

PSYCHOLOGY

LEVEL 4 – 1ST YEAR UNDERGRADUATE

Module information	Semester	ECTS
<p>Foundation Research Methods</p> <p>Module Description: On this module you will develop your theoretical understanding of the scientific method of knowledge acquisition. You will also develop skills in numerical reasoning, statistical analysis (with an emphasis on test of differences), and you will practice communicating the results of research in the form of a research report.</p> <p>Module content: This module will provide an introduction to: describing things with numbers, measuring psychological constructs, using SPSS, testing ideas with numbers, evaluating research outcomes, writing a lab report, ethics, critiquing research.</p> <p>Assessment: Report 30%; Exam 70%</p>	Autumn	10
<p>Growing up in a Social World</p> <p>Module Description: In this module you will be introduced to the main theoretical perspectives and research techniques developed by social and developmental psychologists. You will explore the way in which current issues and topics have been addressed by social and developmental psychologists. The seminar activities and assessment will provide you with the opportunity to consider ways in which psychological knowledge and research is applied.</p> <p>Module content: Introduction to the main theoretical perspectives and research techniques developed by social and developmental psychologists; Current issues and topics in social and developmental psychology including: the social self, developing social relationships, encouraging pro-social behaviour, collaborating to achieve success, tackling aggressive behaviour, promoting healthy behaviour, recognising and encouraging difference and diversity; and Seminar activities explore ways in which psychological knowledge and research is employed to promote well-being and to solve individual and social problems.</p> <p>Assessment: Portfolio 50%; Exam 50%</p>	Autumn	10
<p>Introducing Psychology</p> <p>Module Description: This module helps you to develop critical thinking and reflective learning which are required in all other Psychology modules. It also enables you to practise and master key skills such as literature searching, presenting arguments for a case, essay writing, referencing and reviewing an article.</p> <p>Module content: History and philosophy of psychology; development of psychology as a science; critical thinking; reflective learning; literature searching; referencing; essay writing; evaluation and journal article reading skills.</p> <p>Assessment: Critical Article Review 50%; Essay 50%</p>	Autumn	10
<p>Consciousness Studies</p> <p>Module Description: To introduce students to concepts, theories and approaches to human consciousness; ranging from biological/cognitive phenomena to experiential noumena.</p> <p>Module content: Consciousness in Wisdom Traditions (Ancient Greek, Indian and Chinese explorations); From Pneuma to Psyche to Mind- Etymology and Philosophy of Mind; Dualism- The Mind-Body problem/relationship and the BodyMind continuum; Psychoanalysis and the Unconscious; The 'hard problem' of Consciousness; Brain mapping technologies- Brain and Mind (Neural correlates of Consciousness); EEG</p>	Autumn	10

<p>practical demonstration- Brainwaves and brain states; Materialist and Idealist debates; Altered and Non-ordinary states of Consciousness; Technology and Consciousness; Artificial Intelligence and Transhumanism; and Meditation.</p> <p>Assessment: Presentation 40%; Essay 60%</p>		
<p>Doing Psychology</p> <p>Module Description: The purpose of this module is to introduce students to a broad and interdisciplinary Psychology that requires them both to engage with theory and to appropriately reflect on their varied life and learning experiences. The module places a dual emphasis on the interpersonal and intrapersonal spheres and is intended to initiate students into a lifelong process of personal and professional development.</p> <p>Module content: Reflective writing and practice; Library Skills- Using academic and online sources; Referencing and Plagiarism; Exploring Self and Identity- Intrapersonal Skills; Encountering others; groups, belonging and relating- Interpersonal Skills; Body Language and Non-verbal communication- Universality and cultural diversity; Listening Skills; Mindfulness-Based Approaches- Stress reduction and enhancing concentration; Interviewing and Interviewee skills; and Ethical practice.</p> <p>Assessment: Reflective portfolio 100%</p>	Autumn	10
<p>Interdisciplinary Psychology</p> <p>Module Description: Dominant models of mainstream psychology emphasise scientific method and understanding as the only possible way to describe and explain the human individual. This module examines scientific psychology but also highlights the narrowness of its assumptions by considering a range of alternative psychological approaches. Contemporary psychology is recognised here as interdisciplinary in its nature. This module uses the idea of “interdisciplinary psychology” in a two-fold sense of situating modern psychology in a historical and theoretical context, and also demonstrating the many different approaches that contest what psychological knowledge is and how it should be applied.</p> <p>Module content: Theoretical precedents to modern psychology; Historical and cross-cultural alternatives to scientific method in psychology; The emergence and development of modern psychology; Nomothetic and hermeneutic approaches; Empirical psychology; Behaviourism; Psychoanalysis; Humanistic psychology; Transpersonal psychology; Cognitive psychology; Psychobiology; and Critical psychology.</p> <p>Assessment: Essay 80%; Report 20%</p>	Autumn	10
<p>Psychosocial Development</p> <p>Module Description: This module has been designed to introduce the ideas, concepts and theories associated with psychological development across life, and across cultures, where that information is available. You will have the opportunity to consider development from before birth to very old age, within a social context. You will be able to learn about new developments in the social sciences such as Life History Theory, and to apply them to yourselves, and to people around you. Unlike many courses on human development you will not only focus your learning on children and babies, but on adolescence, adulthood through to very old age.</p> <p>Module content: The interaction of biological, social and cultural factors in development. The importance of formative elements in a child’s social, personal and cognitive development. An exploration of the changes faced by the individual in their cognitive, social and personal development throughout the lifespan. Early beginnings, sex and gender, adolescence, adulthood, working life, retirement, the aging population, death and bereavement.</p> <p>Assessment: Report 100%</p>	Autumn	10
<p>Intermediate Research Methods</p>	Spring	10

