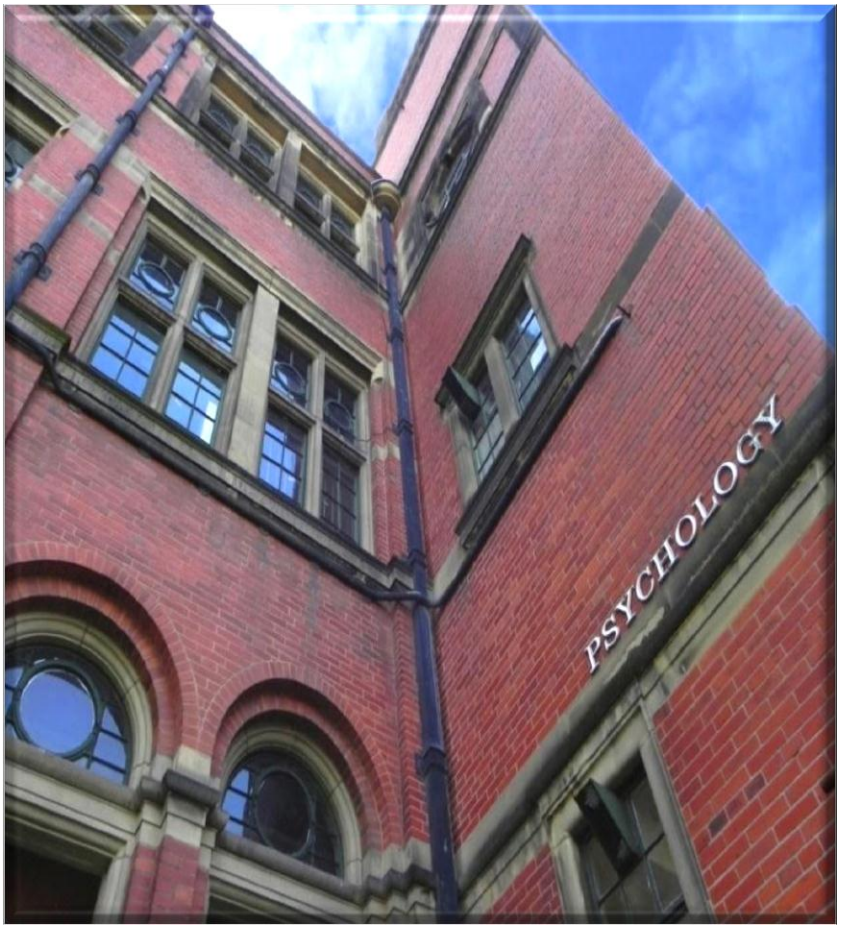
UG Psychology

UNIVERSITY OF BIRMINGHAM

School of Psychology



Module Availability for Incoming International Exchange Students

2017 – 2018

IMPORTANT INFORMATION: PLEASE READ CAREFULLY

Module availability refers to the period of time an exchange student is with us:

- Semester 1 (September to December) only*.
- Semester 2 (January to June) only.
- Full Year (September to June).

*(*Some modules have alternative assessments for these students – which may mean a number of exams & coursework before Christmas, so please be aware that there may be assessment bunching at this time).*

Please read through the availability of modules carefully before choosing your options.

Important Notes:

- *Module title, content, assessment, delivery & staffing may be subject to change a part of ongoing Quality Assurance processes.*
- *Timetables are not confirmed until the start of term and may be subject to change due to unforeseen circumstances.*
- *Exchange students may be limited within certain modules through a numbers capping process.*
- *Students who attend in Semester 1 (Autumn term – September to December) may need to undertake slightly different assessments before they leave for Christmas is a final exam is normally stipulated.*
  This will mean additional assessment for those modules.
- *Students attending in Semester 2 (Spring term – January to April + exam period in May) are expected to attend the summer exams in May/June.*
- *Those students attending the full year are expected to be at University from September to June. Absences must be confirmed with the UoB Study Abroad Office.*
- *It is not possible to resit assessments in Year 3 modules.*
- *Resit assessments for Year 1 & 2 modules normally take place at the end of August.*

All modules are subject to availability and will be allocated on a first-come-first served basis, and you *may* not get your first choice.

Year 1 Modules

BANNER CODE:	MODULE TITLE:
03 27203	**INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY**
Teaching staff: Dr. Fay Julal	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
1	2	10	24

CO-REQUISITES: None.

DELIVERY:
10 x 1 lectures.
2 x 1 hour workshops.
2 x 1 hour exam review.
10x 1 module clinic.

MODULE DESCRIPTION/CONTENT:
Students will be introduced to the field of developmental psychology. Lectures will cover (1) key perspectives and issues in the field (e.g., the nature-nurture issue); (2) how psychologists study development; (3) the development of thinking; (4) autism; (5) developing an ability to draw; (6) intelligence; (7) attachment; (8) moral development; and, (9) anti-social behaviour. In addition, as part of the academic tutorial programme, students will learn about language development.

KEY LEARNING OUTCOMES:
On completion of this module students should be able to:

1. Outline the key questions in developmental psychology and be familiar with some of the field's historical figures.
2. Show an understanding of the techniques used and challenges faced when conducting developmental psychology research.
3. Show an understanding of Piaget's ideas and evaluate Piaget's stage theory (and its alternatives).
4. Describe the characteristics of autism and evaluate the cognitive theories proposed as causes of autism Demonstrate an understanding of the reasons why children draw what they know and not what they see.
5. Demonstrate an understanding of the key concepts of intelligence and intelligence testing and show awareness of the problems involved in testing and determining heritability.
6. Demonstrate an understanding of the importance of attachment in childhood and evaluate long-term effects of separation.
7. Show an understanding of the components influencing moral reasoning, judgment, and behaviour.
8. Show an understanding of the factors influencing aggression and violence.
9. Describe language development theories that stress environmental or innate factors.

METHOD OF ASSESSMENT:
Coursework (25%).
Examination paper: (75%).

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Mitchell, P., & Ziegler, F. (2013). *Fundamentals of developmental psychology* (2nd ed.). Hove: Psychology Press.

Additional reading will be empirical papers and book chapters selected by the module leader in relation to the topic being covered in each lecture.

ANY OTHER INFORMATION:
Feedback
Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on "tick" sheets).

Skills

Written Communication.	Critical Thinking.
Gathering Information.	Organisation and Planning.

BANNER CODE:	MODULE TITLE:
03 08641	**INTRODUCTION TO LEARNING**
Teaching staff: Dr. Ian Charest	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
1	1	10	24

CO-REQUISITES: None.

DELIVERY:
11 x 1 hour lectures.
3 workshops.
10 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
Topics to be covered:

1. History and background to behaviourism.
2. Classical conditioning.
3. Operant conditioning.
4. Observational learning.
5. Explanations of problem behaviours: fear and phobias.
6. Therapeutic applications of learning theory.
7. Ethical aspects of behavioural research and interventions.
8. Critique of learning theory and theoretical developments.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Describe the historical evolution of the behaviourist perspective.
2. Use the appropriate terms to describe and define classical and operant conditioning.
3. Describe the behavioural implications of learning, and the contexts and conditions in which learning most readily occurs.
4. Describe the theoretical basis for therapeutic interventions for problem behaviours.
5. Explain the ethical implications of behavioural interventions.
6. Describe the limitations of learning theory.
7. Evaluate the impact of learning theory on our current understanding of mental health and behavioural problems.
8. Be able to describe an experiment on learning, including rationale, methods, results and discussion.
9. Demonstrate a breadth of knowledge on the topic of animal and human learning.

METHOD OF ASSESSMENT:
Coursework: One essay of 600 words (25% of final grade).
Multiple choice questionnaire (75% of final grade).

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Powell, R.A., Honey, P., & Symbaluk, D.G., (2012). *Introduction to Learning and Behaviour.* (4th edition). Belmont, CA: Thomson Wadsworth. ISBN: 1111835519.
Can also use the 5th edition instead.

ANY OTHER INFORMATION:
Feedback
Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on "tick" sheets).

Skills

Written Communication.	Critical Thinking.
Gathering Information.	Problem Solving.
Organisation and Planning.	

BANNER CODE:	MODULE TITLE:
03 08639	**INTRODUCTION TO PSYCHOBIOLOGY: From ION Channels to Abnormal Behaviour**
Teaching staff: Dr. Kareen Heinze	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
1	1	10	24

CO-REQUISITES: None.

DELIVERY:
10 lectures.
2 x 1 hour workshops.
1 x tutorial.
10 x 1 hour module clinics.
1 x mock classroom assessment with immediate feedback.

MODULE DESCRIPTION/CONTENT:
Topics to be covered:

1. Brain and Behaviour.
2. Anatomical organisation of the nervous system.
3. Communication with the neuron.
4. Communication between neurons.
5. Drugs and Behaviour.
6. Dopamine and Operant Conditioning.
7. Dopamine, Parkinson's disease and schizophrenia.
8. Mood disorders.
9. Alzheimer's disease.
10. Anxiety disorders.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Demonstrate a breadth of knowledge of the historical development of the concept of the cerebral localisation of function and modern views on consciousness.
2. Understand the basic workings of the neuron and synapse, and how drugs can interfere with neural transmission.
3. Demonstrate a breadth of knowledge of the neurobiological mechanisms underlying schizophrenia, mood disorders, Alzheimer's and anxiety disorders, and the role of dopamine in reinforcement.
4. Synthesise a well-reasoned, in depth, argument on the function of a specific neuronal system, based on the academic literature.

METHOD OF ASSESSMENT:
Course essay (1,000 words) (20%).
MCQ class test (80%).

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Carlson NR (2007) *Physiology of Behaviour* Allyn and Bacon (any recent edition). This is a well-established undergraduate introduction to biological psychology which is now in its eleventh edition. It gives a comprehensive and detailed account of many of the topics covered in this module and may be helpful for other modules including those at level two.

Or

Ian Mitchell (2014) *Broken Brains* Palgrave Macmillan. This is aimed at those who find biological psychology intimidating. It covers all of the topics dealt with in this module in an accessible and hopefully entertaining manner.

Or

S Higgs, A Cooper, J Lee & M Harris, 2014 *Biological Psychology*, Sage. This book will be recommended for the semester 2 Psychobiology module.

ANY OTHER INFORMATION:
Feedback
Web-based generic feedback on the coursework.

Skills

Written Communication.	Computing and IT.
Gathering Information.	Using Initiative.
Organisation and Planning.	Problem Solving.
Critical Thinking.	Flexibility.

BANNER CODE:	MODULE TITLE:
03 08638	**MEMORY AND LANGUAGE**
Teaching staff: Dr. Katrien Segaert	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
1	2	10	22

CO-REQUISITES: None.

DELIVERY:
10 lectures.
2 x 1 hour workshops.
10 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
Topics to be covered:

1. Memory: Structure and processes.
2. Working memory.
3. Memory and Learning.
4. Memory processes.
5. Concepts and categories.
6. Remembering and forgetting.
7. Amnesia.
8. The structure of long-term memory.
9. Sins of memory.
10. Language processing.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Discuss issues of attention and memory, including the main theories in these areas.
2. Describe neuropsychological impairments of memory and relate them to current theories.
3. Describe everyday functioning of memory and explain how this relates to theories developed mainly from the study of memory in the laboratory.
4. Interpret data of serial position experiments and relate them to existing theories (see workshop).
5. Demonstrate a breadth of knowledge on the topics of memory and language

METHOD OF ASSESSMENT:
Examination: multiple-choice (75%).
Essay: 1,000 words (25%).

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:

Eysenck, M.W. & Keane, M.T. (2015). *Cognitive psychology: A student's handbook*. (7th edition). London: Psychology Press.

Karpicke, J. D., & Roediger, H. L. (2008). The critical importance of retrieval in learning. *Science*, *319*, 966-968.

Schacter, D. L. (1999). The seven sins of memory: Insights from psychology and cognitive neuroscience. *American Psychologist*, *54*, 182-203.

ANY OTHER INFORMATION:

Feedback

Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on "tick" sheets).

Skills

Written Communication.
Gathering Information.
Analysing Data.
Report Writing.
Organisation and Planning.
Critical Thinking.
Team Work.
Problem Solving.
Computing and IT.
Using Initiative.
Flexibility.

BANNER CODE:	MODULE TITLE:
03 08636	**PERCEPTION AND ATTENTION**
Teaching staff: Dr. Damian Cruse	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
1	1	10	23

CO-REQUISITES: None.

