

Psychology Module Choice: Level 3

Single Honours

Choose **any four** level 3 Psychology modules from the list below.

Majors

Choose **any three** level 3 Psychology modules.

Minors

Choose **any one** level 3 Psychology module marked with **

USPJDL-20-3; Issues in the Psychology of Education
USPJGM-20-3; Psychology and Social Justice**
USPJDN-20-3; Health Psychology – **NOT RUNNING 13/14**
USPJDQ-20-3; Counselling Theory and Practice**
USPJDR-20-3; Issues in the Psychology of Work**
USPJDS-20-3; Psychology of Consciousness
USPJDX-20-3; Learning Disability: Issues, Debates and Psychological Perspectives**
USPJE6-20-3; Psychological Approaches in Mental Health
USPJE7-20-3; Psychology of Addiction
USPJE8-20-3; Cognitive Neuropsychology
USPJF7-20-3; Psychology of Sport and Exercise**
USPJGD-20-3; Psychology of Appearance and Embodiment
USPJKL-20-3; Parapsychology and Anomalous experiences – **NOT RUNNING 13/14**
USPJGK-20-3; Psychopharmacology
USPJL3-20-3; Atypical Development
USPJL4-20-3; Applied Developmental Psychology
USPJL5-20-3; Advanced Developmental Psychology
USPJLT-20-3; Methods in Neuroscience Research
USPJMA-20-3; Psychology and the Arts**
USPJV3-20-3; Psychology of Humour
USPJJK-20-3; Human Sexuality
USPJMD-20-3; Genders, Sexualities and Society**
USPJGG-20-3; Language and Mind – **NOT RUNNING 13/14**

USPJDX-20-3	Learning Disabilities: Issues, Debates and Psychological Perspectives**
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Module Leader: Liz Maliphant

This module provides an introduction to key issues, debates and psychological perspectives that impact on the lives of people who have learning disabilities. The issues and perspectives involved in thinking critically about disability and difference are often interconnected, including the individual, their family, and a wider network of responses to cognitive and other ramifications of learning disability. These ramifications include the economic, political, medical and social constructions around learning disability. Therefore, any introduction to this area of study of requires awareness of and reflection on the background and contexts which have historically impacted on people who have learning disabilities, their families and the communities in which they have lived. From this platform we consider current debates and perspectives, and why services for people who have learning disabilities have developed in the way that they have. We explore the diverse nature of the experience of learning disability, and consider how meeting the specific needs of

individuals, throughout the life span, can be challenging, complex and illuminating, perhaps also telling us something about ourselves. In critiquing the antecedents and development of models of disability, there is have the opportunity to reflect on a range of ethical issues; this includes your own response to the topic and how this might mirror prevailing attitudes and expectations.

The module content is addressed primarily through lectures, discussion, smaller group-work, and through independent learning. There will be video material that aims to bring the 'voice' and perspectives of some individuals who have learning disabilities into the learning environment.

Indicative Reading:

The core text for this module is: Grant G et al (eds.) (2010) *Learning Disability: A Life Cycle Approach to Valuing People*. Maidenhead: OUP.

Assessment:

This course includes two assessed pieces of work. The overall formal assessment is as follows:

Component A

50% 2000 word essay will include both a critical understanding of the module content and an integrated, reflective, approach to the subject. Questions will be based on content delivered before the Christmas Vacation.

Component B

50% Assessment under controlled conditions will be a 1 hour seen paper. Questions will be based on content delivered after the Christmas Vacation.

USPJGK-20-3 Psychopharmacology

Module Leader: Chris Alford

The Psychopharmacology module is gaining in popularity as interest in drugs, cognitive enhancers and the range of 'psychoactive substances' from sugar to 'snow' increases. The module includes some early lectures on CNS mechanisms at the neuronal level showing, for example, how experience can modify the brain and how this can shape our futures.

A deep biological level of understanding is not required for the major topics covered including depression and other mood disorders, psychosis, drugs of reward and abuse, as well as neurodegenerative disorders. Other topics include obesity, the developing medical use of hallucinogens – should we keep psilocybin illegal if it can relieve cluster headaches? Rapidly developing psychopharmacology areas like sex differences, and genetic profiling of individuals – should we all be treated the same in the 21st century?

Several of the sessions are student led, including debates on contemporary issues. Recent topics include the proposed changes to UK drug laws. Module members are encouraged to sign up for the newsletter from Independent Scientific Committee on Drug (ISCD) chaired by David Nutt, as well as bringing in news items and current topics they have found. We often work in teams who not only present a group seminar, but compete in debates, and a competition towards the end of the module. A key aspect of the module is your involvement – and the group activities help you learn and stay interested. You will be encouraged to come up with topics and activities.

A key aim of the module is to increase awareness to help us navigate the contemporary world of 'psychoactives'. This can include making choices about 'legal and illegal highs' or the use of cognitive enhancers for exams. Knowledge about everyday substances like caffeine and sugars are also covered. The material covered will be of use in a range of careers from counseling to criminology.

Indicative Reading:

There are a range of recommended books. These include the psychopharmacology 'bible' Essential Psychopharmacology by Stephen Stahl – new edition April 2013. Contemporary books such as David Nutt's 'Drugs without hot air – minimizing the harms of legal and illegal drugs' are also included.

Assessment:

Coursework assessments (60%) include the group seminar presentation (24%) and a literature review (36%). There is a seen exam (40%) with 6 questions presented in advance but only 2 selected for the paper, and 1 hour to write your essay answer.

USPJE7-20-3 The Psychology of Addiction

Module Leader: Julian Bath

The Psychology of Addiction is a popular module with the following aims:

- To help you gain an understanding of the role of recreational substance use in society, knowledge of the effects of recreational substances and of effective interventions for problem substance users
- To help you evaluate the factors involved in the development of an addictive behaviour
- To help you consider the application of a biopsychosocial approach to the management of addictions
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We are very fortunate to have excellent invited lecturers on the module. From the module team and faculty of psychology, Dr James Byron-Daniel and Dave Alcock deliver sessions on smoking and exercise and addiction and Liz Jenkinson delivers a session on the Models of Addiction. Some invited speakers include; *Dr Mat Jones* (Health and Social Care, UWE), *Dr Claire Novak* (University of Bristol and Addictions Service), *Dr Helen Cottee* (Consultant Clinical Psychologist in Addictions), *Dr Marianne (Maz) Morris* (Visiting Senior Research Fellow, UWE), *Mr Peter Smith* (Broadway Lodge, WSM), & *Mr Paul Hammond* (National Treatment Agency), all of whom will provide current policies and procedures regarding treatment acquisition and approaches to the treatment of addictive behaviours.