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<p>Module Description: This module builds upon the Foundation Research Methods module. On this module you will develop your theoretical understanding and application of the scientific method, with a particular emphasis on the collection, analysis and presentation of both quantitative and qualitative data. You will also develop your ability to work in small groups to design, implement and analyse small-scale research studies, and you will practice communicating the results of this research in the form of a research report.</p> <p>Module content: This module will provide an introduction to: Correlational designs; Observational designs; Questionnaire designs; and Qualitative methods. In addition this module will provide an introduction to simple inferential statistics for use with: Categorical data (Chi-squared); and Correlational data (Correlational analysis and simple regression analysis).</p> <p>Assessment: Quantitative lab report 50%; Exam 50%</p>		
<p>Mind, Brain & Behaviour</p> <p>Module Description: Mind, Brain and Behaviour is an interactive and content rich module that supports you in your learning and understanding of core concept areas in the fields of Biological and Cognitive Psychology. The module aims to provide you with competency in core areas of Psychology, as required by the BPS, sufficiently well to study applications of these areas at levels 5 and 6. The module has two strands. The Biological strand introduces students to the basic anatomy of the Central Nervous System and Peripheral Nervous System, and how these underlie behavioural processes such as sleep, emotion, memory, and drug use. The Cognitive strand explores the cognitive basis of memory, attention, perception, thinking, learning, emotion, and sleep. Through a combination of lectures and laboratory-based practicals you will gain an understanding of the main theoretical and methodological approaches in both fields.</p> <p>Module content: Cognitive Psychology (Mind and Behaviour): You will be introduced to cognitive psychology as a theoretical approach; learning; attention and perception; short term memory/working memory; long term memory; language; cognitive theories of sleep and dreaming; cognition and emotion; consciousness. Biological Psychology (Brain and Behaviour): You will be introduced to biological psychology as a theoretical approach; evolution and anatomy of the Central and Peripheral Nervous System; neuronal structure and function; biological mechanisms of learning and memory; sleeping and biological rhythms; eating and drinking; emotion and motivation.</p> <p>Assessment: Biological Exam 50%; Cognitive Exam 50%</p>	Spring	10
<p>Psychology & Mental Health</p> <p>Module Description: This module introduces the study of mental health in psychology by exploring abnormal psychology/psychopathology: Mental health in historical and cultural context; Abnormality and normality; Causes of psychological distress and mental illness; Connections between psychology and mental health and mental illness; Common mental health problems and psychological therapy; and Mental health professions.</p> <p>Module content: Module content will include: mental distress in historical and cultural context; treatments of the 'mad' in historical perspective; origins and development of modern models of mental health/illness; causes and explanations of common mental health problems; personality and psychopathology; therapeutic models and treatments; and mental health professions.</p> <p>Assessment: Assignment 30%; Exam 70%</p>	Spring	10

LEVEL 5 – 2ND YEAR UNDERGRADUATE

Some modules will have pre-requisite requirements which you must meet before study commences. It is important that you pay particular attention to this to ensure that you have the necessary level of study to take these modules.