DELIVERY:
10 lectures.
3 x 1 hour workshops.
10 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
Topics to be covered:

1. Introduction to Cognition.
2. Low-level visual processing.
3. Object and face perception.
4. Focused and divided attention.
5. Visual search and feature binding.
6. Functional brain imaging.
7. Electrophysiology.
8. Executive functions.
9. Attention disorders.
10. Introductory lecture and workshop experiment on attentional limitations.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Understand issues on perception and attention, including the main theories in these areas.
2. Understand neuropsychological deficits in blindsight, visual agnosia, and unilateral neglect.
3. Design and conduct an experiment examining visual illusions.
4. Understand the use of neurocognitive methods to study perception and attention.
5. Demonstrate skills in experimental design for cognitive psychology.

METHOD OF ASSESSMENT:
The workshop report contributes 25% of the mark for the module. There is a class test (multiple choice) at the end of the autumn term, which contributes 75% of the mark.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Eysenck, M.W. & Keane, M.T. (2015) *Cognitive psychology: A student's handbook* (7th edition). Psychology Press: London

Ward, J (2010). *The Student's Guide to Cognitive Neuroscience* (2nd edition). London: Psychology Press.

ANY OTHER INFORMATION:
Feedback
Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on "tick" sheets).

Skills

Written Communication.	Team Work.
Gathering Information.	Problem Solving.
Analysing Data.	Computing and IT.
Report Writing.	Using Initiative.
Organisation and Planning.	Flexibility.
Critical Thinking.	

BANNER CODE:	MODULE TITLE:
03 08640	**PSYCHOBIOLOGY OF MEMORY AND EMOTION**
Teaching staff: Dr Joff Lee	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
1	2	10	22

CO-REQUISITES: None.

DELIVERY:
10 x 1-hr lectures.
1 x 1-hr workshop (whole cohort).
1 x 1-hr revision session.
10 x 1-hr module clinics.

MODULE DESCRIPTION/CONTENT:
Topics to be covered:

Psychobiology of:
1. Learning.
2. Memory.
3. Emotion.
4. Motivation.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:
1. Discuss the neural mechanisms of learning.
2. Understand the contribution of synaptic plasticity to long-term memory.
3. Discuss theoretical accounts of the feelings of emotion.
4. Present the evidence implicating different brain regions in emotion.
5. Give an account of the neurobiological mechanisms underlying the communication of emotions.
6. Evaluate different theories of motivation.

METHOD OF ASSESSMENT:
Coursework: online open book MCQ and short answer (10%)
Unseen Exam: MCQs + Multi-answer questions (90%)

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Higgs, S et al. (2014). Biological Psychology. Los Angeles: SAGE.

ANY OTHER INFORMATION:
Feedback:
Self-test multiple choice questions on Canvas. Generic examination / coursework feedback.

Skills:

Written Communication.	Computing and IT.
Gathering Information.	Using Initiative.
Organisation and Planning .	Problem Solving.
Critical Thinking .	Flexibility.

BANNER CODE:	MODULE TITLE:
03 08633	**RESEARCH METHODS A**
Teaching staff: Dr. Jon Catling	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
1	1	20	33

CO-REQUISITES: None.

DELIVERY:
1 hour of lectures weekly for 10 weeks.
1 hour of computer based workshops per week covering 'transferable skills' and statistics, weeks 2-9.
2 hours of practical psychology weekly, weeks 7-8 and 9-10.
6 hours of study skills lectures, weeks 1-6.

MODULE DESCRIPTION/CONTENT:

Lectures:
Why do we need to do research?
Approaches to research in psychology.
Basic concepts in research methodology.
Ethics in psychological research.
Descriptive statistics.
Distributions, correlation, z-scores.
Testing statistical significance.

Support Sessions:
Good and bad examples of research.
Using the library.
How to read a research paper.
How to write for a scientific audience.
Plagiarism and its avoidance.

Practical Psychology:
2 Practicals (4 two-hour sessions).

Research Participation:
10 hours of participation in current research.

On-Line Tutorials:
E-mail and communication in the School.
Accessing the internet and Canvas.
Using the library catalogue.
Conducting a literature search (Web of Science).
Presenting references.
Word-processing, PowerPoint.
Presenting Graphs and tables.
On-line support for Statistics.

Statistics computer labs:
Using SPSS to carry out statistical analyses.

Study Skills Lectures:
General study skills.
Plagiarism.
Critical thinking.
Library and literature search.
Scientific writing.
Using feedback.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:
1. Describe the different approaches that are taken by research psychologists.
2. Describe the scientific method of knowledge acquisition and its advantage over common sense.
3. Apply simple statistical concepts and methods and use SPSS to carry out simple analyses.
4. Describe the need for principled ethical research in psychology.
5. Conduct (with guidance) simple research studies and summarise the processes involved.
6. Critically read and interpret a research paper.
7. Think logically and critically about their own and other people's work.
8. Use physical and electronic facilities for communication, knowledge acquisition, and presentation of work.
9. Use reflective self-assessment to revise their own writing.
10. Write essays and reports that are clear, well-organised and persuasive.
11. Understand the concept of plagiarism in a scientific context.

METHOD OF ASSESSMENT:
1. Practical Report 1: (800 words) (15% of 20 credit module).
2. Practical Report 2: (1,000 words) (20% of 20 credit module).
3. Computer Lab Assignments: (15% of 20 credit module).
4. Class Test: (50% of 20 credit module).

To be eligible to pass this module, students must pass the statistics exam and fulfil the research participation requirements. Note that reassessment is via an exam which covers the whole of the module including components which may have been passed individually. Special reassessment arrangements exist for those with extenuating circumstances.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Walker, I. (2010). Research methods and Statistics
Brysbaert, M. (2011). Basic Statistics for Psychologists

Optional texts
Planning your essay - ISBN 9780230220676
Reading and making notes - ISBN 9780230247581
Getting critical - ISBN 9780230584761
Referencing and understanding plagiarism - ISBN 9780230574793
Brilliant writing tips for students - ISBN 9780230220027
Report writing - ISBN 9780230376557
Writing for University - ISBN 9780230291201
Studying Psychology - ISBN 9780230517820
Cite them right - ISBN 9781137273116
Critical thinking skills - ISBN 9780230285293
The study skills handbook - ISBN 9781137289254

ANY OTHER INFORMATION:
Feedback:
Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on “tick” sheets).

Skills:

Written Communication.	Problem Solving.
Gathering Information.	Using Initiative.
Analysing Data.	Flexibility.
Critical Thinking.	Computing and IT.

BANNER CODE:	MODULE TITLE:
03 08635	**RESEARCH METHODS B**
Teaching staff: Dr. Jon Catling	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
1	2	20	34

CO-REQUISITES: None.

DELIVERY:
1 hour of lectures weekly for 10 weeks.
1 hour of computer practical weekly for 8 weeks.
1 hour of psychology practical's weekly for 10 weeks.
2 one-off lectures to support practical's.
2 Practical Support module clinics.
2 Hours of study skills lectures.

MODULE DESCRIPTION/CONTENT:

Statistics Lectures:

Revision of Hypothesis testing.

Distributions.

Parametric assumptions & Z-scores.

Testing of difference:
T-tests (1 sample).
T-tests (related).
T-tests (unrelated).

Equivalent Non-parametric test of difference:
Wilcox on, Mann-Whitney & One Way ANOVA (Kreskas-Wallis).

Computer Practical's:

Using SPSS to support statistical analysis.

Practical Psychology:

Two simple psychological studies:
How to write up an experimental design.

Research Participation:
10 hours of participation in current research

KEY LEARNING OUTCOMES:

On completion of this module the student should be able to:

1. Use SPSS to perform simple statistical analyses.
2. Understand and apply the concepts and methods behind hypothesis testing in the context of experimental design.
3. Know when and how to use Chi-square, t-tests and their non-parametric equivalent tests.
4. Conduct psychological studies involving simple statistical analyses.
5. Present the results of psychological research in written report format.

METHOD OF ASSESSMENT:

1. Practical 1: 1,500 word practical (25% of 20 credit module).
2. Practical 2: 1,500 word practical (25% of 20 credit module).
3. Statistics coursework: (15% of 20 credit module).
4. Class Test: (35% of 20 credit module).

To be eligible to pass this module, the statistics exam must be passed and you need to fulfil the requirements of the Research Participation Scheme.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Brysbaert, M. (2011). Basic Statistics for Psychologists or **Field**, A. *Discovering Statistics using SPSS*. (4th edition). SAGE

Brace, N., Kemp, R., & Snelgar, R., (2009) *SPSS for Psychologists.* (4th ed.) London: Palgrave Macmillan ISBN 978-0-230-59459-3

ANY OTHER INFORMATION:
Feedback:
Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on “tick” sheets).

Skills:

Written Communication.	Problem Solving.
Gathering Information.	Using Initiative.
Analysing Data.	Flexibility.
Critical Thinking.	Computing and IT.
Report Writing.	Organisation and Planning.

Year 2 Modules

BANNER CODE:	MODULE TITLE:
03 08660	**COGNITION IN INFANTS AND CHILDREN**
Teaching staff: Professor Ian Apperly	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
2	2	10	24

CO-REQUISITES: None.

DELIVERY:
10 hours of lectures.
2 hours of workshops.
2 hours of question and answer sessions.
10 hours of module clinics.

MODULE DESCRIPTION/CONTENT:
Topics to be covered:

1. Introduction.
2. Basic Memory Processes.
3. Working Memory and Executive Control.
4. Implications of Memory Research: Eyewitness Testimony and Training.
5. Space.
6. Number (Basic Processes).
7. Number (Symbolic Number).
8. Social Understanding (Basic Processes).
9. Social Understanding (Advanced Processes, and Disorders).
10. Integration.

KEY LEARNING OUTCOMES:
On completion of this module the student will be able to:

1. Identify the similarities and differences between methods and topics in cognitive development and those in adult cognitive psychology.
2. Use appropriate examples to evaluate the extent to which there are quantitative and qualitative dimensions to development.
3. Use experimental evidence to evaluate different accounts of the development of memory, and of space, time, number, and mind concepts.
4. Use appropriate examples to evaluate how research on cognitive development may be applied to forensic, educational and clinical settings.

METHOD OF ASSESSMENT:
Tutorial-linked essay (5%)
Exam: 2 essays from a choice of four (1.5hours: 95%)

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Additional reading details will be provided during the module.

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the School's Web pages.

Skills:

Written Communication.
Gathering Information.
Critical Thinking.
Evaluating Data.
Organising and Planning.

BANNER CODE:	MODULE TITLE:
03 28979	**INTRODUCTION TO FORENSIC PSYCHOLOGY**

Teaching staff: Dr. Juliane Kloess

LEVEL:	SEMESTER:	CREDIT VALUE:	CONTACT HRS:
2	1	10	29

CO-REQUISITES: None.

DELIVERY:
10 x 2 hour lectures with directed study.
8 x 1 hour drop-in tutorials.
1 x 1 hour revision session.

MODULE DESCRIPTION/CONTENT:
This module will introduce some fundamental topics in Forensic Psychology through a selection of relevant material. Lectures will be prepared and delivered by experts in their fields from both inside and outside the university. Particular attention will be paid to ensuring students gain a critical understanding of theories and research and of how theories can be applied to real world forensic issues. Specifically, the module will cover the following topics:

1. Theories of Crime.
2. Eyewitness Testimony.
3. Extremism and Terrorism.
4. Risk Factors for Offending.
5. Psychopathy.
6. Child Maltreatment.
7. Intimate Partner Violence.
8. Mental Illness.
9. Offender Profiling.
10. Sex Offender Assessment and Treatment.

KEY LEARNING OUTCOMES:
On completion of this module the student will be able to:

1. Understand how biological and psychological theories of crime may provide an explanation of criminal behaviour.
2. Identify the principal factors influencing the accuracy and completeness of witness testimony, and their relevance to the legal process.
3. Develop a critical understanding of the research undertaken in Crime Linkage, with a view to its application to investigations and legal proceedings.
4. Understand current knowledge of the psychology of extremism and terrorism.
5. Understand the potential impact of childhood maltreatment, as well as experiences of being a victim of crime, on subsequent behaviour.
6. Understand the contribution of forensic neuroscience in the aetiology of criminal behaviours, develop an understanding and identify relevant risk factors and how they contribute to offending.
7. Understand the role of assessment for sexual offenders and develop an understanding of treatment programmes for sexual offenders and the role in managing offenders.
8. Understand the role of mental illness in offending behaviour, as well as develop an overview of the various mental disorders.

