	Social Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	Level 8
Module number/reference	TBC
Module Co-ordinator	Dr. Candice E. Condon
Parent programme	Higher Certificate in Social, Political and Community Studies; BA in Social, Political and Community Studies; BA (Honours) in Social, Political and Community Studies.
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 ECTS
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	N/A
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 the relevant discipline or a closely cognate area.
Recommended number of learners per module	25
Duration of the module	1 Semester: 12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	Average: 2.25 hours 2 hours of lectures = 24 hours 4 x 1 hour tutorials = 4 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 demon-strations		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: 5	4	1: 5				97: Research articles to be read for tutorial preparation: 38 Directed study & other reading: 36 Self-directed study: 23			125 hours

Allocation of marks (within the module)						
		Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution		30% presentation			70%	**100%**

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The rationale of this module is to present the learner with an overview of the key themes and perspectives in social psychology. The learner will be introduced to social psychology. 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.
Module Aims and Objectives	This module will support learners to develop an understanding of social psychology. Throughout the course, the learner will consider the various concepts and theories of social interaction at individual, group and community levels.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to:

	1. Discuss how social psychology relates to understanding human society at group and community level. (MIPLO 1, 3)
	2. Identify the power of social influence and how it impinges on the practice of community work in Western society. (MIPLO 3, 4)
	3. Explain the social psychological theories underpinning intergroup relations and prejudice. (MIPLO 3, 7, 8)
	4. Describe the social theory of cognitive dissonance and the attitude-behaviour relationship. (MIPLO 3, 5, 7)
	5. Demonstrate an awareness of historical and contemporary theories of crowd behaviour and aggression. (MIPLO 3, 6, 8)
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 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. Diploma Supplement contains module name, code, stage and ECTS.
Module Content, Organisation and Structure	• Social Influence • Prosocial Behaviour • Aggression • Intergroup Relations • Self and Identity • Attitudes • Individual Difference – Personality • Leadership • Prejudice • Theories of Crowd Behaviour • Social Cognition • Affiliation and Attraction
Module Teaching and Learning Strategy	Lectures will deliver the module content, and small group tutorials workshops will allow learners to apply the knowledge and theory learned. 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). Small group tutorials will promote in learners the ability to combine theory and practice, for real world social psychological issues.
Work-Based Learning and Practice-Placement	N/A
E-Learning	Moodle will be used to deliver material and additional readings and links to relevant websites. Learners may also upload material for peer-learning purposes.

Specifications for Module Staffing Requirements	One lecturer. Staff – learner ratio is typical of a lecture and tutorial format, i.e. 1:25, 1:15.
Module Summative and Formative Assessment Strategy	This module will be assessed by an in-class presentation (30%) and final exam (70%).
Sample Assessment Materials	The in-class presentation will be based on a social psychology experiment (i.e. Stanford Prison Experiment (Zimbardo, 1971); Obedience Study (Milgram, 1963)). The presentation requirements: Clarity of presentation (speech, length etc.) The use of interactive tools (powerpoint, Prezi, web-based interactions) An accompanied 500-word written piece. **Sample 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 aggress?
Reading Lists and Other Information Resources	**Essential Reading:** Aronson, E., Wilson, T. D. and Akert, R. M. (2014). *Social Psychology,* (8th edition). NJ: Pearson Education. Baron, R. S. and Kerr, N. L. (2003). *Group Process, Group Decision, Group Action,* (2nd edition). New York: McGraw-Hill. Clarke, D. (2003). *Pro-social and Anti-social Behaviour*. London: Routledge. **Other Reading:** Forsyth, D.R. (2009). *Group Dynamics,* (5th edition). London: Wadsworth Publishing. Stangor, C. (2004). *Social Groups in Action and Interaction.* Sussex: Psychology Press. **Recommended Viewing:** TED Talks-Various Social Psychology Researchers
Module Physical Resource Requirements	Lecture hall, Internet, Projector, Speakers, WIFI