The course includes lead lectures and student assessed seminars. Staff delivering sessions will aim to utilise more discursive methods of delivery to engage and involve you in the learning process and to encourage independent learning.

Indicative Reading:

An excellent introduction to the module is:

Moss, A.C and Dyer, K.R. (2010) *Psychology of Addictive Behaviour*. London: Palgrave Macmillan.

A more detailed theoretical read is:

West, R. (2006). *Theory of Addiction*. Oxford: Blackwell.

Assessment:

- 1) A seen paper under exam conditions (40%)
- 2) Critique of a research paper (30%)
- 3) Group seminar presentation (30%)

USPJGG-20-3 Language & Mind

NOT RUNNING 13/14

Module Leaders: Dr. Selma Babayigit & Dr. Jennie Ferrell

Objectives: To introduce you to the key cognitive models of language, information processing and social cognition and through a series of practical workshops to teach you how to develop and run experiments using various tools such as specialist experimental software (super-lab, e-prime, eye-tracking), standardized neuropsychological tests (e.g., working memory and attentional control functions) and lab-based behavioural tasks.

Topics will include:

- a) Language and Thought: *Do the speakers of different languages think differently? The question as to whether the language we use influence the way we think remains to be a highly topical, controversial but scientifically exciting question that we will examine in detail.*
- b) Acquired disorders of language (e.g., *aphasia after stroke*), reading (i.e., *acquired dyslexia*).
- c) Social cognition: Counterfactual reasoning, cognitive fallacies, behavioural economics.
- d) Cognition and emotion
- e) Masking, thresholds (priming), and consciousness
- f) Intelligence and neuroscience
- g) Language comprehension: on-line syntactic parsing
- h) Bilingual mind: executive functions and language processing.

Delivery: A mix of traditional lectures, small group activities and practical workshops. The module will have a strong applied focus (i.e., developing skills in conducting/running practical experiments in cognitive science).

Whole group sessions will be delivered by staff with expertise in the area, supplemented by invited lectures from external subject specialists (e.g., speech and language pathologists). There will be small group activities for discussing issues arising and developing/running experimental tests. The module is designed to specifically provide you with practical experience in designing and/or running classical experiments to study aspects of cognitive and language functions and their interactions. There will also be opportunities for hands on experience with different adult neuropsychological assessment tests (e.g., standardised tests of intelligence, language, attention).

Why choose this module: This module aims to form the essential background knowledge which will be particularly useful for those of you who would like to pursue a career in clinical psychology and research (PhD) in experimental/cognitive psychology.

Indicative Reading:

Quinlan, P & Dyson, B (2008). Cognitive psychology. Essex: Pearson.Bodenhausen, G. & Lambert, A (2012). Foundations of Social Cognition. Psychology Press.

Assessment:

- a) Seen exam (50% of module marks)

- b) Coursework portfolio (50% of module marks)
 - Practical mini-report.
 - Specialist lecture and workshop/practical activity pro forma

USPJL3-20-3 Atypical Development

Module Leader: Dr. Selma Babayigit

A wide range of topics will be covered:

- The causes and symptoms of a range of developmental disorders, including Autistic Spectrum Disorders, Acquired Brain Injury in Children, Dyslexia, Attention Deficit Hyperactivity Disorder, Down Syndrome, Williams Syndrome, Specific Language Impairment, Conduct Disorders: Juvenile Psychopathy and Criminality, Maltreatment (Child Abuse), and Emotional-Social Disorders.
- Discussion of the latest debates on diagnosis and treatment of different developmental disorders;
- Discussion of intervention programmes and latest debates about effective prevention programmes.

Delivery:

A mix of traditional lectures, small group activities and practical workshops. Whole group sessions will be delivered by staff with expertise in the area, supplemented by invited lectures from external subject specialists (e.g., clinical psychologists). This format will facilitate an interactive and multi-media teaching and learning experience. There will be small group sessions discussing issues arising. There will be also opportunities for hands on experience with different neuropsychological assessment tests (e.g., standardised tests of intelligence, language, attention) used for formal diagnostic purposes (e.g., dyslexia and Attention Deficit Hyperactivity Disorder). Focus to be on students' engaging with course materials, learning actively, and generating their own areas of interest for further work.

Why choose this module:

This module aims to form the essential background knowledge which will be particularly useful for those of you who would like to pursue a career in counselling (mental health), clinical psychology, child psychology, educational psychology, teaching, social work, and research (PhD)

Indicative Reading:

Cain, K (2010). Reading Development and Difficulties. Padstow, Cornwall: BPS, Blackwell.
Kerig, P. Ludlow, A. & Wenar, C. (2012). Developmental psychopathology (6th Edition). Berkshire, UK: McGraw-Hill.

Assessment:

Seen exam (50% of module marks)

Coursework portfolio (50% of module marks)

Essay coursework

Specialist lecture and workshop activity pro forma

Module Leader: Dr Rachel Gillibrand

This course builds on topics and themes addressed in Developmental Psychology taught at levels 1 and 2. A lifespan approach is taken to cover issues in infancy, childhood, adolescence, adulthood and old age. This is an applied module so the teaching will cover theory and then give you the opportunity to apply this theory to real-life situations. The lectures will be grouped into blocks of themes, for instance: working with children – how to talk to children, how to design research for understanding children, how to help children deal with divorce; sexual development – media and fashion sexualisation of children and what effect does this have on their sexual development, teen sexuality, sexuality in adulthood and into late adulthood; attachment and emotional development – the importance of the early years, attachment in adulthood, relationship building, attachment and behaviour.

Throughout this module you will be expected to read preparatory material before class, engage in class activities and debates, and to bring in topical examples from newspapers etc., to demonstrate how developmental psychology can be applied to current events. You will be expected to engage in small presentations (subject to module size) and to critically evaluate theory and practice.