9. Understand theories and risk factors of female offending.
10. Understand current knowledge of Internet sexual offending and cybercrime.

METHOD OF ASSESSMENT:
Assessments: Combined MCQ + short answer questions class test (1.5 hours: 100%).

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Davies, G & Beech, A. (2012). *Forensic Psychology: Crime, Justice, Law, Interventions* (2nd Edition). Chichester, UK: BPS Blackwell.

BOOKLIST:
A full reading list will be available at the beginning of the module.

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on "tick" sheets).

Skills:

BANNER CODE:	MODULE TITLE:
03 08654	**INTRODUCTION TO PSYCHOLINGUISTICS**

Teaching staff: Dr. Steven Frisson

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
2	2	10	23

CO-REQUISITES: None.

DELIVERY:
10 hours of lectures (including guest lectures).
10 x 1 hour module clinics.
1 x 2 hour workshop.
1 x 1 hour Q&A/Revision Lecture.
Online AV recordings.

MODULE DESCRIPTION/CONTENT:
Topics to be covered:

1. Introduction to language.
2. Foundations of language.
3. Language development.
4. Understanding spoken words.
5. Producing spoken words.
6. Recognising visual words.
7. Reading.
8. Word meaning.
9. Comprehension.
10. The structure of the language system.

KEY LEARNING OUTCOMES:
On completion of this module the student will be able to:

1. Express basic knowledge of the linguistic structure of language in terms of semantics, syntax, morphology, phonology and phonetics.
2. Evaluate theories and evidence on the basis of language and language development.
3. Evaluate theories and evidence on the process of reading.
4. Evaluate theories and evidence on the perception and production of spoken and printed words.
5. Be able to extract, and explain, the main findings of the research presented by the guest lecturers.

METHOD OF ASSESSMENT:
Examination paper consisting of short essay questions (100%).

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Harley, T (2014). The psychology of language: from data to theory (Fourth Edition). London: Psychology Press.

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback.

Skills:

Written Communication.	Gathering Information.
Critical Thinking.	Problem Solving.

BANNER CODE:	MODULE TITLE:
03 21140	**INTRODUCTION TO SOCIAL PSYCHOLOGY**

Teaching staff: Dr. Brandon Stewart

LEVEL:	SEMESTER:	CREDIT VALUE:	CONTACT HRS:
2	1	10	24

CO-REQUISITES: None.

DELIVERY:
10 x 1 hour lectures.
2 hours of workshops.
2 hours of exam review.
10 x 1 hour of module clinics.

MODULE DESCRIPTION/CONTENT:

1. Concepts and Methods.
2. The Self.
3. Attitudes and Persuasion.
4. Attitudes, Norms and Behaviour.
5. Perceiving Individuals.
6. Perceiving Groups.
7. Social Identity.
8. Aggression and Conflict.
9. Helping and Cooperation.
10. Liking and Loving.

KEY LEARNING OUTCOMES:

On completion of this module the student should be able to:

1. Explain social psychology and its fundamental axioms.
2. Demonstrate awareness of historical development of social psychology as a discipline.
3. Describe the motivational and processing principles that guide social perception and behaviour.
4. Demonstrate their knowledge and understanding of social psychology by synthesising and well-reasoned argument based on their own knowledge of the research literature.
5. Describe and compare/evaluate key theories in each of the topic areas covered, and apply key constructs to real-world contexts (e.g. media).
6. On MCQ, demonstrate a breadth of knowledge on the topic social psychology.

METHOD OF ASSESSMENT:

1. Examination (95% - half MCQ and half essay).
2. Tutorial-linked mini-essay (5%).

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Smith, E. R., Mackie, D. M., & Claypool, H. M. (2014). *Social Psychology* (4th ed.). Hove, UK: Psychology Press. ISBN-13: 978-1848728943

BOOKLIST:
A full reading list will be available at the beginning of the module.

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on "tick" sheets).

Skills:

Written Communication.	Critical Thinking.
Gathering Information.	Team Work.
Organising and Planning.	

BANNER CODE:	MODULE TITLE:
03 21574	**NEURAL BASIS OF MOVEMENT**

Teaching staff: Professor Chris Miall / Dr. Joe Galea

LEVEL:	SEMESTER:	CREDIT VALUE:	CONTACT HRS:
2	2	10	24

CO-REQUISITES: None.

DELIVERY:
10 x one hours lectures.
1 x two hour workshops.
2 revision – module clinics.
10 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
Topics to be covered:

1. Intro to sensory-motor systems and neural recording methods.
2. Spinal reflexes & proprioception.
3. Cortical motor systems.
4. Oculomotor systems.
5. Basal ganglia, sequence learning & reinforcement learning.
6. Associative learning in simple systems.
7. Hippocampus, LTP and spatial memory.
8. Cerebellum, LTD, VOR, eye-blink conditioning.
9. Neural coding.
10. Cognitive motor control.

KEY LEARNING OUTCOMES:
On completion of this module the student will be able to:

1. Demonstrate their knowledge and understanding of the neural basis of human movement by synthesising a well-reasoned argument, based on their own knowledge of the topic.
2. Demonstrate a breadth of knowledge on the topic that spans the course content.
3. Describe the major neural systems contributing to human motor control.
4. Describe spinal reflex pathways and the control of posture.
5. Understand the structure and connections of major motor systems in the brain.
6. Describe the function of motor cortical areas, basal ganglia and cerebellum.
7. Show an understanding of neural codes and neural activity patterns.
8. Show an understanding of the neural basis of learning.
9. Discuss cognitive aspects of motor planning and motor memory.
10. Evaluate methods for testing theories of human movement.

METHOD OF ASSESSMENT:
Examination paper: (100%) – the exam format allows selection of some topics to be studied in depth, with assessment of written essays, while the breath of the course knowledge is assessed with short note answers.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Tresilian J. (2012). *Sensorimotor Control and Learning. An introduction to the Behavioural Neuroscience of Action.* Palgrave, Macmillan.

Stein, J. & Stoodley, C. (2006), *Neuroscience: An Introduction*. John Wiley & Sons, Incorporated.

BOOKLIST:
Full reading list will be available at beginning of Module.

ANY OTHER INFORMATION:
Feedback:
Feedback via self-test multiple choice questions on WebCT/Canvas.
Generic feedback on recent exams is posted on the School's Web pages and on Canvas.

Skills:

Self-study & Reading.

Written Communication.

Critical Thinking.

Synthesis of Knowledge Sets.

Interpretation of Biological Data.

BANNER CODE:	MODULE TITLE:
03 26026	**PERSONALITY AND INTELLIGENCE AT WORK**
Teaching staff: Dr. Fay Julal	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
2	2	10	23

CO-REQUISITES: None.

DELIVERY:
10 x 1 hour lectures.
2 x 1 hour workshops.
1 x 1hour exam review.
10 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
This module will introduce students to some of the key theories of differential psychology and explore their applications in the workplace. Lectures will cover theories of personality, intelligence, emotional intelligence, leadership, vocational interests and other individual differences; assessing work behaviour and potential; psychological testing and personality disorders. Within each topic, the focus will be on how individual differences affect work-related outcomes and behaviours (e.g.: job satisfaction, job performance, motivation, selection and recruitment).

KEY LEARNING OUTCOMES:
On completion of this module, students should be able to:

1. Show an awareness of historical developments in the study of personality and intelligence.
2. Describe and evaluate key constructs and theories of personality, intelligence, emotional intelligence, leadership and vocational interests and other individual differences.
3. Demonstrate an understanding of the roles played by personality, intelligence and other individual differences in predicting and determining work-related behaviours and outcomes.
4. Describe the main personality disorders and their effects in the work environment.
5. Discuss the important issues involved in the development and use of psychological tests, in general, and in the work environment, specifically.
6. Demonstrate his/her knowledge and understanding of several aspects of the module's content by constructing well-reasoned arguments that are based on the academic literature.

METHOD OF ASSESSMENT:
MCQ quiz 1: (15%).
MCQ quiz 2: (15%).
Examination: (70%) pre-seen case study.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
The cores textbook will be:
Chamorro-Premuzic, T. (2014). Personality and individual differences (3rd ed.). Chichester; BPS Blackwell (the 1st and 2nd editions can also be used).

Additional reading will be empirical papers and book chapters selected by the module leader in relation to the topic being covered in each lecture.

ANY OTHE INFORMATION:
Feedback:
Formative feedback for exam. Generic feedback on all of the assessments will be posted on the School's web pages. Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on "tick" sheets).

Skills:

Written Communication.	Critical Thinking.
Gathering Information.	Problem Solving.
Organisation and Planning.	

BANNER CODE:	MODULE TITLE:
03 24684	**RESEARCH METHODS C**

Teaching staff: Dr. Anke Büttner

LEVEL:	SEMESTER:	CREDIT VALUE:	CONTACT HRS:
2	1	20	48

CO-REQUISITES: None.

DELIVERY:
10 x 2 hour lectures to support mini-project and research methods.
9 x 1 hour mini-project workshops.
9 x 1 hour research methods workshops.
10 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
This module continues to work with and extends the research techniques and skills introduced in RMA and RMB. Lectures, workshops and online coursework add together to build up your skills towards becoming an independent and creative psychological researcher. Below is a list of some of the topics to be covered:

Research Methods (supported through lectures and RM Workshops):
Introduction to level 2 research methods & Revision of RM analyses
Extending experimental design, constructing rationales, reading papers critically, and writing reports.

Analysis of variance (ANOVA):
- One-way ANOVA (between and within participants).
- Factorial ANOVA (between and within participants, mixed).
- Main effects, simple effects, interactions, and post-hoc testing.
- Introduction to MANOVA

Non-parametric tests equivalents of ANOVA
Choosing your method: alternatives to quantitative approaches
Approaches to knowledge/science
Qualitative Research (exact techniques covered will depend upon staff expertise available, but examples include):
- Thematic analysis.
- Framework analysis.
- Grounded theory.
- Interpretative Phenomenological Analysis.
- Discourse analysis.
- Content analysis

Mini projects (supported through lectures and MP Workshops):
Mini-project 1: Quasi-experimental research: ANOVA
Mini-project 2: Introduction to qualitative methods: thematic analysis.

Research Participation
10 hours of participation in current research

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:
1. Demonstrate a breadth of knowledge about the concepts behind analysis of variance.
2. Demonstrate a breadth of knowledge about different qualitative research techniques.
3. Demonstrate a breadth of knowledge in choosing appropriate forms of analysis (qualitative and quantitative).
4. Conduct an appropriately designed multi-factor experiment and describe and justify their own research using appropriate written reporting conventions.
5. Carry out and interpret inferential analyses using SPSS.
6. Conduct an appropriately designed qualitative research study and describe and justify their own research in the presence of others using standard oral reporting conventions.

METHOD OF ASSESSMENT:
1. Practical report (2,000 words) (30%).
2. Group oral presentation (20 minutes, part peer-assessed) (20%).
3. Research methods class test (50%)
4. Research methods coursework (formative).

To be eligible to pass this module, students must pass the research methods class test and fulfil the research participation requirements. Note that reassessment is via an examination which covers the whole of the module including components which may have been passed individually. Special reassessment arrangements exist for those with extenuating circumstances.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
This is a useful and accessible text:
Dancey, C. P. and Reidy, J. (2014). *Statistics without Maths for Psychology – Using SPSS for Windows*. (6th ed.), Harlow: Pearson, ISBN 9780273774990. *(Earlier editions of this book would also be okay.)*

For the qualitative half of this module this book is useful:
Forrester, M. A. (Ed.) (2010). *Doing Qualitative Research in Psychology: A Practical Guide.* London: Sage, ISBN 9781847879110

Other useful texts:
Braun, V. & Clarke, V. (2013). *Successful Qualitative Research: A Practical Guide for Beginners.* London: Sage, ISBN 9781847875822

Field, A. (2013). *Discovering Statistics Using IBM SPSS.* (4th edition). London: Sage, ISBN 9781446249185

Lyons, E. & Coyle, A. (2008). *Analysing Qualitative Data in Psychology.* London: Sage, ISBN 9781412907835.

For those who want more technical detail and more of the maths.

Also includes a chapter on APA-style report writing:
Gravetter, F. J. & Forzano, L. B. (2016). *Research Methods for the Behavioural Sciences.* (5th edition). Stamford: Cengage Learning. ISBN 9781305104136
Additional reading will be provided / suggested during the course of the module.

ANY OTHER INFORMATION:
Additional reading will be provided / suggested during the course of the module.

Feedback:
Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback. Formative feedback will be available as part of the weekly workshop sessions and lectures are designed to include further formative feedback opportunities.