Module information	Semester	ECTS
<p>Behavioural Neuroscience</p> <p>Module Description: Behavioural Neuroscience is an interactive and content rich module that supports you in your learning and understanding of core areas in the field of Biological Psychology. The module aims to provide you with the competency to critically evaluate core themes, concepts and international research within Biopsychology sufficiently well to meet BPS requirements. You will develop an in depth knowledge of the biological mechanisms underpinning the human visual, sensory and motor systems. The module also introduces the biological theories and treatments of psychopathology. Through a combination of lectures and lab based learning, you will develop transferrable specialised research and technological skills.</p> <p>Module content: Anatomy of the Central and Peripheral Nervous Systems; visual system, sensory systems, motor systems, learning and memory, biopsychology of stress, role of hormones in sexual behaviour, biological basis of psychopathology and treatment.</p> <p>Assessment: Exam 70%; Report 30%</p>	Autumn	10
<p>Psychology of Appearance</p> <p>Module Description: This module aims to provide you with the opportunity to gain an understanding of the psychology of appearance. That is, to understand the array of socio-cultural, physical, psychological and interpersonal factors that influence how people think and feel about their bodies, and how these factors are linked to people's thoughts, feelings and behaviour.</p> <p>Module content: The module will allow you to gain an understanding of the range of factors that influence the development of body-image attitudes. Topics may include: The role of socio-cultural factors (e.g., media, ethnicity, globalisation) on body-image / appearance related thoughts and feelings; The role of physical factors (e.g., height, weight, muscularity, BMI); The role of psychological factors (e.g., self-esteem, narcissism, neuroticism, perfectionism, self-comparison tendencies); The role of interpersonal factors (e.g., peer and parental relationships, intimate relationships, effects of appearance-related teasing); How appearance-related thoughts and feelings are related to behaviour, including: eating attitudes and behaviours, dieting, eating disorders, exercise, body adornment including piercing, tattooing, and cosmetic surgery, as well as behaviours such as sexual risk taking, steroid and other drug use); and Body-image attitudes in specific populations. This may include topics such as body image attitudes in people with: disfiguring conditions, people who experience acquired disfigurement, or other medical conditions such as HIV, following limb amputation, cancer, etc.).</p> <p>Assessment: Exam 60%; Presentation 40%</p>	Autumn	10
<p>Psychology of Women</p> <p>Module Description: Studying 'Psychology of Women' will give you in-depth and critical knowledge on a variety of different areas of psychology that try to understand thinking, identities, experiences and practices associated with womanhood. These areas will range from the study of women and love, women and work, to women and sexuality. In sum, the module will allow you to understand and evaluate the competing and conflicting accounts of womanhood.</p>	Autumn	10

<p>Module content: This module will introduce you to theories and perspectives on the psychology of women. This will include an introduction to the social, historical and political on the understanding of womanhood. In addition we will look at the moral, ethical and political issues underpinning explanations of psychology of women. To do this we will evaluate psychological approaches to a number of areas of womanhood including; women and violence, women and drugs, women and mothering, women, infancy, childhood and adulthood, women and work, women and mental health and women and sexuality.</p> <p>Assessment: Essay 60%; Exam 40%</p>		
<p>The Person and the Social World</p> <p>Module Description: Studying 'The Person and The Social World' will allow you to learn about how we think, feel and understand the social world we live in. This will include; how we communicate, think and make sense of our life's and the people we meet in it, how we make sense of ourselves, the relationships we have, and the values we hold about ourselves and others. Lastly you will learn about we may behave and think in the groups we belong to and how we think about and act towards the groups we feel we don't belong to.</p> <p>Module content: How we communicate, think and make sense of our life's and the people we meet in it, how we make sense of ourselves, the relationships we have, and the values we hold about ourselves and others. Lastly you will learn about we may behave and think in the groups we belong to and how we think about and act towards the groups we feel we don't belong to.</p> <p>Assessment: Essay 50%; Exam 50%</p>	Autumn	10
<p>Advanced Research Methods</p> <p>Module Description: This module builds upon the Intermediate Research Methods module. It advances your theoretical understanding and application of the scientific-investigative methods with particular emphasis on the assumption, collection, analysis and presentation of both quantitative and qualitative data. This module also develops your ability to use and interpret advanced statistical techniques (e.g., ANOVA, multiple regression) and to collect and analyse qualitative data using specific approaches (e.g., Interpretative Phenomenological Analysis, Discourse Analysis).</p> <p>Module content: Generating research questions and rationales; one and two-way Analyses of Variance; multiple regression; factor analysis; questionnaire reliability and validity; qualitative data collection and analysis; specific qualitative research methods; reflexivity in qualitative research.</p> <p>Assessment: Quantitative Portfolio 50%; Qualitative Portfolio 50%</p>	Spring	10
<p>Psychological development through the lifespan</p> <p>Module Description: This module further enhances your understanding of the main theories, applications and research techniques developed by developmental psychologists. The module's lifespan approach considers the genetic, environmental and learned influences affecting development. You will explore current issues and topics, taking a lifespan perspective to understand human psychological development. Seminar activities and assessments consider the impact of developmental psychological research and theory on individuals and society.</p> <p>Module content: Theories and models of development; methodological and research issues; Biological approaches to development; the socio-cultural context of cognitive development; perceptual, motor and cognitive development in infancy; attachment and family relationships; emotional development, language development; development of identity; memory development, theory of mind; children's drawings; atypical development; adolescence and lifespan development.</p> <p>Assessment: Exam 50%; Presentation 50%</p>	Spring	10
<p>Individual Differences and Work Behaviour</p>	Spring	10