Indicative Reading:

Gillibrand, R.A., Lam, V. & O'Donnell, V.L. (2010). *Developmental Psychology*. Pearson Education, Ltd.

Slater, A. & Bremner, G. (2011). *An Introduction to Developmental Psychology (BPS Textbooks in Psychology)*. Blackwell BPS Textbooks.

Assessment:

1. Portfolio of assessed activity to include CMAs, a short assessed presentation and short case study evaluations 75%
2. Case study evaluation under controlled conditions 25%

Note: the exact details of the assessment for this module will be finalized prior to the start of the academic year. Full support will be provided.

Module Leader: David Alcock

How might you help someone take up exercise? What strategies could you use to motivate either sports a team or an individual athlete? This module aims to provide you with a grounding in current research focusing on the area of sport and exercise psychology. You will be introduced to some of the key thinkers, theories, and methods designed to deepen our understanding of sport and exercise psychology. The underpinning the thread that runs through the module is that of "application" (how do the theories work in practice). and one of the aims is to provide you with a foundation that will enable you to think critically with regards to the relationship between theory and its application in the real world. Another aim is to provide you with the opportunity to both utilise and contextualise your existing psychological knowledge in relation to new theoretical material.

Indicative Reading:

Cox,R. (2011). *Sport Psychology: Concepts and Applications. (7th ed)* London. McGraw-Hill.

Weinberg,R. & Gould,D. (2011). *Foundations of Sport & Exercise Psychology. (5th ed)* Champaign. Human Kinetics.

Moran,A. (2012). *Sport and Exercise Psychology: A critical introduction.* London. Routledge

Assessment:

Coursework (60%)

A 2000 word Literature Review focusing on one area of sport or exercise (to be discussed with the module leader). The review must conclude with a research question relating to the chosen sport.

Examination (40%)

Two questions from a choice of six in two hours.

USPJDR-20-3

Psychology of Work**

Module Leader: Dr Paul Redford

Almost all people have to work and for most it takes up a substantial proportion of their life. Psychologists have examined many questions regarding individuals at work including whether it makes them happy, what jobs are most motivating, who is best suited to what occupations, etc. This module introduces you to the psychological study of individuals and organisations. It covers some of the key areas of organisational psychology used to understand individual and group behaviour at work. We aim to give you an overview of the practical work of organizational and occupational psychologists, as well as give you grounding in the theory and empirical findings relating to the psychology of work. The module covers the key competency areas in occupational psychology, as identified by the British Psychological Society. These include motivation, work environments, appraisal and development, training, selection and assessment, and organisational change. We will cover such issues as:

- What motivates individuals at work?
- To what extent does the work environment affect people at work?
- Do certain personalities fit better with certain occupations?
- How do psychologists deal with stress and burnout at work?
- How do psychologists select talent?
- To what extent does culture influence work?
- How do psychologists foster creativity at work?

These questions and more will be answered through lectures, seminars and workshop activities. We will provide practical examples of issues and problems facing both people at work and organisational psychologists. You will have the opportunity to work through these issues in some simulation and interactive workshops. The module will be taught by academics and practitioners of organizational psychology giving you real insight into the life and work of organizational psychologists.

Indicative Reading:

Woods, S. A. & West, M. A. (2010). *The Psychology of Work and Organizations.* Hampshire: Cengage Learning EMEA.

Assessment:

Essay (2000 words): 50%

Exam (2 hours): 50%

USPJKL-20-3 Parapsychology and anomalous experiences

NOT RUNNING 13/14

Module Leader: Dr Nicola Holt

Why do so many people believe in extrasensory perception or ghosts? Why is it that in surveys up to 75% of the population report holding some kind of paranormal belief (Rice, 2003)? What are we to make of reports where people claim to have temporarily left their bodies or heard the voice of God? In this module you will learn about the methods and approaches that psychologists have taken in order to understand more about anomalous experiences and beliefs.

An anomalous experience is an “uncommon experience (e.g. synaesthesia) or one that, although it may be experienced by a substantial amount of the population (e.g. experiences interpreted as telepathic), is believed to deviate from ordinary experience or from the usually accepted explanations of reality” (Cardeña, Lynn & Krippner, 2000, p. 4). Anomalous experiences include, but are not limited to, hallucinations, a perceptual experience that occurs despite the absence of an appropriate external stimulus; mystical experiences, which may involve a sense of connection with a divine being and a sense of profundity; and out-of-body experiences, where one’s consciousness is experienced as separate from one’s physical body. Associated beliefs are multidimensional and include belief in the paranormal (e.g. extrasensory perception [ESP] or ghosts), magical, superstitious or ‘new age’ beliefs (such as in astrology, angels, the luckiness of black cats or past lives), and other extraordinary beliefs, such as in the Loch Ness monster, fairies or the Bermuda Triangle. There are different types of anomalous belief. People who hold one type of belief (e.g. in an afterlife) do not necessarily hold others (e.g. in extraordinary life forms).

We will examine the prevalence of such experiences and beliefs in the general population and consider them from different approaches, including cognitive, personality, developmental and neurological models. Are these beliefs and experiences associated with cognitive errors (e.g. of perception, reasoning or memory)? Are certain people more likely to report these beliefs and experiences? Are there particular developmental antecedents to these reports (e.g. childhood trauma) or do we all have to learn not to think ‘magically’ as we develop? We will also examine research that has sought to experimentally test whether there are such phenomena such as ‘telepathy’, the field known as parapsychology, and consider the methodological issues with such an endeavour. Finally, we will examine specific anomalous experiences in detail, such as hallucinations, near-death experiences and mystical experiences.

The module leader is Dr Nicola Holt, who will deliver most of the lectures on this module, along with visiting experts in specific areas. Nicola developed this module because of her research and writing in this field and because she thinks that it is a fascinating topic that challenges our understanding of mind, conscious experience and the nature of belief. It is a module that requires critical thinking.

Indicative Reading:

Cardeña, E., Lynn, S. & Krippner, S. (2000). *Varieties of anomalous experience: Examining the scientific evidence*. Washington, DC: American Psychological Association.