Skills:

Oral Communication.	Analysing Data.
Critical Thinking.	Using Initiative.
Written Communication.	Report Writing.
Team Work.	Flexibility.
Gathering Information.	Organisation and Planning.
Problem Solving.	Computing and IT.

BANNER CODE:	MODULE TITLE:
03 24686	**RESEARCH METHODS D**
Teaching staff: Dr. Anke Büttner	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
2	2	20	50

CO-REQUISITES: None.

DELIVERY:
10 x 2 hour lectures to support mini-project and research methods.
9 x 1 hour mini-project workshops.
9 x 1 hour research methods workshops.
2 x 1 hour academic tutorials to support tutorial coursework.
10 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
This module follows on directly from RMC and builds on research carried out in semester 1. Lectures, workshops, two tutorials and online coursework are integrated to enhance your skills as psychological researcher. Below is a list of some of the topics to be covered:

Research Methods (supported through lectures, RM workshops):
Questionnaire design: writing questionnaires.
Questionnaire design: validity and reliability.
Factor analysis.
Relational analyses:
- Correlation – taking it further.
- Linear regression.
- Multiple regression.
- Logistic regression.

Introduction to ANCOVA.

Mini projects (supported through lectures and MP Workshops):
Mini-project 1: Designing and validating a questionnaire
Mini-project 2: Designing and running a questionnaire based study

Tutorials:
Research Proposal

Research Participation
10 hours of participation in current research

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Demonstrate a breadth of knowledge about the concepts and scope of relational approaches in psychological research.
2. Demonstrate a breadth of knowledge in choosing appropriate methods of analysis in different research contexts.
3. Describe and justify the design and validation of their own questionnaire using appropriate written reporting conventions.
4. Carry out and interpret various statistical relational analyses using SPSS.
5. Conduct an appropriately designed research study drawing on relational approaches and describe and justify their own research in the presence of others using standard oral reporting conventions.

METHOD OF ASSESSMENT:
Practical report (2,000 words) (30%).
Group oral presentation (20 minutes; part peer-assessed) (20%).
Research methods class test (45%).
Tutorial-linked coursework (research design) (5%).
Research methods coursework (Formative).

To be eligible to pass this module, students must pass the statistics exam and fulfil the research participation requirements. Note that reassessment is via an exam which covers the whole of the module including components which may have been passed individually. Special reassessment arrangements exist for those with extenuating circumstances.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Dancey, C. P. and Reidy, J. (2014). *Statistics Without Maths for Psychology – Using SPSS for Windows.* (6th ed.), Harlow: Pearson, ISBN 9780273774990. (Earlier editions of this book would also be okay.)

Field, A. (2013). *Discovering Statistics Using IBM SPSS*. (4th edition). London: Sage, ISBN 9781446249185. *This book is very good on the General Linear Model, but the module teaches it slightly differently.*

For those who want more technical detail and more of the maths:
Gravetter, F. J. & Forzano, L. B. (2016). *Research Methods for the Behavioural Sciences.* (5th edition). Stamford: Cengage Learning. ISBN 9781305104136 *Also includes a chapter on APA-style report writing.*

Howell, D. C. (2007). *Statistical Methods for Psychology* (6th Ed), Thomson Wadsworth. ISBN 9780495012870. *Very useful reference book that covers the mathematics in more detail.*

ANY OTHER INFORMATION:

Feedback:

Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback.

Skills:

Oral Communication.	Organisation and Planning.
Critical Thinking.	Team Work.
Written Communication.	Problem Solving.
Gathering Information.	Using Initiative.
Analysing Data.	Flexibility.
Report Writing.	Computing and IT.

BANNER CODE:	MODULE TITLE:
03 08657	**THE DEVELOPMENT OF ATTACHMENT BEHAVIOUR**
Teaching staff: Dr. Fay Julal	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
2	1	10	23

CO-REQUISITES: None.

DELIVERY:
10 x 1 hour lectures.
1 x 1 hour exam review.
2 x 1 hour workshops.
10 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
On this module, students will be introduced to the study of social development, in general, with a specific focus on the development of attachment behaviour and related aspects of development (e.g., development of the self; the family; peer relationships and friendships). The study of social development will be introduced in lectures on theoretical perspectives on social development; designs for studying development; and, key questions in the study of development. In addition, lectures will cover key hypotheses from attachment theory (e.g., the maternal sensitivity hypothesis), the development of the self, the family, and peers and friendships.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Describe, and critique, some theoretical perspectives on social development and attachment.
2. Understand some critical questions in the study of social development (e.g., biological and environmental influences).
3. Describe and evaluate designs and methods for studying social development.
4. Discuss the development of face perception and the role of faces in social Development.
5. Examine key hypotheses in Bowlby and Ainsworth's attachment theory.
6. Discuss the development of, and influences on, aspects of the self (e.g., self-esteem, identity formation).
7. Discuss how characteristics of the family (e.g., parenting styles, family size, maternal employment, sibling relationships) influence development.
8. Discuss the development of, and influences on, peer relationships and friendships, and the consequences of these relationships for development.
9. Demonstrate his or her knowledge and understanding of aspects of the module's content by constructing well-reasoned arguments that are based on the academic literature.

METHOD OF ASSESSMENT:
Examination paper (95%; MCQs and 1 x essay question).
Tutorial-linked mini essay (5%).

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Parke, R. D., & Clarke-Stewart, A. (2011 or 2014). Social development (1st or 2nd edition). Hoboken, NJ: John Wiley & Sons.

Additional reading will be empirical papers and book chapters selected by the module leader in relation to the topic being covered in each lecture.

ANY OTHER INFORMATION:
Feedback:
Feedback will be given via a mock class examination (students mark their own answers). Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback.

Skills:
Critical Thinking. Written Communication.
Organisation and Planning.

BANNER CODE:	MODULE TITLE:
03 08653	**VISUAL PERCEPTION AND ILLUSIONS**

Teaching staff: Dr. Andrew Schofield

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
2	1	10	25

CO-REQUISITES: None.

DELIVERY:
11 x 1 hour lectures.
4 hours of workshops.
10 hours module clinics.

MODULE DESCRIPTION/CONTENT:

1. Introduction: Inhibition over space and time.
2. The retina & LGN.
3. Colour.
4. Spatial vision and texture.
5. Motion I.
6. Motion II.
7. 3D vision.
8. Perceiving objects: Shape and Size.
9. Face Perception.
10. Abnormal visual perception.

The above topics will be illustrated with examples of visual phenomena and illusions that reveal the underlying neural processes.

KEY LEARNING OUTCOMES:

On completion of this module the student should be able to:

1. Express basic knowledge on low level visual processes involved in coding spatial structure, texture, colour, movement and depth.
2. Describe and explain a range of visual illusions in a manner suitable for a general audience and understand their implications for our understanding of visual perception.
3. Evaluate theories and evidence on shape perception, object, and face perception.
4. Understand the implications of abnormalities in visual perception.
5. Demonstrate a breadth of knowledge on the topic of visual perception.

METHOD OF ASSESSMENT:

Class test (100%).
Reassessment: Exam.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:

Snowden, R. Thompson, P., & Troscianko, T. (2006). *Basic Vision: An Introduction to Visual Perception.* Oxford: Oxford University Press.

ANY OTHER INFORMATION:

Feedback:

Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback.

Skills:

Gathering Information. Critical Thinking.

Written Communication.

Year 3 Modules

Please note: Year 3 modules are only available to those students with a suitable Psychology background and will only be granted following review of your student transcript.

BANNER CODE:	MODULE TITLE:
03 27868	**ADOLESCENCE: MIND AND BRAIN**
Teaching staff: Dr. Stephanie Burnett Heyes	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	1	20	29

CO-REQUISITES: None.

DELIVERY:
10 x 2 hour lectures.
3 x 1 hour seminars.
1 x 1 hour Revision lecture (exam term).
10 x 1 hour self-directed study.
5 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
Adolescence, the period of life between childhood and adulthood, is characterised by profound changes in many aspects of an individual's life. Recently, research has shown evidence that during adolescence, there are also changes in cognitive abilities (e.g. social cognition), and in their basis in the brain. Potentially, this research has implications for understanding phenomena such as the onset of mental illness during adolescence and early adulthood.

The module will cover topics including:
- What is adolescence? Biology and culture.
- Adolescent social cognitive development (e.g. metalising, face processing) and its basis in the brain.
- Adolescent executive function development (e.g. working memory, metacognition) and its basis in the brain.
- Risk-taking and peer influence.
- Emotional reactivity and emotion regulation.
- Puberty.
- Adolescence as a period of mental health vulnerability

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Describe and discuss evidence for adolescent cognitive development across two or more domains (social cognition, executive function, risk/decision-making, emotion regulation).
2. Demonstrate an understanding of adolescent structural and functional brain Development.
3. Understand potential issues with ecological validity when investigating adolescent social cognition experimentally.
4. Undertake how to present research findings in poster format.

METHOD OF ASSESSMENT:
Poster (30%):
Students will create a poster summarising and critiquing a relevant empirical paper.

Short notes/essay plans (20%):
At two points during the term students will complete short notes and essay plans on course topics (10% each).

Final Unseen Examination (50%):
This will be a 90 minute exam during which students will be required to write two essays. Students will be provided with five questions and required to choose two.

Reassessment:
None.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
This is an optional, introductory reading list consisting of reviews. I don't expect you to read all of it in advance of the lecture course so follow your interests. There will also be a separate reading list for each lecture which will be posted on Canvas prior to each lecture. The items on the list below all appear as essential, recommended or optional reading in one or several of the lecture reading lists. If you would like to see all of the lecture reading lists in advance please feel free to contact s.burnettheyes@bham.ac.uk.

Light "reading"

- Morgan, N. Blame my brain.
- TED-style talks:
    - Sarah-Jayne Blakemore: https://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain?language=en
    - BJ Casey and Jay Giedd: http://www.npr.org/2011/09/20/140637115/understanding-the-mysterious-teenage-brain
    - Larry Steinberg: http://bigthink.com/experts/laurencesteinberg

Core text

- Spear, L. P. (2010) The behavioural neuroscience of adolescence. Norton, N. J.

Other reading

- Paus, T., Keshavan, M. & Giedd, J (2008). Why do many psychiatric disorders emerge during adolescence? *Nature Reviews Neuroscience, 9*(12), 947-957.
- Choudhury, S. (2009) Culturing the adolescent brain: What can neuroscience learn from anthropology? *Social Cogn Affect Neurosci, 5*(2-3), 159-167.
- Crone, E. A., & Dahl, R. E. (2012). Understanding adolescence as a period of social–affective engagement and goal flexibility. *Nature Reviews Neuroscience*, *13*(9), 636-650.
- Casey BJ, Getz S, Galvan A. The adolescent brain. *Developmental Review 28*(1):62-77.
- Steinberg L (2008). A Social Neuroscience Perspective on Adolescent Risk-taking. *Developmental Review 28*(1):78-106.
- Casey, B.J. (2015). Beyond simple models of self-control to circuit-based accounts of adolescent behaviour. *Ann Rev Psychol, 66*, 295-319.
- Powers, A., Casey, B.J., 2015. The adolescent brain and the emergence and peak of psychopathology. *J. Infant. Child. Adolesc. Psychother. 14* (1), 3-15.
- Nelson, E. E., Leibenluft, E., McClure, E., & Pine, D. S. (2005). The social re-orientation of adolescence: a neuroscience perspective on the process and its relation to psychopathology. Psychological medicine, 35(02), 163-174.
- Poldrack R (2006). Can cognitive processes be inferred from neuroimaging data? *Trends Cogn Sci, 10(2),* 59-63

ANY OTHER INFORMATION:

Feedback:

Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on "tick" sheets).

Skills:

BANNER CODE:	MODULE TITLE:
03 26024	**ADULT NEUROPSYCHOLOGICAL SYNDROMES**
Teaching staff: Dr. Kareen Heinze	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	1	20	35

CO-REQUISITES: None.

DELIVERY:
11 x 2 hour lectures.
5 x 1 hour module clinics.
8 x 1 hour workshops.

MODULE DESCRIPTION/CONTENT:
This module will provide an introduction to the clinical presentation of neuropsychological syndromes in adults. Through discussion of specific neurological conditions, students will gain an understanding of cognitive disorders associated with abnormal brain structure and function. The module will provide an overview of structure-function relationships and evaluation of cognition.

Case studies will be used to illustrate key concepts and there will be an emphasis on neuroimaging and genetic features of common disorders.