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<p>Module Description: This module focuses on the key areas within individual differences including: theories of personality; intelligence; emotion; psychometrics; and the application of individual differences in real life situations, with particular reference to principles and methods derived from occupational/work psychology. An important part of this module is the work placement which will provide the opportunity to effectively apply your knowledge of individual difference theory and methodology to the workplace.</p> <p>Module content: Introduction – Approaches to Individual Differences; Personality and Personality Testing; Personality Disorders; Intelligence Theories and Tests; Emotional Intelligence; Motivation; Individual Differences in Applied Settings; Test Development – Psychometrics; and Psychology in the Workplace.</p> <p>Assessment: Exam 50%; Placement File 50%</p>		
<p>Critical Social Psychology</p> <p>Module Description: Critical Social Psychology explores the interrelationship between the individual and broader social and cultural phenomena. It considers this relationship as a complex, ongoing, constraining and facilitating mutual interaction between a psychological individual, on the one hand, and a variety of interpersonal, political, cultural and historical forces and relations on the other. In this module you will explore the ways in which the psychology of an individual can be seen as fundamentally social and how this has been approached by different theorists. You will seek to differentiate between more traditional schools of social psychology and a more critical approach. This module critically considers this relationship and explores many fundamental aspects, such as language (discourse) and human experience.</p> <p>Module content: Indicative content includes: Intellectual origins of social psychology; Cross cultural social psychology; Ways in which social psychological perspectives are similar and different; Social psychology at individual, group and societal levels of analysis; Historical, political, economic and sociological influences upon psychology; and social psychological theorizing upon social development; Feral children and cases of extreme isolation; Discursive theories of self; The social construction of sex and gender; Group behaviour; Social roles; Socialisation; The social body; and Counter-cultures and alternative lifestyles.</p> <p>Assessment: Project 100%</p>	Spring	10
<p>Positive Psychology</p> <p>Module Description: This module concerns the exploration and cultivation of positive states of mind; it was developed with the assistance and encouragement of our second year Psychology and Society students who set up a LMU Positive Psychology special interest student group in 2011. This module will explore the developing field of Positive Psychology and its origins, leading theorists and researchers.</p> <p>Module content: Abraham Maslow and Self-Actualisation; Mihaly Csikszentmihalyi and Flow; Martin Seligman; Flourishing; Peak Experience; Relationship between Materialism and Well-Being; Happiness and Age; Altruism; Creativity; Meaning; Resilience; The importance of relationships; and Character strengths and virtues.</p> <p>Assessment: Essay 70%; Report 30%</p>	Spring	10
<p>Psychology of Persuasion</p> <p>Module Description: Many, if not most, of our social interactions involve attempts at persuading others to adopt, or validate, our various beliefs and worldviews. We are constantly being culturally inundated with, and surrounded by, commercials, jingles, and logos almost every moment of every day (if your clothes have visible labels you're currently advertising/broadcasting). The purpose of this module is to explore, and become familiar with, the various dynamics and mechanisms of persuasion within society.</p>	Spring	10