Holt, N., Simmonds-Moore, C., Luke, D. & French, C. (2012). *Anomalistic Psychology*. Basingstoke: Palgrave MacMillan.

Irwin, H., & Watt, C. (2007). *An introduction to parapsychology (5th ed.)*. Jefferson, NC: McFarland.

Assessment:

1. A seen, timed essay that will require you to choose an essay question that asks you to critically evaluate a theoretical model in anomalistic psychology, drawing on empirical evidence (45% of overall module mark). This will be held in the summer exam period;
2. Two pieces of coursework (55% of overall module mark):
 - a. A critical review essay that will require you to focus on a particular research paper, which you can choose, evaluating its methodology, aims and arguments (80% of coursework mark);
 - b. Contribution to an online discussion forum, on a bi-weekly basis. Posts will be in relation to a particular question, which will enable debate, the development of argument and cited support, based on your weekly reading (20% of coursework mark).

USPJMA-20-3 Psychology and the Arts****Module Leader: Dr Nicola Holt**

The module explores one big question: “How might the arts inform psychology and how might psychology inform the arts?”, and this pursuit is arranged around four core themes. These are: the arts and health (AH), examining the ways that creativity and art making have been linked to well-being; creativity (C), examining the psychological processes that are thought to underpin the making of creative products in the arts (and beyond); psychology in the arts (PA), examining what art can tell us about psychology; and the arts in psychology (AP), looking at what psychology can tell us about art. The psychology of the arts is a rich and multidisciplinary field, enabling a synthesis of different levels of analysis and methodological approaches. These include social, cognitive, neuropsychological, psychometric, health, phenomenological and historiometric perspectives. The topic enables consideration of both theoretical and applied work. The course content will reflect this diversity.

The arts and health

Artistic genius has often been linked with ‘madness’, yet the arts are often used in therapy. We will explore this apparent paradox. We will examine the relationship between art and mental health and look at how the arts are used in clinical practice to promote health and well-being, for example arts in hospitals, music therapy and art therapy.

Creativity

What makes a person creative? Is there such a thing as ‘creative genius’? How have psychologists attempted to understand the creative processes involved in art-making? In this section we will cover topics such as the nature of creativity and its measurement, creative cognition and the creative personality.

Psychology in the arts

The arts have taken much of the conceptual work in psychology and explored these issues through making art of various kinds. With a focus on films, painting, sculpture and the novel, we will explore how the arts have dealt with issues such as point of view, sense of self, what it is to be a person, consciousness, how we know what we know, and the human condition, among others.

The arts in psychology

How can psychology help us to understand the arts? We will consider perceptual, attentional and cognitive processes involved in art. For example, how has cognitive science helped us to explore our appreciation of the arts? Can psychology describe the perceptual mechanisms involved in art making? Can consideration of how artists represent the world reveal much about our brain processes?

Indicative Reading:

Schmid, T. (2005). *Promoting health through creativity: For professionals in health, arts and education*. London: Whurr Publishers.

Arnheim, Rudolf (1986) *New Essays on the Psychology of Art*. University of California Press.

Sternberg, R. J. & Kaufman, J. C. (2010). *The Cambridge handbook of creativity*. Cambridge University Press.

Assessment:

- 1) A reflective log (25%)
- 2) A coursework essay (50%)
- 3) A presentation (25%)

Reflective log: You will need to hand in the reflective log at the end of the year. But, as this is based on your thoughts throughout the year, you will need to begin it straight away. The reflective log should help you to collect and develop ideas and thereby act as a research aid for your essay and presentation.

Essay: You will be able to choose an essay question that is of interest to you from ones that we set, or even write a question of your own, provided that we approve it first. The essay will have a word limit of 2000 words. You will be able to submit your essay to us in advance, if you wish, for formative feedback.

Presentation: You will each give a presentation (ten minutes long) and these will all take place on the same day, making it like a conference. You can give a presentation on any topic that you like, in relation to the module content, as long as we approve it first. We hope that this will be a fun event where you will get the opportunity to share your ideas with the rest of the group and us. We will give your further tips about how to make a presentation in the teaching sessions. This will be the controlled part of the assessment and will take place in the summer exam period.

USPJDS-20-3

Psychology of Consciousness

Module Leader: Dr Guy Saunders

Module description: If you're wondering what the psychology of consciousness is about, then read on. **Warning:** 'This course will challenge your most basic beliefs about self, mind, and spirit. So be aware this course may change your life. I cannot say in what ways it may change you; however, I can say that we will be exploring and examining the nature of our own selves and our immediate experience through questions such as, Am I conscious? Can we act freely? Is there such a thing as the self? Is there a self that experiences consciousness? Does consciousness survive the death of the physical body? If you do not want to tackle these fundamental issues about self and life, then I suggest this course is not for you. If you have any doubts about this come and talk to the module leader.' (*adapted from the course handbook*).

Consciousness is designed to be taken by those wishing to engage at length and in-depth with issues that are usually taken to be at the core of psychology's subject matter. The course addresses 'consciousness as Subjective Experience'. We will examine this broad theme through some of the classic problems in psychology: the study of how it is to be a person, subjectivity, sense of self, the ability to act freely, point of view, experience, qualia,

the 'mind-body problem', among many others. The course explores such practices as meditation and personal development through transformation; it covers some eastern thought, mostly through Buddhism.

Former students who have completed the course have given feedback afterwards stating that the consciousness module was 'the most stimulating they have ever done'. Despite the fact that many find the concepts discussed to be slippery and difficult in the early stages, students find that the course does start to make sense, ideas fall into place and that it is possible to make connections with other courses across the psychology programme.

The sessions will be in a mixed format: some lecture material, opportunities to participate, raise questions and discuss in seminar fashion, plus exercises and workshops. Each week you will also be asked to carry out exercises between sessions. You will also have reading to do in preparation for the following week's session. You are invited to join in and we will take what you have to say seriously; we will try to engage you in the kinds of arguments taking place in consciousness studies.

Dr Guy Saunders (module leader)

Indicative Reading:

Blackmore, Susan (2010) *Consciousness: An Introduction*. (Second Edition) Hodder and Stoughton.

(Engaging read. Thoroughly recommended. The course reader since it was first published.)