Content will include:
- Historical Perspectives in neuropsychology.
- Introduction to neuropsychological assessment.
- Neuroimaging methods and neuroanatomy.
- Neuropsychology of acquired disorders (e.g. stroke, traumatic brain injury).
- Neuropsychology of neurodegenerative disorders (e.g. Alzheimer's disease, Fronto-temporal dementia).
- Neuropsychology of epilepsy.
- Recovery of function and cognitive rehabilitation.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:
1. Recognise the cognitive and behavioural features of common neurological disorders in adults, including acquired brain injuries and neurodegenerative disease, and differentiate between them.
2. Describe historical and modern methods of neuropsychological assessment.
3. Critically evaluate the role of neuroimaging and genetics in understanding neuropsychological syndromes.
4. Describe major neuropsychological disorders and their neural bases**.**
5. Critically evaluate current evidence about the neuropsychological consequences of neurological conditions.

METHOD OF ASSESSMENT:
This module will be assessed by coursework during the term. Both assignments are set at the start of term but due at different times.

A critical essay (60%) linked to the conditions assessed during the course provides students with an opportunity to integrate knowledge and present an in depth argument about an aspect of clinical neuropsychology.

A project proposal (40%) requires students to present a rationale for a brain imaging study that will advance knowledge of a specific disorder.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Heilman, K.M. & Valenstein, E (eds.) 2011 Clinical Neuropsychology (5th Edition), Oxford: OUP.

Ogden, J. (2005) Fractured Minds: A case study approach to Clinical Neuropsychology (2nd Edition) Oxford:OUP*

Useful text:
Goldstein, L.H., & McNeil, J.E. (eds.). 2012. Clinical Neuropsychology: A practical guide to assessment and management for clinicians, NJ: Wiley*

* Both of these texts are available online via the University Library Catalogue.

BOOKLIST:
Specific readings will be provided each week by the lecturer and links to relevant papers provided in lecture notes.

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the module WebCT page. Coursework is returned to students, and will be accompanied by individual feedback.

Skills:

Critical Thinking.	Report Writing.
Integration and Comparison.	Using Initiative.
Problem Solving.	Written Communication.
Gathering Information.	

BANNER CODE:	MODULE TITLE:
03 29100	**ANTISOCIAL AND VIOLENT BEHAVIOURS: A Multilevel Perspective**
Teaching staff: Dr. Stephane de Brito	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	2	20	36

CO-REQUISITES: None.

DELIVERY:
10 x 2 hour lectures.
5 x 2 hour seminars.
1 x 1 hour revision lecture (exam term).
5 x 1 hour module clinics.
Self-directed study.

MODULE DESCRIPTION/CONTENT:
This module will provide an in-depth understanding of environmental and neurobiological factors implicated in the development and maintenance of severe antisocial and violent behaviours throughout the lifespan. The course will focus on a number of psychiatric disorders in childhood (e.g. Conduct Disorder, Oppositional Defiant Disorder) and adulthood (e.g. Antisocial Personality Disorder, Psychopathy) associated with antisocial and violent behaviours. In discussing theoretical perspectives on different disorders, there will be an emphasis on the dynamic interplay between genetic, neurobiological, psychological, social, cognitive, emotional, and environmental influences (i.e. multiple levels of analysis). The role of a number environmental (e.g. childhood maltreatment, nutrition, smoking during pregnancy) and neurobiological factors (e.g. genes, brain functioning and lesions, autonomic nervous system) will be discussed and how their interactions can increase risk for antisocial and violent behaviours.

Lecture 1: Introduction to the course and key concepts.
Lecture 2: Evolutionary perspective.
Lecture 3: Genetics.
Lecture 4: Neuroimaging: Brain functioning and structures.
Lecture 5: Autonomic nervous system.
Lecture 6: Neuropsychology: Damaged brains.
Lecture 7: Environment 1 and early health influences.
Lecture 8: Environment 2 and mental health.
Lecture 9: When it all comes together: The biosocial perspective.
Lecture 10: Interventions and legal implications.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Understand and describe different psychiatric disorders associated with violent and antisocial behaviours.
2. Identify and critically discuss the influence of different environmental and neurobiological factors implicated in the development and maintenance of antisocial and violent behaviours.
3. Evaluate the strengths and limitations of the biosocial approach in general.
4. Discuss the implications of this evidence for research, clinical practice and the legal system.

METHOD OF ASSESSMENT:
Essay (50%): 1,500 words.
Examination (50%): 90 minutes (choice of two essays from 4 options).
Reassessment: None.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:

BOOKLIST:

ANY OTHER INFORMATION:
Feedback:

Skills:

BANNER CODE:	MODULE TITLE:
03 27290	**BRAIN DAMAGE AND AGING IN THE ATTENTIONAL SYSTEM**
Teaching staff: Dr. Carmel Mevorach	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	2	20	31

CO-REQUISITES: None.

DELIVERY:
10 x 2 hours Lectures.
3 x 2 hours Seminars.
5 x 1 hour Module clinics.
Self-directed study.

MODULE DESCRIPTION/CONTENT:
Normal behaviour relies on a robust top-down selective attention mechanism that can filter out vast amounts of goal-irrelevant information. Consequently, impairment in this selection mechanism may have profound impact on daily life. In this module we will discuss two different scenarios in which attention is impaired: 1) following brain damage to parietal brain regions and 2) in normal 'healthy' aging.

The module will review these scenarios while highlighting the behavioural impact on one hand and the neurological substrate on the other. As such the link between brain and behaviour (both in healthy and impaired populations) will be at the heart of the module. We will also evaluate current attempts at ameliorating impaired attention in both brain damaged patients and normal aging as well as potential future directions.

1. Selective attention – the ultimate filter.
2. Different attention mechanisms/functions (spatial-, feature-, object-attention and executive-attention control.
3. Neural mechanisms of selective attention.
4. The effect of parietal brain damage – Neglect and the hemisphere imbalance theory.
5. Rehabilitation attempts of neglect.
6. The effect of parietal brain damage – Ballint's syndrome.
7. The effects of aging on behaviour; reduced speed of processing vs. reduced inhibition?
8. Neural underpinning of the behavioural change in aging.
9. Cognitive training in aging.
10. Future directions for ameliorating attention impairment – can perceptual learning help?

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Describe different ways in which selective attention can operate and the impact impaired selection may have on daily life.
2. Recognise the evidence linking brain and behaviour in the context of Selective attention.
3. Appreciate the difficulty in assessing the effects of normal aging on brain and behaviour and describe the two main approaches to cognitive aging.
4. Evaluate current attempts at ameliorating attention impairment.
5. Critically assess an empirical study on the topic of attention impairment and/or Rehabilitation.
6. Demonstrate their knowledge and understanding of brain damage, normal aging of the brain, and remediation by synthesising a well-reasoned argument based on their own knowledge of the topic.

METHOD OF ASSESSMENT:
Assessments:
The module will put focus on critical evaluation of previous studies and as such will include one coursework assessment that emphasises critical thinking. The coursework will be supported by a seminar which will be dedicated to critical assessment of published papers in the field.

Coursework (50%):
Students will be required to write a review of a paper within the module topic including introduction and rationale, methods and results, and discussion.

Exam (50%):
A 90 minutes exam – students will be required to write 2 essays (out of a choice of 5).

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
The reading list can be found on Canvas.

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on "tick" sheets).

Skills:

BANNER CODE:	MODULE TITLE:
03 27870	**BRAIN IMAGING: A Toolbox for Understanding the Human Mind**
Teaching staff: Dr. Stephen Mayhew	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	1	20	31

CO-REQUISITES: None.

DELIVERY:
10 x 2 hour lectures.
2 x 2 hour seminar/discussion sessions.
BUIC visit to observe fMRI.
Revision lecture.
5 x 1 hour Module clinics.

MODULE DESCRIPTION/CONTENT:
In the last 20 years a dazzling array of neuroimaging techniques have emerged which have enabled scientists to revolutionise our understanding of how the functional and structural organisation of the human brain give rise to complex behaviour. This module will provide a comprehensive introduction into the key neuroimaging techniques and how they can be used to study human behaviour and brain function in both health and disease.

In particular, this course will provide an overview of the ability of functional magnetic resonance imaging (fMRI) to identify the areas of the brain responsible for specific functions such as our movements, our memory and decision making, our emotions and determining how our senses allow us to see, hear, taste and smell. We will also cover other applications of magnetic resonance imaging such as to measure: brain structure, neuronal organisation, brain size and the wiring of brain circuits that carry information between different regions; as well as how the brains array of neurotransmitters play different roles in signal transmission, and how abnormalities in these chemicals can lead to brain malfunction.

The course will also introduce how electroencephalography (EEG) and magneto encephalography (MEG) directly measure the signalling patterns of the brains activity and reveal the precise timing of information flow, as well as the advantages and disadvantages of these methods compared to fMRI.

Finally, we will discuss the use of electrical/magnetic brain stimulation techniques which are increasingly commonly used to probe brain function by either disrupting brain activity (TMS) or augmenting electrical signalling and observing the functional consequences (TDCS).

Students will gain an understanding of how these techniques can be used, what different neurophysiological signals they measure, the strengths and weaknesses of each technique and the state-of-the-art applications of these tools in cognitive neuroscience.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Critically evaluate the strengths and weaknesses of different brain imaging techniques, the differences between what they each measure and which methods are complementary with each other.
2. Demonstrate a systematic understanding of basis experimental paradigm design and how each technique can be used in research.
3. Demonstrate a systematic understanding of the neurophysiological signals that different techniques measure and the differences between electrical and haemodynamic measures of brain activity.
4. Demonstrate a critical awareness of the different applications of structural imaging and functional imaging and the research questions they are best positioned to answer.
5. Demonstrate a systematic understanding of the different applications of resting-state and task-based functional studies and the research questions they are best positioned to answer.
6. Demonstrate a systematic understanding of the different purposes and applications of brain stimulation compared to brain imaging and the research questions they are each best positioned to answer.
7. Develop discussion skills and ability to critically evaluate the most appropriate techniques to study given examples of specific psychological/neuroscientific research questions.

METHOD OF ASSESSMENT:
Essay (40%)
A 2,000 word critical essay on a topic related to one of the lectures

Summer Examination (60%):
2 hours. Part A: six compulsory short answer questions; Part B: one essay from a choice of three questions

Reassessment:
None.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
There are many good textbooks describing neuroimaging and its application to studying human cognition but due to the diverse nature of the different techniques there are very few that cover more than one. I have selected a few academic papers for each lecture that supplement the lecture material and provide some additional insight and information. These can all be found in the Canvas Folder. Below are my recommendations for the most accessible textbooks to provide suitable background information.

Handbook of Functional Neuroimaging of Cognition, Cabeza and Kingstone. 2nd Edition 2006.

Functional Magnetic Resonance Imaging, Scott Huettel. 2nd Edition, 2009.
Oxford Handbook of Transcranial Stimulation. Wassermann, Epstein, Ziemann, Walsh, Paus, Lisanby. 2008

Rhythms of the Brain, Gyorgy Buzsaki.2006.
Event related potentials, a methods handbook. T Handy.

Other useful books include:
Simultaneous EEG and FMRI: Recording, Analysis, and Application. Ullsperger and Debener. 2010, OUP USA.

Magnetoencephalography: From Signals to Dynamic Cortical Networks; Supek and Aine. 2014, Springer

Electroencephalography: Basic Principles, Clinical Applications, and Related Fields. Niedermeyer and Lopes da Silva. Lippincott Williams and Wilkins.

http://cognet.mit.edu/book/handbook-of-functional-neuroimaging-of-cognition

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on "tick" sheets).

Skills:

BANNER CODE:	MODULE TITLE:
03 14653	**CLINICAL PSYCHOLOGY OF SEVERE INTELLECTUAL DISABILITY**
Teaching staff: Professor Chris Oliver	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	2	20	26

CO-REQUISITES: None.

DELIVERY:
10 x 2 hour lectures.
10 x 1 hour directed reading.
1 x 1 hour exam review.
5 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:

1. Context – history, aetiology and phenomenology.
2. Delayed and different development.
3. Psychological intervention.
4. Gene-brain-behaviour relationships.
5. Aetiology of behaviour disorder.
6. Learning theory and the assessment of behaviour disorder.
7. Learning theory and interventions for behaviour disorder.
8. Controversial interventions.