<p>Module content: Rhetoric and Sophistry- Ancient Athenian Origins; Persuasion as an Art and Science; Attitudes and Behaviours; Propaganda; Brainwashing - Thought Reform; Public Relations; Focus Groups; Cialdini's Influence; Social Judgement; Cognitive Models of Persuasion - Message and Source Characteristics; Elaboration Likelihood Model (ELM); Persuasion in advertising; Subliminal messages; and Neurolinguistic Programming (NLP).</p> <p>Assessment: Presentation 30%; Essay 70%</p>		
<p>Researching Psychology</p> <p>Module Description: 'Researching Psychology' begins by exploring basic concepts – such as 'objectivity', 'subjectivity', 'experiment', 'scientific method' and 'fact' - which are a source of much debate and controversy within psychology. How psychologists define these concepts directly affects what research is done, how it is done, what count as valid results, and how we interpret them. So exploring these concepts provides a context for the different methods and approaches which we explore on the module. Underlying these controversies over definition, lies a central debate in modern psychology – about whether its scientific status depends on the use of quantitative methods and controlled experiments derived from the natural sciences. We will explore different possible answers to this crucial question. There will be an opportunity to gain practical experience of a number of methods and techniques, including psychometric tests and experiments in memory, cognition and perception. This module is also designed to prepare you for the final year dissertation. So you will develop skills essential to this project, including critically evaluating source material, interpreting a number of statistical measures commonly used by psychologists, and identifying a suitable research topic .</p> <p>Module content: The role of observation in psychological research – issues of objectivity and subjectivity; Controversies over psychology's claim to scientific status, including debates over the role of quantitative measures and controlled experiments within the discipline; Approaches to experimental design – both qualitative and quantitative; The relationship between fact and theory – falsificationism, paradigms and natural interpretations; Critically evaluating quantitative measures; Exploring the relevance of 'statistical significance' for experimental results; Interpreting a number of common statistical measures – e.g. T-tests, ANOVA, Chi-Square, Normal Distributions; Psychometric testing and the classification of personality types; Nomothetic and constructivist approaches to memory research; Researching cognition – from the 'Cognitive Model' to ecological psychology and distributed mind; Researching perception: 'inattentional blindness' and the 'Stroop effect'; Action research – from 'Researcher and Subject' to 'co-researchers'; Discourse-Analytic and Narrative approaches; and Transpersonal and integrative approaches.</p> <p>Assessment: Portfolio 100%</p>	Spring	10

LEVEL 6 – FINAL YEAR UNDERGRADUATE

Some modules will have pre-requisite requirements which you must meet before study commences. It is important that you pay particular attention to this to ensure that you have the necessary level of study to take these modules.

Module information	Semester	ECTS
<p>Cognitive Psychology & Neuropsychology</p> <p>Module Description: Cognitive Psychology and Neuropsychology encourages critical understanding and evaluation of the relationships between brain (neuropsychology) and behaviour (cognitive processing), through learning about case studies and behavioural processes such as memory/amnesia, recognition/agnosias and disorders of consciousness.</p> <p>Module content: Module content will include: Brain structure and executive functioning; Cognitive and neuropsychological assessments and methods; Split brain and lateralisation of function; Disorders of emotion; Language and its disorders; Attention and its disorders – blindsight and agnosias; Memory and amnesia; Learning and recovery of function; Perception and its disorders; Thinking and reasoning; and Disorders of consciousness.</p> <p>Assessment: Presentation 30%; Exam 70%</p>	Autumn	10
<p>Critical & Philosophical Issues in Psychology</p> <p>Module Description: You will start this module by exploring some central themes within Critical Psychology and some philosophical ideas that have informed critical thinking. These will include debates about whether psychology is/should be 'scientific', whether psychology contributes to the oppression or invisibility of certain groups and whether psychology takes sufficient account of context (e.g. cultural, historical, political, ideological, situational etc). You will then move on to consider the ways in which mainstream and critical psychologists have conceptualised and studied things like gender, race, ethnicity, social class, 'normality'/'abnormality' and the self, as well as the limitations and implications of these.</p> <p>Module content: Debates and topics that you will explore include: studying the individual/society within psychology; psychology as a science; realism and relativism; studying gender, race, class and culture within psychology; the self; definitions of normality and abnormality; the role of values, ideologies and power in psychology and questions of ethics and politics in psychology.</p> <p>Assessment: Essay 40%; Exam 60%</p>	Autumn	10
<p>Radical Psychology</p> <p>Module Description: Radical psychology examines the dominance of scientific approaches in current thinking about how the psychological individual is constructed and theorised. Mainstream psychological thinking is part of the way we understand ourselves and is therefore a very powerful set of ideas. Radical psychology recognises the political dimension of the scientific search for objective and universal knowledge about the self and how this promotes and replicates unfair relations between individuals in Western society. This module critically assesses the project of mainstream psychology, by examining its uses and abuses, and theorising alternative and more socially beneficial approaches to psychology. Many of these alternative frameworks derive from the experiences of individuals and groups excluded or negatively conceived by orthodox psychological models.</p> <p>Module content: Predominance of the nomothetic approach in orthodox psychology; Ontological, epistemological & methodological criticisms of the nomothetic approach; Alternatives in the form of hermeneutic, critical-hermeneutic, introspective, philosophical, theological & mythical perspectives; Predominance of western and</p>	Autumn	10