Blackmore, Susan (2005) *Consciousness: A Very Short Introduction*. Oxford University Press.

(Not as detailed as the longer book above, for obvious reasons.)

Papineau, D. and Selina, H. (2005) *Introducing Consciousness*, Duxford, Cambs; Icon.

(A cheap, light-weight book full of cartoons but actually good on philosophy relevant to 'Consciousness'.)

Assessment:

Coursework Essay (2500 words) (**50%** of module marks)

Timed Essay (1 Hour) under exam conditions in May exam period. (**50%** of module marks)

USPJGD20-3

Psychology of Appearance and Embodiment

Module Leader: Dr Emma Halliwell

This module will introduce you to a range of issues within the psychology of appearance and embodiment. We cover a diverse range of topics including the media, eating disorders, sexuality and appearance, exercise, disfigurement (visible difference), interventions and beauty practices.

We discuss a range of theoretical frameworks within which to locate and contextualize the psychology of appearance and embodiment. We will draw on cutting edge research on each topic. UWE is the home of a research centre dedicated to the study of appearance, the Centre for Appearance Research (CAR), and the lecturers on the module are all members of this research centre. CAR strives to make a real difference to the lives of the many hundreds of thousands of people with appearance-related concerns both in the United Kingdom and across the world. CAR acts as a focus and centre of excellence for psychological and interdisciplinary, patient centred research in appearance, disfigurement, body image and related studies. You will find out more about CAR during the course by you can also visit the CAR website.

We also ask you to actively engage with the material and challenge you to question dominant appearance norms through the course.

The module is taught through weekly 2 hour lectures and workshops.

Indicative Reading:

Grogan, S. (2008). *Body image: Understanding body dissatisfaction in men, women and children*. London, Routledge.

Malson, H., & Burns, M., (2009). *Critical feminist approaches to eating dis/orders*. Hove. Psychology Press.

Rumsey, N., & Harcourt, D. (Eds.) (2012) *The Oxford Handbook of the Psychology of Appearance*. Oxford. Oxford University Press.

Assessment:

There are two components of assessment on this module.

The first is a 3000 word reflection and literature review contributing 60% of the total module mark. The submission deadline for the coursework is at the beginning of semester 2.

The second component will be a one hour exam. Students will be given five potential questions in advance of the timed assignment. THREE of these five will be selected at random and used as the assignment questions. Students will not know which three questions have been selected. Students will be required to answer only ONE of these. This component accounts for the remaining 40% of the module mark.

USPJE6-20-3 Psychological Approaches in Mental Health**Module Leader: Gary Christopher**

This module introduces you to some key theories, examples of empirical research, and on-going debates in the field of mental health. This will include an in-depth look at the formulation and classification of mental distress, the history of the development of classification systems, validity and reliability of such systems and their relation to current professional practice, as well as a review of methodologies used to assess the impact and effectiveness of approaches to treatment. The teaching and learning methods involve framework building lectures and seminars, as well as a workshop session.

Indicative Reading:

Bentall, R. P., *Madness Explained: Psychosis and Human Nature*

Scull, A., *Madness: A Very Short Introduction*

Kring et al., *Abnormal Psychology* (12th Edition)

Assessment:

Coursework (50%; 2000 word essay); Examination (50%; 2-hour unseen paper)

USPJV3-20-3 Psychology of Humour**Module Leader: Dr Stephen Jones**

Most of us find ourselves laughing at something funny (and sometimes at something not so funny) at various points during a typical day. Furthermore, many of us may find ourselves making a joke or a witty remark to help ease a tense situation, while some of us may actively recall a comedy sketch or comical event to help cheer ourselves up. Some of us may even tend to look at everyday things in a humorous or even off-beat way just to help ourselves

'make sense of it all'. Conversely, some of us may do none of the above - and wonder why on earth our friends and colleagues can't take life a little bit more seriously...

Psychology of humour looks at how psychological theory and research can help us understand the above – for example, why some of us find certain things more amusing than others, how some of us are able to use humour to help us stay emotionally healthy, and how some of us are also able to apply humour for a variety of purposes in diverse environments such as at home or in the workplace. The module investigates these, and other, issues related to our appreciation, understanding and use of humour by taking the following structured approach:

1. **Theoretical underpinnings.** This first unit includes Freudian approaches (incorporating concepts of 'the joke' and 'the comic'), superiority/disparagement approaches, (incorporating the positive and negative impacts of humour), and incongruity theories (including consideration of current debates relating to resolution and non-resolution).
2. **Components of the 'sense of humour'.** These include the processes of humour appreciation, humour comprehension & understanding, humour production & creativity, and the notion of humour as an ability.
3. **Psychological perspectives on the appreciation and understanding of humour.** This unit considers the purpose and use of humour from the cognitive, sociocultural, psychobiological, developmental and individual differences perspectives.
4. **Applications of humour.** The final unit considers how research findings contribute to the application of humour in a number of diverse areas, including those of psychotherapy & counselling, health, educational settings, the work environment and also within our everyday social interactions.

Indicative Reading:

- Earleywine, M. (2011) *Humor 101*. New York: Springer.
- Martin, R. A. (2007) *The psychology of humor: an integrative approach*. London: Elsevier Academic Press.

Assessment:

1. Essay (2000 Words) (50%)
2. Timed Assignment (1Hour) (50%)

USPJL5-20-3

Advanced Developmental Psychology

Module Leader: Kris Kinsey

This module will cover a range of material related to human development including the foundations of developmental science (principal concepts, history, culture and measurement), personality and social development in childhood (the individual child, relationships, school), physical and cognitive development (language, perception, intelligence). It is a challenge to cover the depth and breadth of human development in a single module, however, the topics included should give you a good sample of some cognitive and social issues at different stages of the lifespan. Specific emphasis will be placed on early child development through adolescence and old age. The module is

structured as a two hour session each week that is broken into small group activities aimed at answering topic questions and a mini-lecture.

Indicative Reading:

Bornstein, M.H. and Lamb, M.E. (eds.) (2011). *Developmental Science: An Advanced Textbook, Sixth Edition*. New York Hove: Psychology Press.

This text can be found as an e-book from the UWE library catalogue and can be viewed online at any time or downloaded as a PDF file.