KEY LEARNING OUTCOMES:

On completion of this module the student should be able to:

1. Define severe intellectual disability and describe the main cognitive, behavioural and developmental features.
2. Describe and critically evaluate the main psychological interventions that are employed to ameliorate severe intellectual disability.
3. Critically evaluate the concept of behavioural phenotype and describe the established cognitive and behavioural features associated with specific genetic syndromes.
4. Describe and apply the principles of learning theory to the aetiology, assessment and treatment of behaviour disorder.
5. Critically evaluate interventions for intellectual disability and behaviour disorder.
6. Demonstrate their knowledge and understanding of assessments and interventions for behaviour disorder in people with severe intellectual disability by synthesising assessment data and well-reasoned argument based on their own knowledge of the topic.

METHOD OF ASSESSMENT:

Coursework report (40%). The format is a clinical case report based on assessment information provided for a hypothetical clinical case.

Examination (60%). Two sections to the exam. Candidates are required to answer one question in essay format from each section with a choice of two or three questions in each section.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Lists of relevant journal articles and readings will be given for each lecture and for directed student study.

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback.

Skills:

Written Communication.

Team Work.

Critical Review of Research Articles.

Gathering Information.

Computing and IT.

Observational Data Capture, Analysis and Interpretation.

Report Writing.

BANNER CODE:	MODULE TITLE:
03 26025	**COMMUNITIES AND SOCIAL ACTION**
Teaching staff: Dr. Julie Christian	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	2	20	33

CO-REQUISITES: None.

DELIVERY:
10 x 2 hour lectures.
7 x 1 seminars.
5 x 1 hour module clinics.
1 x 1 hour revision session.

MODULE DESCRIPTION/CONTENT:
This course examines how individuals relate to communities and wider societies. We will be employing theories from within psychology – including from social and environmental psychology - to understand problems, and specifically perception, motivations and behaviours of individuals within social contexts. Finally, we will explore links between social issues, sense of community and action research.

Topics will include:
1. Community Psychology.
2. Social Identification.
3. Social Issues.
4. Social Participation and Empowerment.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:
1. Describe and evaluate models and topical issues impacting community psychology.
2. Be able to apply concepts, demonstrating an ecological understand of social behaviours, both for individual and the intergroup context of behaviour, and evaluate change in behaviour using theories.
3. Be able to discuss concepts and the process of action research.
4. Develop team working and critical thinking skills.
5. Be able to apply one's own knowledge, in conjunction with theories learned during the teaching sessions, to the deeper analysis of social issues.

METHOD OF ASSESSMENT:
Coursework Essay (50%)
Examination (50%).

Coursework: Students will be asked to select one of two essay titles and compose a 1,500 word essay.

Examination: The summer examination paper will consist of 5 essay questions, of which students will be asked to select and answer 2 questions.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Core Textbook: Levine, M, Perkins, D.D., & Perkins, D.V. (2005; 3rd edition). Principles of Community Psychology: Perspectives and Applications. Oxford: Oxford University Press.

BOOKLIST:
Journal papers will be used, but they will be linked to seminar session discussions.

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the School's Web pages and will be accompanied by individual feedback sessions.

Skills:

Critical Thinking.	Information Gathering.
Organisation and Planning.	Ability to Use and Interpret Research.

BANNER CODE:	MODULE TITLE:
03 23199	**DEVLOPMENT AND DISORDERS OF LANGUAGE IN CHILDREN**
Teaching staff: Dr. Andrea Krott	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	2	20	25

CO-REQUISITES: None.

DELIVERY:

Lectures:	2 x 2 hours. 8 x 1 hour.
Seminars:	8 x 1 hour.
Module clinics:	5 x 1 hour.

MODULE DESCRIPTION/CONTENT:
This module will focus on contemporary theories and research on language development, including atypical language development. We will discuss research and evidence for all areas of language development, from preverval communication to pragmatics.

Research will entail more traditional methodologies (pointing tasks) as well as modern technologies (EEG). The module will focus on both cognitive and social aspects of language development. It will not concern the diagnosis or treatment of language disorders.

Lecture overview:
- Lecture 1: linguistic background; milestones of language development; biological basis of language (e.g. FOXP2 gene, language in chimpanzees and bonobos).
- Lecture 2: Prelinguistic communication (Child Directed Speech, joint attention).
- Lecture 3: Phonological development (infant speech perception, vocalisation/babbling).
- Lecture 4: Early word recognition and early word productions.
- Lecture 5: Acquisition of word meaning, meaning constraints, noun versus verb Learning.
- Lecture 6: Language morphology (common research methods, types of morphologically complex words, dual route versus single route accounts).
- Lecture 7: Syntax.
- Lecture 8: Communicative competence and autism.
- Lecture 9: Deaf and blind children and Down Syndrome.
- Lecture 10: SLI and Williams Syndrome.
- Lecture 11: Exam preparation.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Summarise, compare and critically evaluate research articles in the area of child language acquisition, both in terms of methodological and theoretical issues of the research.
2. Describe research methodologies used in the area of language acquisition and explain how they could be used to answer particular research questions.
3. Describe, compare, and evaluate current theories and hypotheses of child language development.
4. Describe and critically evaluate research evidence in the area of language acquisition.

METHOD OF ASSESSMENT:
Essay (40%, presentation and critical evaluation of 2-3 research articles on typical or atypical language development in children).

Examination (60%, 7-8 short answers)

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Berko Gleason, J., & Bernstein Ratner, N. (2009). *The Development of Language*. Allyn & Bacon. 7th edition. ISBN-10: 0205663869; ISBN-13: 978-0205663866. A different edition of the book is fine as well.

BOOKLIST:
A full reading list will be available at the beginning of the module. The list will comprise about 20 research articles.

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the module's webpage. Where coursework is returned to students, it will be accompanied by individual feedback.

Skills:

Written and Oral Communication.	Analysis and Interpretation.
Teamwork.	Gathering Information.
Critical Review of Research Articles.	Information Integration.

BANNER CODE:	MODULE TITLE:
03 27291	**EARLY INTERVENTION: Can we improve atypical and neurodevelopmental outcomes?**
Teaching Staff: Dr. Caroline Richards	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	1	20	31

CO-REQUISITES: None.

DELIVERY:
11 x 2 hour lectures.
2 x 2 hour workshops.
5 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
Early intervention in psychiatry has become the major focus of clinicians in the past two decades, particularly around psychotic disorders such as schizophrenia and neurodevelopmental disorders such as autism. This has resulted in the development of specialist early intervention services and programs aimed at finding people at very high risk for poor outcomes and delivering interventions to ameliorate these.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Describe and discuss definitions of risk for psychotic disorders and autism spectrum disorders.
2. Critically evaluate evidence for specific risk factors and interventions.
3. Demonstrate an understanding of the ethical issues surrounding early identification and intervention in psychiatry.
4. Understand the short-comings of current models and the pathways for future research.
5. Demonstrate an ability to critique research papers and present the findings.
6. Demonstrate their knowledge and understanding of early intervention by synthesising a well-reasoned argument based on their knowledge of the topic.

METHOD OF ASSESSMENT:
Critical Analysis of a Research Paper (50%)

Students will be provided with a choice of recent research papers in the early intervention field and will be required to undertake a critical review of one of them. They will be asked to detail the strengths and weaknesses of the paper and how it fits into the rest of the literature in a 2,000 word report. Students will be provided with detailed guidance in how to conduct such a critical analysis.

Final Unseen Examination (50%)

Assessments:
Examination [50% weighting; 90 minutes]: 2 x essay questions

Coursework – [50% weighting; critical analysis of a research paper] 2,000 word report

Reassessment: None

KEY TEXTS:

BOOKLIST:
A full reading list will be available at the beginning of the module.

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on "tick" sheets).

Skills:

BANNER CODE:	MODULE TITLE:
03 21142	**HIGHER COGNITIVE FUNCTIONS In Children, Adults and Non-Human Animals**
Teaching staff: Dr. Sarah Beck	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	2	20	39

CO-REQUISITES: None.

DELIVERY:
10 x 2 hour lectures.
6 x 1 hour workshop/discussion groups.
1 x 1 hour coursework seminar.
1 x 1 hour revision session.
Self-directed study.
Optional zoo trip (4.5 hours plus 1.5 hours travelling).
5 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
We will examine studies examining three topics (time, causality and theory of mind) in three different participant groups (children, adults, and non-human animals).

Our aim will be an integration of evidence across these groups to address what it is to understand these topics.

1. Introduction.
2. Development of thinking about time.
3. Non-human animals' understanding of time.
4. Heuristics and biases in human adults' thinking about time.
5. Children's thinking about causality.
6. Folk physics in non-human animals.
7. Adults' thinking and reasoning about causes.
8. Development of theory of mind.
9. Theory of mind in non-human animals.
10. Theory of mind in human adults.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Describe empirical evidence about the nature of higher cognitive functions (time, causality, theory of mind) in children, adults and non-human animals.
2. Critically evaluate the methods used with different participant groups.
3. For each topic evaluate the developmental and evolutionary relationships suggested by the evidence.
4. Integrate evidence from children, adults and non-human animals to evaluate what it means to 'understand' time, causality and theory of mind.
5. Demonstrate a breadth of knowledge concerning cognitive function in humans and other animals.
6. Demonstrate their knowledge and understanding of cognitive function by synthesising a well-reasoned argument based on their own knowledge of the topic.

METHOD OF ASSESSMENT:
Research Proposal (40%): adaptation of a study to a new participant group.
Examination (60%): Unseen exam with short answer questions (breadth of knowledge) and an essay (depth of knowledge: choose 1 from 4).

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Illustrative Reading:
Atance, C. M.; Meltzoff, A. N. (2006). Preschoolers' current desires warp their choices for the future. *Psychological Science*, *17* (7), 583-587.

Apperly, I. A., Simpson, A., Riggs, K.J., Samson, D., & Chiavarino, C. (2006). Is belief reasoning automatic? *Psychological Science*, *17*(10), 841-844.

Limongelli, L., Boysen, S.T., & Visalberghi, E. (1995). Comprehension of cause-effect relations in a tool using task by chimpanzees (Pan troglodytes). *Journal of Comparative Psychology, 109* (1), 18-26.

Full reading list available at the beginning of the module.

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the module webpage. Coursework is returned to students, and will be accompanied by individual feedback.

Skills:
Critical Thinking.
Integration and Comparison.
Problem Solving.
Gathering Information.
Report Writing.
Using Initiative.
Written Communication.

BANNER CODE:	MODULE TITLE:
03 21141	**PARENTAL COGNITION, Psychopathology and Behaviour**
Teaching staff: Dr. Catherine Darnell	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	1	20	40

CO-REQUISITES: None.

DELIVERY:
10 x 2 hour lectures.
5 x 1 hour coursework seminars (weeks 3-7).
10 x 1 hour directed reading.
5 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
This option will cover current cognitive and affective theories of parenting and examine the links between parenting practice and child outcome. We will examine and evaluate cognitive and affective predictors of parenting practice including attachment, mind-mindedness, parental styles, and parental beliefs and values.

We will locate these predictors within broader models of parenting such as ecological and systems models, and examine some cultural variations in models and practices. We will examine intergenerational transmission of parenting practice, including the intergenerational transmission of attachment. We will then examine the effects of parental psychopathology on parenting cognition, emotion and behaviour, and will assess the effects of a range of parental psychopathologies on child social, emotional and cognitive outcome.

Lecture Topics:
1. Theories of parenting: ecological and cognitive models, cultural variations.
2. Parenting styles and their outcomes: 'good enough' parenting, domain specificity.
3. Attachment and its developmental outcomes.
4. Cognitive approaches to parenting practices.
5. Intergenerational transmission of parenting behaviours and attachment.
6. Mental Health problems in parents, their impact on parenting cognition and behaviour, and their effects on child cognition/emotion/social behaviour.
7. Postnatal depression and depressed parents.
8. Anxiety Disorders.
9. Eating Disorders.
10. Psychosis.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Give a critical account of theories of parenting including Bronfenbrenner's systems theory, Belsky's ecological approach, and cognitive theories of parenting.
2. Describe Baumrind's divisions of parenting styles and their associated developmental outcomes.
3. Demonstrate an awareness of cultural variation in parenting beliefs and practices.
4. Describe the interaction of parental cognition and emotion in the determination of parenting behaviour, including the role of attachment, mindmindedness, and parental beliefs.
5. Describe intergenerational relationships in parenting style and attachment and discuss the potential mechanisms of intergenerational transmission of parenting behaviours.
6. Give credible accounts of the 'transmission gap' in attachment.
7. Give a critical account of the effects of parental psychopathology on parenting cognition, emotion and behaviour, and in turn their effects on children's social, emotional and cognitive development.
8. Synthesise a well-reasoned, in depth, argument on one chosen aspect of parenting and/or mental health.
9. Demonstrate their breadth and depth of knowledge and understanding of the parenting and mental health literature by synthesising well-reasoned arguments based on their knowledge of the topic.