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<p>principally American ethnocentrism in orthodox psychology; Predominance of medical, masculine, bourgeois, white, straight trends in orthodox psychology; Radical and non-radical assumptions about the purpose of psychology; Abuses of psychology in warfare, business, law, medicine and psychiatry; Popularisation of psychology. Misconceptions about what psychology can and cannot do; The role of radical psychology in evaluating social care, political, legal and medical interventions; The psychology of psychologists: power, status, and identity. The cult of the expert; A critical look at psychology and race, psychology and disability, psychology and sexuality; and Psychology and Marxism.</p> <p>Assessment: Essay 100%</p>		
<p>Social Psychology of Music</p> <p>Module Description: ‘Music has many different functions in human life, nearly all of which are essentially social. We use music to communicate with one another: it is possible for people from widely differing cultural backgrounds to establish contact through music even though the languages they speak may be quite incomprehensible to one another. Music can arouse deep and profound emotions within us, and these can be shared experiences between people from quite different backgrounds.’ (Hargreaves & North 1997, p.1). This module explores the various and integral roles music plays in constructing social, cultural and individual identities.</p> <p>Module content: The integral role of music in ancient cultures (Ancient Greek, Indian, Chinese); Ethnomusicology; Music and cultural ownership; Identity in Music (IIM) and Music in Identity (MII); Music and Gender; Music and youth culture; Problem Music and moral panics; Music and continuity (lineage and tradition); Music as Dialogue: The Universal Language?; Music as resistance (Protest songs, Hip Hop and the Arab Spring); Secular and Sacred expressions of music; and Music Therapy.</p> <p>Assessment: Essay 100%</p>	Autumn	10
<p>Applied Psychology in Medical Practice</p> <p>Module Description: This Year 3 elective module aims to introduce and develop student knowledge and foster a critical understanding of Applied Health Psychology in Medical Practice. Patient centered care is driving dynamic change in current health care delivery and an applied psychological perspective is essential to inform and enlighten current debates. Contemporary applications of psychological theory (social cognition, health behaviour change) to the development of supportive interventions to promote and measure health status, monitor disease and empower patients will be evaluated across a range of health settings.</p> <p>Module learning outcomes: Demonstrate a breadth of knowledge and critical understanding of contemporary and global issues and debates within the field of Applied Health Psychology in Medical Practice; Use well-structured arguments to critically evaluate, analyse, and synthesise a range of perspectives and theories within the field of Applied Health Psychology in medical practice; and Demonstrate computer literacy and digital scholarship through the use of appropriate digital tools to reflect on your learning, evaluate literature, conduct research, and communicate information.</p> <p>Assessment: Coursework 50%; Exam 50%</p>	Spring	10
<p>Creativity, Consciousness and Imagination</p> <p>Module Description: The Creativity, Consciousness and Imagination Module is targeted at developing a deep understanding of core higher order processes of cognition and behaviour, and the associations between these rich and fundamental human capacities. This will be facilitated through learning about relevant theoretical frameworks and empirical advances that span the field of philosophy, psychology and neuroscience.</p>	Spring	10