Assessment:

Component "A" – End of the year exam (70%)

- At the end of the year students will sit a formal exam during the exam period. The exam will be two hours long and will consist of four SAQs each worth 70 points. The SAQs will be from the 20 SAQs assigned during the term (slightly different).

Component "B" – Coursework (worth 30%)

- **Weekly SAQ participation (15%)**
 - o There are 20 weeks where one SAQ is set. Answers will have a minimum word count of 400.
 - o There are 3 points possible per week (20). Students get 1 point for class participation (showing up), another 1 point for bringing SAQs and 1 point for posting on their blog and giving peer-feedback.
- **Term MCQs (15%)**
 - o At the end of each term there will be an assessment consisting of the same weekly MCQs discussed in class. Each assessment will have 30 questions and will be worth 30 points. Students will complete this assessment on Blackboard over a 24 hour period.

USPJLT-20-3

Methods in Neuroscience

Module Leader: Caroline Brown

In this module students are given practical demonstrations in the first semester in various neuroscience techniques including nerve conduction measures, autonomic measures (e.g. heart rate, blood pressure, skin conductance), eye-movement, eye-tracking and EEG. In addition students are taught how to programme psychological experiments, and the importance of behavioural testing within neuroscience paradigms.

In the second semester, students get to design, plan, programme and collect their own data in two small group projects of their choosing.

This module is an exciting, practical and interesting option, and students who plan on undertaking any psychophysiological measures in their dissertation, as well as those hoping to pursue academic, clinical or other research routes.

Indicative Reading:

The student's guide to cognitive neuroscience (2010). Ward, J. Psychology Press

Neuroscience an introduction, (2006). J.F.Stein & C.J.Stoodley. Wiley, Chichester

Methods in mind (cognitive neuroscience), (2006) C. Senior. MIT Press, Cambridge MA

Assessment:

Coursework: (60%): Portfolio 10 practical session worksheets (Semester 1) plus 2 mini-reports from Group experiments (Semester 2).

Exam: (40%): 2 hours, critical evaluation of a seen paper.

USPJMD-20-3 Genders Sexualities and Society**

Module Leader: Helen Malson

Module summary

In this module we will explore how gender and sexuality have been researched and theorised within and beyond psychology. We will explore and evaluate the assumptions underpinning these different approaches, developing an in-depth understanding of contemporary social psychological and interdisciplinary approaches to gender and sexuality and to a range of issues, debates and topics relating to gender and sexuality.

The module, which takes a primarily critical or postmodern stance, will start with an overview of theory and research on genders and sexualities within and beyond psychology, exploring historical cultural perspectives on gender and sexualities and histories of sexology and gender research. In doing so we will be exploring how different approaches to studying gender and sexualities produce different kinds of 'truths' about gender and sexuality and interrogating historical and contemporary developments in the interplay of socio-political issues with these scientific and social-scientific knowledges of gender and sexuality. Subsequent teaching sessions will build on this exploration by focusing on a range of topics such as masturbation, sex education, heterosexuality, bisexuality, new masculinities, new femininities, postfeminism, designer vaginas, motherhood, 'anorexia' and transgender.

We will use a combination of learning and teaching approaches including lectures, workshop and small group activities, seminar discussions and screenings and discussions of films and television programmes to facilitate an in-depth engagement with these topics and with questions such as how are sexualities and gender are represented in popular culture? What is the significance of these media representations for understanding gendered and sexualised experiences and subjectivities? What kinds of politics and power-relations are produced, maintained and/or challenged in prevailing cultural norms and values about gender and sexuality? How can we best evaluate recent historical shifts towards greater apparent 'equality' and 'freedom' from 'traditional' gender roles and sexual mores? What kinds of 'truths' prevail about, for example, pregnant bodies, intersex bodies or 'anorexic' bodies and what are the consequences of such 'truths' for individuals' lived experiences? What other 'truths' might be produced if we foreground those experiences? How might we best engage with the embodied nature gendered and sexual subjectivity?

Indicative Reading:

Butler, J. (1990) *Gender trouble: Feminism and the subversion of identity*. New York: Routledge.

Clarke, V. Ellis, S., Peel, E. and Riggs, D. (2010) *Lesbian, gay, bisexual, trans and queer psychology: An introduction*. Cambridge: Cambridge University Press.

Malson, H. and Burns, M. (eds) (2009) *Critical feminist approaches to eating dis/orders*, London, Routledge.

Potts, A. (2002) *The science/fiction of sex*. London, Routledge.

Assessment:

- Exam (50%)
(2 Hours) Summer exam period

- Coursework: (50%)
One portfolio comprised of two pieces of work (i) a critical review of a textbook on gender and/or sexuality (max 2000 words) and (ii) a critical analysis of a media representation of gender and/or sexuality (max 1000 words).

USPJDL-20-3

Issues in the Psychology of Education

Module Leader: Andrew Brown and Selma Babayigit

Interested in real-life applications of psychological theories and concepts? Thinking of a career in education? Planning to apply for PGCE? Then this course is for you.

This module asks you to apply psychological theory to current educational issues for pupils, teachers, parents, schools and society at large. Elements of social, developmental, cognitive behavioural, cultural, critical and personality psychology are applied to theories of learning and the contexts of schools in the 21st century.

The 'conceptual map' is wide-ranging and complex. Success will be measured by the extent to which you can make connections across and between the elements of the course; and also how knowledge from other courses and experience is similarly applied. Reading and your critical analysis of readings is key to the course and forms part of the assessment. The aim of the course is to critically examine how psychological theory and research can explain and progress issues in education.

The programme asks you to consider psychological theories of learning and teaching in relation to assessment, mathematics, language, literacy and reading. Other topics include thinking skills, self-esteem and self-concept, group setting and streaming, race, gender, class and education phobia, bullying, truancy and being out of school, anxiety, attachment, ADHD, BESD, classroom interaction and inclusion.

This course also looks forward to ways in which neuroscience, psychology and education can work together to address educational issues and examines the gap between neuroscientific research and its application to classrooms; particularly the extent to which 'brain-based' packages fill the gap.

Other topics covered are: National statutory requirements; published national frameworks, guidance, syllabuses and schemes of work; Teaching arrangements in the Foundation Stage and Key Stages 1 to 5; Teacher's professional and legal responsibilities; Testing, targets and tables; Collaborative working and professional learning.