METHOD OF ASSESSMENT:
Essay, chosen from a choice of 6 titles (2,000 words) (50%)
Unseen Examination (2 hours, essay based: 2 essays out of choice of 4) (50%)

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Hoghughi, M. & Long, N. (Eds.). (2004). *Handbook of Parenting: Theory & Research for Practice*. London: Sage. Luster, T. & Okagaki, O. (Eds.). (2005). *Parenting: An Ecological Perspective*. (2nd Edition). New Jersey: Lawrence Erlbaum Associates. Gopfert, M., Webster, J., & Seeman, M.V. (Eds.) (2004). *Parental Psychiatric Disorder. Distressed parents and their families*. Cambridge: Cambridge University Press.

Example journal articles that also form part of the expected reading for the course:
Belsky, J. (1984).The determinants of parenting: a process model. *Child Development, 55,* 83-96.

Brockington, I. (2004). Postpartum Psychiatric Disorders. The Lancet, 363, 303-310.
Field, T; Diego, M; Hernandez-Reif, M (2009). Depressed mothers' infants are less responsive to faces and voices. *Infant Behaviour & Development 32*:239-244.
Wilson, S. & Durbin, E. (2010). Effects of paternal depression on fathers' parenting behaviours: a meta-analytic review. *Clinical Psychology Review*, 30, 167-180.

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the course WebCT pages. Coursework will be returned to students, accompanied by individual feedback.

Skills:

Written Communication.
Organisation and Planning.
Problem Solving.
Computing and IT.
Gathering Information.
Critical Thinking.
Using Initiative.

BANNER CODE:	MODULE TITLE:
03 27871	**REHABILITATING THE BRAIN**
Teaching staff: Dr. Paul Pope	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	2	20	31

CO-REQUISITES: None.

DELIVERY:
10 x 2 hour lectures.
2 x 2 hour seminars.
1 x 2 hour presentation workshops.
5 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
This module will provide an in-depth understanding of motor control and how this is impaired in patients suffering from motor disorders such as Stroke and Parkinson's disease. The principles of motor rehabilitation will be explored, as well the challenges facing successful rehabilitation. The students will be introduced to a range of potential interventions such as motor learning, robot-assisted therapy, brain stimulation, motivation, pharmacology and stem cells. These rehabilitation interventions will be mainly discussed in the context of childhood and adult brain lesions (Stroke), Parkinson's disease and in patients who have suffered paralysis following an injury.

Lecture 1: Principles of motor control.
Lecture 2: Motor disorders.
Lecture 3: Current principles of motor rehabilitation.
Lecture 4: Motor learning and robot-assisted therapy.
Lecture 5: Brain machine interfaces and prosthetics.
Lecture 6: Brain stimulation.
Lecture 7: Motivation.
Lecture 8: Dopamine and deep brain stimulation.
Lecture 9: Stem cells and the future.
Lecture 10: Recap of module.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:
1. Demonstrate a systemic understanding of the principles of motor control and how these are affected by a range of motor disorders.
2. Demonstrate a systemic understanding of the principles and practises which govern motor rehabilitation across a range of disorders.
3. Critically evaluate the theoretical and research based knowledge relating to the efficacy of a range of rehabilitation interventions.
4. Develop the ability to present an idea in a concise, business-like manner.

METHOD OF ASSESSMENT:
Grant proposal (30%):
1 page grant proposal relating to the advancement of motor rehabilitation.

Presentation (20%):
10 minute presentation of the grant proposal idea (max 3 presentation slides).

Summer Examination (50%):
2 hours – 2 essays from 5 questions

Reassessment:
None.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Research papers will be posted on Canvas prior to the lectures.

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on "tick" sheets).

Skills:

BANNER CODE:	MODULE TITLE:
03 24687	**SLEEP**
Teaching staff: Dr. Andrew Bagshaw	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	2	20	33

CO-REQUISITES: None.

DELIVERY:
10 x 2 hour lectures.
1 x 2 hour exam review.
3 x 2 hour seminars.
5 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
This module will be a comprehensive introduction to normal and pathological sleep, covering the topic from biological, neurological, psychological and psychiatric perspectives. The students will be introduced to the common methods for the classification of sleep, as well as the neurophysiological basis of the brain phenomena used for this classification. The evolutionary purpose of sleep, and sleep patterns in non-human animals, will be discussed, as will the different cognitive processes which have been linked with specific sleep stages, such as memory consolidation and motor learning. The operation of and interactions between different brain regions during different sleep stages, as well as the research techniques that can shed light on these processes, will be covered. The various types of sleep disorder will be introduced, along with their consequences on psychological and psychiatric function, their prevalence in the population, and methods of treatment. The link between poor sleep patterns and physical (diabetes, obesity) and mental (depression, anxiety) health problems will be addressed.

The association of sleep with the clinical manifestation of other neurological and psychiatric issues such as epilepsy will be covered, as will potential diagnostic confounds of sleep disorders. The use of sleep as a window into brain function, including what sleep can say about the neurological basis of consciousness, will be discussed. Module content will be covered though lectures and discussion sessions.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Demonstrate a systematic understanding of the stages of sleep and their significance, as well as the techniques that are used for sleep classification.
2. Demonstrate a systematic understanding of sleep disorders, the link between sleep and other physical, neurological and psychiatric disorders, and the link between sleep and normal brain function.
3. Demonstrate a critical awareness of current problems and new insights in the study of sleep.
4. Critically evaluate the theoretical and research based knowledge relating to both past and current understanding of sleep.
5. Develop discussion and critical evaluation skills.
6. Demonstrate a breadth of knowledge on the topic of sleep.

7. Demonstrate the ability to use their understanding of sleep to synthesise a well-reasoned and coherent argument based on a detailed knowledge of the topic.

METHOD OF ASSESSMENT:
Essay: A 2,000 word critical essay on a topic related to one of the lectures (40%)

Examination (60%): Part A: six compulsory short answer questions, Part B: one essay from a choice of four.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Core textbook: Kryger, Principles and Practice of Sleep Medicine (5th edition). Should not be bought as it is very expensive but is available in the library and online through Findit@bham. Chapters will be referred to each week. An accessible introduction to the topic is Sleep: a very short introduction by Lockley and Foster.

Reading will be empirical papers and book chapters selected by the module leader in relation to the topic being covered in each lecture.

Examples include:
Cirelli C, & Tononi, G. (2008). Is sleep essential? *PLoS Biol 6*(8): e216.

Dang-Vu, T. T, *et al* (2008). Spontaneous neural activity during human slow wave sleep. *Proc Natl Acad Sci USA 105*(39): 15160–15165

Dikeos, D. & Georgantopoulos, G. (2011). Medical comorbidity of sleep disorders. *Curr Opin Psychiatry 24*: 346–354

Hobson, J. A. & Pace-Schott, E. F. (2002). The cognitive neuroscience of sleep: neuronal systems, consciousness and learning. *Nat Rev Neurosci 3*: 679-693
Mignot, E. (2008). Why we sleep: the temporal organization of recovery. *PLoS Biol 6*(4): e106

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the module Canvas page. Where coursework is returned to students, it will be accompanied by individual feedback.

Skills:
Critical Thinking.
Organisation and Planning.
Information Gathering.
Research design.
Essay Writing/written Communication.

BANNER CODE:	MODULE TITLE:
03 30005	**SOCIAL LEARNING – Psychological and Neural Mechanisms**
Teaching staff: Dr. Jennifer Cook	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	1	20	34

CO-REQUISITES: None.

DELIVERY:
10 x 2 hour lectures.
Revision Lecture (exam term) 1 x 1 hour.
Seminars: 5 x 2 hours.
3 x 1 hour module clinics.
Self-directed study.

MODULE DESCRIPTION/CONTENT:
Due to its key role in 'cultural evolution' – our, arguably uniquely human, capacity to learn from others the accumulated wisdom of previous generations – social learning has been suggested to hold a key to understanding the peculiarities of human life. However, social learning research has typically been confined to the academic fields of ecology and economics, only recently has this become the focus of psychological enquiry.

This module will provide an in-depth understanding of cutting-edge developments concerning the psychological and neural mechanisms that underpin social learning. Throughout the 10 lectures we will critically evaluate whether social learning mechanisms are uniquely social, or whether social learning 'piggybacks' on domain-general mechanisms. We will also explore what happens when social learning goes awry.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:
1. Understand and describe the different psychological and neural mechanisms that underpin social learning.
2. Critically discuss 'what is social about social learning'.
3. Discuss ways in which social learning may be atypical in various clinical conditions.

METHOD OF ASSESSMENT:
Essay (1500 words) 50%

Exam (90 mins) choice of two essays from 4 options (50%)

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Reading list will be sent to Library Services.

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback.

Skills:

Written Communication.

Team Work.

Critical Review of Research Articles.

Gathering Information.

Computing and IT.

Observational Data Capture, Analysis and Interpretation.

Report Writing.

BANNER CODE:	MODULE TITLE:
03 27872	**THE MIND DETECTIVE: Understanding how the Mind Works by Looking at What Happens when it is Damaged**
Teaching staff: Dr. Andrew Olson	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	2	20	30

CO-REQUISITES: None.

DELIVERY:
10 x 1.5 hour lectures.
10 x 1 hour seminars.
5 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
This module is dedicated to what we know about how the mind works by looking at how it breaks down in patients with brain damage due to stroke, head-injury or neurodegenerative disease. Students will understand the logic and practice of neuropsychological assessment, look at detailed case studies from current topics in understanding the mind based on its breakdown and examine the intersection between neuropsychological research and clinical practice.

Lecture 1:	The detective's rule book – Principles of neuropsychological assessment and approaches from different schools.
Lecture 2:	The case of visible language – Sign language, chimps and brain injury. Is language the same no matter how it is produced?
Lecture 3:	The case of the mirror woman and the missing maps. How do we know where things are in space?
Lecture 4:	The case of the missing consciousness. Is consciousness an ability or an emergent property? What do disorders of consciousness tell us?
Lecture 5:	By their actions you will know them. Is cognition action? – the case of speech and articulation.
Lecture 6:	From research to the clinic – The secret history of IQ, clinical assessment and the modular mind.
Lecture 7:	From research to the clinic – Assessment, rehabilitation and rehabilitation research. Does knowing the problem provide the solution? How do you know if your rehabilitation is working?
Lecture 8:	From research to the clinic – The not gold standard. The logic of clinical trials, personalised medicine and neuropsychology.
Lecture 9:	From research to the clinic – Frankenstein's toolkit. New tools for manipulating the mind. Can they help fix it?
Lecture 10:	The case of the missing mind detective. The new empire of the brain or who needs the mind?

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Understand the logic and practice of neuropsychological research from several perspectives.
2. Apply this understanding to specific cases of neuropsychological data and critically evaluate the conclusions that these cases allow.
3. Participate productively in small group discussions of important points of debate in the field.
4. Understand critical issues that determine how neuropsychological research and clinical practice influence each other and critically evaluate claims from research about practice or claims from practice about the relevance of research.

METHOD OF ASSESSMENT:
Critical essay (2,000 words) (50%)

Summer examination (50%):

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:

BOOKLIST:
A full reading list will be available at beginning of Module.

ANY OTHER INFORMATION:
Feedback:

Skills:

BANNER CODE:	MODULE TITLE:
03 27867	**THE NEUROBIOLOGY OF MENTAL ILLNESS**

Teaching staff: Dr. Ali Mazaheri

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	1	20	29

CO-REQUISITES: None,

DELIVERY: 10 x 2 hour lectures.
2 x 2 seminars (preparation for assessments).
5 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
Psychiatric disorders are understood to occur as a result of a specific pathology in the brain. Yet ultimately, the diagnosis is made primarily through diagnostic interviews.

There is currently no single objective biological marker for any psychiatric disorder. Cognitive control refers to processes that allow us to flexibly adapt our behaviour according to our internal goals and external environmental demand. Such processes afford us the capacity to control our thoughts, feelings, and actions. The failure cognitive control processes in the brain widely believed to underlie many psychiatric disorders.

The aim of this module is to discuss the breakdown of cognitive control in different psychiatric disorders such as OCD, ADHD, schizophrenia and addiction. We will also discuss how different types of treatment such as neuropharmacology and deep-brain stimulation are hypothesised to benefit psychiatric patients through restoring control.