<p>Module content: Creativity: Types of creativity; Theories of creativity; The problem of definition in creativity; Individual differences in creativity; Critical issues in the field of creativity research; Consciousness: Theories of consciousness; The problem of definition in consciousness; Empirical paradigms to assess consciousness; Critical issues in the field of consciousness theory and research; Imagination: Definition & concepts; Processes including Hypothetical Reasoning, Mental time travel, Mental state Reasoning, Imagery, Reality versus fantasy, Altered States, and the Neurobiology of imagination; and Synthesis of Perspectives: Integrating fields of creativity, consciousness and imagination, and focusing on the overlaps and differences.</p> <p>Assessment: Portfolio 70%; Presentation 30%</p>		
<p>Framing Madness</p> <p>Module Description: Using various meanings of what it is to “frame”, this module explores and critically reflects on the idea of madness. Situating psychiatric explanation as the dominant model in the construction and treatment of insanity this course examines the theoretical appropriateness and practical consequences of this narrow medical approach and suggests alternative perspectives for the study and treatment of the mad.</p> <p>Module content: The history of theorising and treating madness; Madness from Ancient Greece to the Asylum era; The rise of psychiatry; The medical model of mental illness; Anti-psychiatry; Alternative approaches to madness; Cross-cultural understandings of madness; Madness in art and literature; Madness in theory; Personal accounts of the experience of madness; and Ideas of treatment and cure.</p> <p>Assessment: Essay 100%</p>	Spring	10
<p>Health Psychology</p> <p>Module Description: Health Psychologists have expertise in understanding the things that influence people’s health and wellbeing. They explore how people make decisions that might affect their health and in enabling them to make more appropriate or less risky decisions. They also use their expertise in psychology to develop interventions to change behaviour. The teaching team for this module specialises in a range of areas, including body image, eating, driving, reproductive health, sexual dysfunction, quality of life, and the experience of health and illness. During this module, you will explore different specialities in health psychology to gain an understanding of why people behave the way they do and how to provide services that will meet individuals’ needs and promote health and wellbeing.</p> <p>Module content: Models used to explain and predict health-related behaviours; Behavioural change techniques; Body image; Eating behaviour; Driver behaviour; Reproductive health; Sexual dysfunction; Quality of life; and The experience of health and illness.</p> <p>Assessment: Essay 70%; Exam 30%</p>	Spring	10
<p>An Introduction to Institutional Racism</p> <p>Module Description: This Year 3 elective module will entail an introduction to institutional racism. Students will explore contemporary applications of social science theory to develop an applied anti-racist intervention pertaining to a specific institution such as the discipline of psychology, education and healthcare.</p> <p>Module learning outcomes: Demonstrate a breadth of knowledge and critical understanding of contemporary global issues and debates related to institutional racism; To critically apply this understanding to different institutions including education, healthcare and the discipline of psychology; and Demonstrate computer literacy and digital scholarship through the use of appropriate digital tools to reflect on your learning, evaluate literature, conduct research, and communicate information.</p> <p>Assessment: Portfolio 50%; Exam 50%</p>	Spring	10

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<p>Critical Psychology in Practice</p> <p>Module Description: This module provides an introduction to applied critical psychology and critical practice in psychological disciplines. Through exploring a range of practically-leaning and applied critical psychologies, students will explore and develop critical psychological perspectives on global policy and practice across education, health and social care, and welfare provision. By drawing on and synthesising case studies of critical psychologies in practice across a range of cultural and global contexts, students will develop the analytic and problem-solving skills necessary to propose novel approaches to policy and practice based on critical psychological theory.</p> <p>Module content: Topics and frameworks of practice you will explore on this module include: Feminist psychologies; Community psychology; Critical pedagogy; Liberation psychology; Social constructionism (e.g. in relation to health interventions/systemic therapies/etc); Materialist social model of disability; Critical health psychology; and Critical action research.</p> <p>Assessment: Portfolio 50%; Portfolio 50%</p>	Spring	10
<p>Educational Psychology</p> <p>Module Description: Many students are interested in careers working with children. This module encourages you to apply your knowledge of developmental psychology to real-life situations. The emphasis is on educational settings, Special Educational Needs and educational psychology, although other careers and settings are considered: working with children will involve working in multidisciplinary teams to some extent. The module also gives the opportunity to reflect on and develop ideas for future careers with children.</p> <p>Module content: The content you will cover includes: The role of the Educational Psychologist and the role of psychology in education; The context: Legal issues around working with children (The Education Reform Act, Every Child Matters, Child protection); The National Curriculum requirements and the SEN Code of Practice; culture and community; classroom organisation; learning and thinking skills; ethical issues; special learners; vulnerable children; assessment; topical issues around intervention and support; the range of professionals working with children in educational settings: educational psychology, Speech and Language Therapy, youth work, social work and health</p> <p>Assessment: Essay 50%; Exam 50%</p>	Spring	10