Indicative Reading:

Woolfolk, A., Hughes, M. & Walkup, V. (2008) *Psychology in Education*. London: Pearson.
Marks Woolfson, L. (2011) *Educational Psychology: The Impact of Psychological Research on Education*. Harlow: Pearson

Assessment

Component A: 50%

Examination – this is an open book exam. Two from six unseen questions based on themes from the module.

Component B: 50 %

Essay - The essay will be in the form of a critical review of a paper that addresses one or some of the issues met in the programme of study. The essay should seek to place the

article in social, historical, educational and psychological context and critically analyse the arguments/findings in light of other relevant research.

The chosen article should be taken from a range of papers that will be made available via Blackboard.

USPJDQ-20-3 Counselling Theory & Practice

Module Leader: Naomi Moller

Course content and aims:

The module aims to provide a basic introduction to counselling theory and practice. The main focus of the first semester is on the three most important models of practice in Britain today: Person-Centred, Psychodynamic and Cognitive Behavioral Therapy. There are also lectures on approaches to integration of therapy models.

The second term focuses on working with difference in counseling and psychotherapy, as well as how to work ethically and the research basis for counseling and psychotherapy. Support is also provided in lectures to aid students in completing module assignments and the module exam.

Students who take this course often do so because they are interested in counseling as an activity. They want to learn how to do counseling. If you are one of these students you need to understand that this module will not teach how you to do counseling or how to be a counsellor.

What the module can do however is give you a better understanding of what counseling is, and what might be involved in the practice of counseling, as a client and as a practitioner. In this way, this course will give you information that could help you decide if a therapy practitioner training might be something you might later wish to go on and do.

Module delivery:

In 2013-2014, the module will be taught with a mix of lecture-based instruction, using video illustrations and backed-up with guided reading, and small-group seminars, which will provide opportunities for experiential learning.

Indicative Reading:

The course text book is: McLeod, J. (2009). An introduction to counselling. (4th Edition). Buckingham: Open University Press.

Assessment:

For 2013-2014, the plan is for the module assessments to be:

Essay, 2000 words (50%)

Exam, case study analysis, 2 hours (50%)

(Note that the change in the assessments has yet to be approved.)

USPJJK-20-3 Human Sexuality

Module Leader: Victoria Clarke

Brief summary of module content and modes of delivery: Human sexuality research is a vast and multi-disciplinary field, with contributions from researchers and practitioners from a wide range of social science and health disciplines, including psychology. This module will

introduce you to this field of research and to some of the ways in which academic and practitioner psychologists engage with human sexuality. The module is divided into four broad topic areas: (1) key perspectives (which will introduce to some of the key theoretical and methodological frameworks that underpin research and practice on human sexuality), (2) sexuality across the lifespan, (3) sexual health and sexual health promotion, and (4) clinical research and practice. All of the members of the teaching team are experts in their respective fields.

The two broad aims of the module are:

- To explore the range and diversity of research and theory on human sexuality from experimental/laboratory-based research on the physical aspects of the human sexual response to qualitative/ethnographic research on public sex.
- To gain an understanding of how psychologists engage and work with human sexuality in both academic and applied/practitioner contexts.

There is one two-hour teaching session each week – there is usually a lecture, other activities including screenings of documentaries (e.g., *Orgasm Inc. – The strange science of female sexual pleasure*, *Fake Orgasm*) and films (*Kinsey*), analyses of popular culture, quizzes, small group activities and discussions.

Topics covered in 2012/13 included key perspectives (Biological, Psychoanalytic, Social constructionist), Sex in the lab, Sex surveyed, Sex in the field, Sexuality across the lifespan (young people's sexuality, adult relationships, non-manogamy), Sexual health and sexual health promotion, Homosexuality and the DSM, Orgasm and sexual pleasure, Male sexual dysfunction, Viagra, Female sexual dysfunction, The search for 'pink Viagra', Sex therapy, Consensual paraphilias, Sex offending.

Indicative Reading:

Heasley, R. & Crane, B. (Eds), (2003) *Sexual lives: A reader on the theories and realities of human sexualities*. Boston: McGraw-Hill.

Kimmel, M. S. & Plant, R. F. (Eds), (2004) *Sexualities: Identities, behaviors, and society*. New York: Oxford University Press.

LeVay, S. & Valente, S. M. (2002) *Human sexuality*. Sunderland, MA: Sinauer.

Assessment: Details of assessments and weightings (% of module marks):

There are two assessments for this module:

A coursework essay (50% of final mark)

A 2-hour seen exam (30 MCQs and 2 essay questions) (50% of final mark)

USPJDN-20-3 Health Psychology

NOT RUNNING 13/14

Module Leader: Dr Liz Jenkinson

The module provides coverage of a wide range of health psychology topics. Together we develop an understanding of what health is and what psychological constructs are important when we make decisions about our health. We consider explanations of how we might predict healthy and less healthy behaviour and how we might improve health outcomes, such as whether or not people exercise, smoke, cope with a medical diagnosis or adhere to medication.

When you have successfully completed this module you should be able to:

- Demonstrate a familiarity with the role of behavioural, social and environmental factors in health and illness

- Critically evaluate the usefulness of theories and models in health psychology
- Apply theory and research in health psychology to your own health and risk behaviours, and to attempts at behaviour change
- Assess the efficacy of interventions designed to promote health behaviours and reduce behavioural risk factors
- Evaluate the effectiveness of health promotion in the context of health psychology
- Debate current issues in health psychology

The module includes a weekly lecture or seminar with student involvement and discussion. Preparatory and supplementary reading is provided through Blackboard.

The module is delivered by a small group of health psychologists and social psychologists who together have a diverse range of experience in academia and clinical practice. Therefore the module has an applied focus, with reference to working therapeutically with patients with health conditions and health promotion. The team's research interests including smoking, exercise, body image, cardiovascular disease, LGBT health issues and health psychology interventions.

Indicative Reading:

Core text for the module:

Ogden, J. (2012). *Health Psychology: A Textbook*. 5th Ed. Maidenhead: Open University Press.

Biddle, S., & Dovey, T. (2009). Obesity - is physical activity the key? *The Psychologist*, 22, 1, 32-35.

Assessment:

There are two assessments for this module (50/50 weighting):

1. A 2,000 word essay, "A Critical Evaluation of Health Behaviour Change" (50%) submitted in Dec 2013
2. Examination (2 Hours, summer exam period 2014): consists of 6 questions of which you answer two, topics of questions given 1 month before the exam (50%)

USPJE8-20-3

Cognitive Neuropsychology

Module Leader: Dr Priscilla Heard

Cognitive Neuropsychology is the topic of both how we understand the world in functional ways and how the brain seems to operate during cognition. There is a particular focus on how cognitive function can be impaired when the brain is damaged and how this can give insight into the normal working of the mind and brain. This module covers the various methods of studying brain structure and activity when doing cognitive tasks such as CT, PET, MRI, fMRI, EEG, MEG, and the cognitive tasks of perception, attention, memory, thinking and planning. Case studies of patients with brain damage leading to cognitive losses are the main focus of the lectures, and also how rehabilitation of various kinds can show how the brain will often find new pathways when damage occurs. The module is delivered as lectures which often include videos of patients showing symptoms of brain damage, followed by discussion of the topics covered in the lecture. There will be one interactive debate session.

Indicative Reading:

Ward, J. (2010) *The Student's guide to Cognitive Neuroscience* (2nd ed) Psychology Press

Gazzaniga, M.S., Ivry, R.B. and Mangun, G.R. (2002) *Cognitive Neuroscience: the biology of the mind* (2nd ed) New York: W W Norton and Co.
Sacks, O (1985). *The Man Who Mistook His Wife for a Hat*. London: Picador

Assessment:

The coursework is 50% of marks and consists of one essay(40%) and discussion (10%) contributions.

The exam is 50% of marks and consists of one essay on a topic (out of three) given in advance and four short answers to questions (out of 12) given in advance and first presented and discussed in the lectures.

USPJGM-20-3

Psychology and Social Justice**

Module Leader: Victoria Clarke

Psychologists are increasingly required to engage with issues of diversity and social justice in their work. Likewise, working with diversity and promoting social justice are increasingly seen as core competencies in a wide range of professions including policing, nursing and teaching. This module will introduce you to the wide range of ways in which psychologists engage with diversity and how psychological research and practice can be used to promote social justice. The module will explore themes of:

- Race, ethnicity and colonialism (and on-going struggles for racial equality and recognition of ethnic diversity)
- Social class, poverty and economic inequality (and the implications of increasing disparities in the distribution of wealth)
- Sex, gender and sexuality
- Physical and mental health (including disability)

The module will critically reflect on the ways in which psychologists throughout the history of the discipline have both contributed to and sought to challenge *inequality* and social *injustice*. The module will explore the language of injustice and the role of language in the maintenance of inequality, and the role of social institutions such as educational settings, the criminal justice system and the 'psy-complex' in the promotion of injustice. We will also consider the relationship between psychology and social policy (or psychology and the real world!) and examine the historical, theoretical, methodological and political issues involved in the creation of a social-justice oriented psychological science, and the creation of a *true* 'psychology of people' that recognizes diversity in human experience and social conditions. The module has an applied focus and we will examine diversity and social justice in relation to key areas of psychology including health psychology, clinical and counseling psychology, psychology and the law, and community psychology.

This module is a good choice for students wishing to pursue further training in any area of psychology, or considering careers in other professions (the police, teaching, the voluntary sector) that increasingly prioritize working with diversity as a core professional competency. There is a 2 hour teaching session each week – there will usually be a lecture, other activities including screenings of documentaries and films, small group activities and discussions.

Some of the possible topics we will cover in 2013/14 include:

- Physical health and social justice
- Challenges to the biomedical model of health
- Mental health and social justice
- Clinical practice – working with diversity and promoting social justice
- Psychology in the community
- Social class, economic inequality and poverty
- If psychology is a 'psychology of people' – who are the people of psychology?
- Race and social justice

- Disability and social justice
- Should psychologists study sex differences?
- Psychometric measurement and social justice
- Law and social justice – human rights
- Understanding the language of injustice
- Promoting social justice through research – participatory methods

Indicative Reading:

Fox, D., Prilleltensky, I. & Austin, S. (Eds.) *Critical psychology: An introduction (second edition)*. London: Sage.

Shulman, H. & Watkins, M. (2010) *Towards psychologies of liberation*. Basingstoke: Palgrave Macmillan.

Toporek, R. L., Gerstein, L., Fouad, N., Roysircar, G. & Israel, T. (Eds.) (2006) *Handbook for social justice in counseling psychology: Leadership, vision and action*. Thousand Oaks, CA: Sage.

Assessment:

There are two assessments for this module:

A one hour exam (25% of final mark)

A coursework essay (75% of final mark)

The coursework essay is submitted twice – once for formative feedback and once for summative feedback.

USPJLG-20-3

Psychology in the Community

Module Leader: Mick Emerson

This is an additional option for Psychology Major students only.

This module is very different to other modules. The primary aim is to provide a space for you to participate in work experience, while at the same time gaining academic credit. In addition, a further aim of the module is to encourage you to make connections between psychological ideas and what goes on in the real world – particularly in the workplace. At the same time you will be asked to consider the development of your own skills, what you have learnt and how you have benefited from the experience.

The primary activity will be your engagement in voluntary or paid work activities. This can be in any area of employment. Most frequently, students' interests lead them into placements in the areas of health, mental health, social care and education. However, you are encouraged to seek work opportunities beyond these areas if this fits your future career plans. Past students have worked in the commercial sector, in human resources, as researchers, and in administration. You will receive ongoing tutorial support from a supervisor who will be a member of the academic staff.

The assignments will enable you to reflect on and assess the development of your own skills, and to critically apply psychological theories, concepts and research findings to a topic or issue related to your work experience. This is a project module so all the assessment is through coursework – there is no exam or other controlled assessment.

Assessment:

1. Reflective Portfolio (40%) which includes a reflective diary of your work experience and self-assessment of key skill development.
2. Critical Issue Analysis (60%). This is a 2000 word negotiated essay on a topic relevant to your work experience.