Lecture 1: Freud, neuroscience, and modern day mental illness.
Lecture 2: The neurobiology of cognitive control (operationalizing it and imaging it).
Lecture 3: OCD.
Lecture 4: ADHD.
Lecture 5: Schizophrenia.
Lecture 6: Models of Addiction.
Lecture 7: Open lecture discussing and appraising recent ground breaking findings.
Lecture 8: Psychopathy.
Lecture 9: Psychosurgery.
Lecture 10: Pharmacological manipulation of cognition/ethical issues.
Lecture 11: Recap of module.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:

1. Demonstrate a systematic understanding of cognitive control and how it is believed to be mediated throughout the brain.
2. Demonstrate a systematic understanding how cognitive control is aberrant in the discussed psychiatric disorders.
3. Critically evaluate the research based knowledge relating to the efficacy of neuropharmacology and deep brain stimulation, as well as the historical account of psychosurgery.

METHOD OF ASSESSMENT:
Grant Proposal (50%)
2,000 word grant proposal relating to the development of biomarkers or experimental treatment for a psychiatric illness.

Summer Examination (50%):
2 hours. 1 essay from 5 questions. 4 short answer questions

Reassessment:
None.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:

BOOKLIST:
Full reading list available at beginning of module.

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on "tick" sheets).

Skills:

BANNER CODE:	MODULE TITLE:
03 24692	**UNDERSTANDING EMOTIONS: A Neuro-Cognitive Perspective**
Module Leader: Dr. Pia Rotshtein	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	1	20	34

CO-REQUISITES: None.

DELIVERY: 11 x 2 hour lectures.
6 x 2 hour seminars (including 4 for the student presentations).

MODULE DESCRIPTION/CONTENT:
The module will explore the main debates in the neuro-cognitive research of emotions, it will focus on evidence from a variety of research methods including behavioural, neuroimaging and neuropsychological studies.

1. Are bodily responses the core or the consequence of emotions, the role of the insula.
2. The relation between emotion and cognition, the role of amygdala.
3. How many emotions do we have?
4. Are emotions universal or culture specific?
5. How do we know what another feels?
6. The interaction between amygdale.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:
1. Demonstrate a systemic understanding of neuro-cognitive models of emotion.
2. Demonstrate a critical awareness of current problems and debates in the emotions research.
3. Critically evaluate the theoretical and research based knowledge relating to both past and current understanding of emotions.
4. Apply theoretical knowledge to design a research study.
5. Develop group work, presentation and critical evaluation skills.
6. Demonstrate the ability to write a research proposal.

METHOD OF ASSESSMENT:
Student-led Seminar (25%)
Research Design & Grant Proposal Coursework (2,000 words) (50%)
Peer-review of Grant Proposals (1,000 words) (25%)

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:

READING LIST:
Readings will be empirical papers and book chapters selected by the instructor. More can be found on Canvas. Example readings include:

Critchley, H.D. (2005). Neural mechanisms of autonomic, affective, and cognitive integration. *J. Comp Neurol. 493,* 154-166.

Critchley, H.D., Wiens, S., Rotshtein, P., Ohman, A., and Dolan, R.J. (2004). Neural systems supporting interoceptive awareness. *Nat. Neurosci. 7,* 189-195.

Dolan, R.J. (2002). Emotion, cognition, and behaviour. *Science 298,* 1191-1194.

Dolan, R.J., and Vuilleumier, P. (2003). Amygdala automaticity in emotional processing. *Ann. N. Y. Acad. Sci. 985,* 348-355.

Ohman, A. (2005). The role of the amygdala in human fear: automatic detection of threat. *30,* 953-958.

Pessoa, L. (2005). To what extent are emotional visual stimuli processed without attention and awareness? *Curr. Opin. Neurobiol. 15,* 188-196.

Vuilleumier, P. (2005). How brains beware: neural mechanisms of emotional attention. *Trends Cogn Sci. 9,* 585-594.

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the module WebCT page. Where coursework is returned to students, it will be accompanied by individual feedback. Formative feedback will be provided on optional work submitted for tutorials (which will support the research design coursework).

Skills:

Critical Thinking.
Organisation & Planning.
Information Gathering.
Presentation.
Team Work.
Research Design.
Report Writing / Written Communication.

BANNER CODE:	MODULE TITLE:
03 24689	**VISUAL COGNITIVE NEUROSCIENCE & ART**

Module Leader: Prof. Jane Raymond

LEVEL:	SEMESTER:	CREDIT VALUE:	CONTACT HRS:
3	1	20	33

CO-REQUISITES: None.

DELIVERY:
10 x 2 hour lectures.
4 x 2 hour tutorials / seminars.
5 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:

1. The module approaches the complex problem of how people respond to visual art (ranging from "fine" art to commercial graphics), from a cognitive neuroscientific perspective.

2. Using a diverse set of example artworks, the module explores how contemporary theory, methods and knowledge from the cognitive neuroscience of perception, attention, memory, emotion and social cognition can inform our understanding of how art "works". In so doing, students develop understanding of current psychological theory, develop insight into the application of neuroscientific methods to complex problems, and have an opportunity to integrate their knowledge across diverse areas within psychology.

3. Topics to be discussed include low level vision science, art theory, the neuroscientific study of aesthetics, the psychology of affective evaluation, the role of motivation and reward in visual processes, and individual differences.

4. Module content will be covered though lectures and seminars. Self-directed study will involve reading books, articles and other texts as well as visiting virtual or actual art galleries.

KEY LEARNING OUTCOMES:

On completion of this module the student should be able to:

1. Discuss human responses to a wide range of visual art and graphics from a cognitive neuroscientific perspective.

2. Demonstrate a critical awareness of current psychological and neuroscientific theory and methods in visual cognition (including perception, attention, visual memory, motivation, and social and emotional evaluation).

3. Link knowledge and theory from at least two different areas of psychology to discuss visual processes that could result from viewing artwork, either "fine" art or commercial graphics.

4. Appreciate and compare various perspectives on aesthetics and object evaluation.

5. Develop critical thinking skills.

METHOD OF ASSESSMENT:
Literature Review (50% in total)

Students will be required to select a topic and write a 2,500 word critical review of the relevant psychological literature on a topic of their choice.

Group Presentation & Essay (50% in total)
"Considering Art in a Psychological Science Context".

Students will work in teams of 6-7 (depending on class size). As a team they will select a current visual art exhibition (in Birmingham or elsewhere), organise a group visit to the exhibition, and then develop a group presentation (worth 10%) plus individual essay (40%; 1,000 words) that places selected works from the exhibition within the context of a psychological science theme (e.g., emotion expression, perception of colour or contrast, mental health, memory, etc.) of their choosing.

The group will present a psychological science perspective of the overall exhibit (10-12 min power point presentation); individual essays will reflect individual students' unique views on a subset of works from the same exhibit.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:

READING LIST:
Readings will be books, empirical papers and book chapters selected by the instructor. Examples include:

Freeland, C. (2001). *But is it Art?* Oxford: Oxford University Press. ISBN 0-19-285367-8

Reber, R., Schwarz, N. & Winkielman, P. (2004). Processing fluency and aesthetic pleasure: Is beauty in the perceiver's processing experience? *Personality and Social Psychology Review, 8*, 364-382.

Hollingworth, A. (2006). Visual memory for natural scenes: Evidence from change detection and visual search. *Visual Cognition, 14,* 781-807.

Raymond, J. E. (2009). Interactions of attention, emotion, and motivation. In *Attention* (Ed) N. Srinivasan, Progress in Brain Research Series. Amsterdam: Elsevier, pp. 293-308.

ANY OTHER INFORMATION:
Feedback:
Where coursework is returned to students, it will be accompanied by individual feedback.

Skills:
Critical Thinking. Writing / Written Communication.
Information Gathering.

BANNER CODE:	MODULE TITLE:
03 24688	**WHY WE EAT WHAT WE EAT: A Psychological Perspective on Appetite**
Module Leader: Prof. Suzanne Higgs	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	2	20	33

CO-REQUISITES: None.

DELIVERY:
7 x 2 hour lectures.
7 x 2 hour seminars.
5 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
The course explores issues in our relationship with food. The focus will be on the psychology of appetite control and food preferences. Discussion of flavour perception and hedonics will lead to evaluation of concepts such as food craving and addiction. Examination of non-nutritive effects of foods (including nutraceuticals) links food to mood and cognition. Finally, we explore the rise of obesity and disordered eating from a psychological perspective.

Topics covered:
1. Models of appetite control.
2. Models of food preferences.
3. Food cravings and food addiction.
4. Effects of food on mood and cognition.
5. Understanding obesity.
6. Understanding disordered eating.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:
1. Demonstrate their knowledge and understanding of the factors affecting eating behaviour by synthesising arguments based on their own knowledge of the topic.
2. Demonstrate a breadth of knowledge on the topic of eating behaviour.
3. Be able to evaluate and discuss the application of findings from research in the presence of others using standard oral reporting conventions.
4. Synthesise well-reasoned, in depth, arguments on a topical issue in the psychology of appetite based on the academic literature.
5. Understand recent developments in controls of appetite and their relevance to obesity and disordered eating.
6. Be able to apply concepts from drug addiction to understanding our relationship with food.
7. Be able to discuss and evaluate non-nutritive effects of food on mood and cognition.
8. Develop group work and critical evaluation skills.

METHOD OF ASSESSMENT:
Examination (50%)
Coursework (50%)

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

READING LIST:
Readings will be books, empirical papers and book chapters selected by the instructor.

ANY OTHER INFORMATION:
Feedback:
Where coursework is returned to students, it will be accompanied by individual feedback.

Skills:
Critical Thinking. Information Gathering.
Writing / Written Communication.

BANNER CODE:	MODULE TITLE:
03 27292	**WHY WE REMEMBER, AND WHY WE FORGET**
Module Leader: Dr. Paul Pope	

LEVEL:	**SEMESTER:**	**CREDIT VALUE:**	**CONTACT HRS:**
3	1	20	33

CO-REQUISITES: None.

DELIVERY:
11 x 2 hour lectures.
3 x 2 hour workshops.
Self-directed study.
5 x 1 hour module clinics.

MODULE DESCRIPTION/CONTENT:
Our memories make us who we are. Episodic memory allows humans to mentally time travel, i.e. to re-live past events and anticipate future events. This course will give students an in-depth understanding of the central concepts, neurocognitive theories, and current research in episodic memory and its applications. The module will first give an overview of cognitive memory theory and the experimental approaches used to study remembering and forgetting. Later lectures will discuss the neural mechanisms underlying episodic memory, including state-of-the-art imaging and electrophysiological studies in healthy humans and non-human animals. Applied topics include memory and the ageing brain, memory disorders, the science behind superior memory, and eyewitness testimony. In the practical classes, students will gain hands-on experience in running a memory experiment.

The sessions in this module will cover a range of issues, including:
1. What is episodic memory?
2. Why do we forget? Incidental and voluntary forgetting.
3. How the brain encodes information into memory.
4. How the brain retrieves information from memory.
5. Sleep and the neural mechanisms of memory consolidation.
6. Memory loss and amnesia.
7. Memory, ageing and dementia.
8. Eyewitness testimony: from laboratory to courtroom.
9. Superior memory performers and strategies to improve memory.

KEY LEARNING OUTCOMES:
On completion of this module the student should be able to:
1. Understand and evaluate the major neurocognitive concepts in episodic memory and the experimental approaches used to investigate memory.
2. Integrate evidence from brain imaging and electrophysiological studies investigating memory in humans and non-human animals.
3. Describe the factors that enhance remembering, and those that lead to forgetting.
4. Understand and describe the various causes of memory loss and memory distortion.
5. Demonstrate a critical awareness of the current topics and problems in memory research.
6. Demonstrate a breadth of knowledge on the topic of human memory.

METHOD OF ASSESSMENT:
Coursework (30%): written research report.
Examination (70%): 7 out of 10 short-answer questions.

Please note that the format of papers in the supplementary examinations may differ from the equivalent main examination paper or class test. Re-sit and deferral students should check the details of the assessment format of supplementary examinations with the Module Leader.

KEY TEXTS:
Baddeley A, Eysenck MW, Anderson MC (2015). Memory. New York: Psychology Press.

ANY OTHER INFORMATION:
Feedback:
Generic feedback on all of the assessments will be posted on the School's Web pages. Where coursework is returned to students, it will be accompanied by individual feedback (which may be based on "tick" sheets).

Skills: