**Modules semester for visiting students semester 1 2017-2018**

**PS220 Psychology of Learning (5 ECTS)**

**Lecturer:** Dr. Ian Stewart

**Description:** This module introduces students to theory and empirical research on key processes of learning as understood from a behaviour analytic perspective. It provides definitions of basic behavioural terminology and describes experiments from the history of the experimental analysis of behaviour that illustrate basic behavioural principles. In doing so it traces the evolution of behavioural research, starting with laboratory work with animals using simple classical and operant conditioning paradigms, progressing through increasingly complex behavioural processes and finishing with an examination of modern behaviour analytic investigations into language and higher cognition in humans. The strong scientific tradition of behaviour analysis is emphasized, as evidenced by rigorous measurement of behaviour, precise specification of methods and careful interpretation of outcomes.

**Module objectives**

Upon completion of this module students should be able to:

* Discuss the differences between a behaviour analytic and a cognitive approach to psychology
* Define basic learning processes and empirical procedures including classical conditioning, operant conditioning, discrimination, generalization, extinction, spontaneous recovery, habituation, reinforcement, punishment, avoidance, shaping, fading, matching-to-sample, schedules of reinforcement
* List and describe key studies demonstrating learning processes and principles
* Describe modern behaviour analytic theory and research on language and cognition in humans including rule governed behaviour, stimulus equivalence and relational frame theory

**Basic Reading**

* Chance, P. (1998). First Course in Applied Behavior Analysis. Pacific Grove, CA: Brooks/Cole. [ISBN-10: 0534339360]
* Torneke, N. (2010). Learning RFT. Oakland, CA: New Harbinger. [ISBN-10: 1572249064; ISBN-13: 978-1572249066]

**Additional Reading**

* Catania A. C. (2002). Learning (Interim) 4th Edition. Sloan Publishing. [ISBN-10: 1597380075; ISBN-13: 978-1597380072]
* Baldwin, J.D. & Baldwin, J.I. (2001). Behavior Principles in Everyday Life (4th Edition). NJ: Prentice Hall. [ISBN-10: 0130873764; ISBN-13: 978-0130873767]

Additional, topic-related reading lists of books and papers will be provided online.

**Evaluation**

One two-hour examination at the end of Semester 1 (85%); Web-based tutorial to be completed at any time during the semester and before the examination (15%).

**PS322 Health Psychology (5 ECTS)**

**Module Co-ordinator:** Ms Anne Marie Keane BA, MLitt

**Description:** This course draws on a variety of subfields in psychology to impart an understanding of how psychological factors contribute to and are affected by health, illness, and health care. The course is organised into the following sections: introduction to health psychology and the key models of health and illness; stress and its impact on health and illness, including moderators of the stress experience; health-related behaviour, the factors that influence it and the ability of health-behaviour models to predict it; pain and its management; doctor-patient communication, styles of communication and their impact on patient satisfaction and compliance; and current issues in applied health psychology.

**Module objectives**

* To highlight the importance of biological, psychological and social factors acting together on health and illness
* To inculcate an understanding of how health beliefs and habits impact on risky behaviour in young people
* To gain an appreciation of the impact of stress and emotions on health and the development of illness
* To understand the nature of pain and the role of psychology in ameliorating the effects of chronic pain
* To appreciate the nature of doctor-patient communication and its potential impact on patient satisfaction and compliance
* To understand fundamental contributions to the field from diverse subfields within psychology while focusing on recent research in specific applied areas

**Basic Reading**

* Morrison, V. & Bennett, P. (2012). An introduction to health psychology. 3rd edition, London: Pearson/Prentice Hall
* Additional, topic-related reading lists are provided during the course.

**Evaluation**

One two-hour examination at the end of the semester.

**PS334 Applied Behaviour Analysis (5 ECTS)**

**Co-ordinator:** Dr. Geraldine Leader

**Lecturers:** Dr. Geraldine Leader

**Description:** “Applied Behaviour Analysis” (ABA) is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviours. The effectiveness of ABA has been shown in a wide range of areas including education, special education, organizational management, parent training, occupational safety, sports psychology and clinical psychology. While ABA can be used with a wide range of human behaviours, it is often recommended as the best-practice approach for working with people with intellectual disabilities and/or pervasive developmental disorders (e.g., autism). This module provides an introduction to the field of applied behaviour analysis. It will examine the applications of applied behaviour analysis to the field of rehabilitation, education and developmental disorders.

**Learning Outcomes**

**On successful completion of this module students should be able to:**

* Understand the theoretical underpinnings of applied behavioural analysis
* Evaluate the principles and procedures of applied behavioural analysis
* Analyse the effectiveness of applied behavioural analysis in education and clinical psychology
* Appraise the effectiveness of early behavioural intervention as a treatment for autism spectrum disorder

**Basic Reading**

* Miltenberger, R., G. (2004). *Behaviour Modification: Principles and procedures*, 3rd ed. Belmont, CA: London.
* Cooper, J. O., Heron, T. & Heward, W. (2007). Applied behaviour analysis. Columbus, OH: Merrill.

**Evaluation**

One 2-hour examination at the end of the Semester.

**PS342 Introduction to Positive Psychology (5 ECTS)**

**Co-ordinator:** Dr. Michael Hogan

**Module objectives**

The overall objective of this course is to introduce students to key concepts in the study of well-being and human strengths, and particular applications that are relevant within the clinical, educational, and organisational domains. As a discipline psychology has offered perspectives on well-being for over a century. In this module students are introduced to the emergence of positive psychology as a distinctive field of study and practice. The module affords students the opportunity to study and discuss a number of topic areas relevant to the study of well-being and human strengths, including positive emotional states, positive traits, and positive institutions.

**Basic Reading**

* Compton, W. C. (2005). An Introduction to Positive Psychology. Thompson, Wadsworth.

**Evaluation**

* Two multiple choice exams (20% each of module weighting) and essay (60%).

**PS403 Biological Psychology (5 ECTS)**

**Lecturers:** Ms. Anne Marie Keane

**Description:** The aim of this course is to provide students with a good understanding of the biological bases of behaviour from a brain systems perspective. The structure, modes of communication and functions of the nervous system will be reviewed with reference to the following: the biological basis of schizophrenia, the biological rhythms of waking, sleeping and dreaming, and the neural mechanisms of higher level cognitive functions such as language, learning and memory.

**Module objectives**

* To introduce the relation between brain and cognition and to thus encourage a physiological perspective on psychological function
* To introduce the concept of localized or modular brain function and to then develop the contrasting but nonetheless key concept of distributed brain function with reference to complex disorders of the brain such as Parkinson's disease and schizophrenia
* To impart to students the distinct roles and contributions of the various brain systems that collectively mediate higher level cognitive functions (e.g., language, learning and memory) and also waking, sleeping and dreaming.
* To encourage students to think in a critically evaluative way about empirical research in the biological psychology field.

**Basic Reading**

Carlson, Neil R. (2007). *Foundations of Physiological Psychology*, 7th Edition. Boston: Pearson / Allyn & Bacon.

Additional topic-related reading lists are provided during the course.

**Evaluation**

One two-hour examination at the end of the Semester.

**PS338 Theories of Personality (5 ECTS)**

**Co-ordinator:** Dr Sinéad Conneely

**Description:** This course will introduce students to the classic personality theories and theorists in an in-depth manner, and will encourage critical evaluation of same. The major theories will include: psychoanalytic theory; humanistic and existentialist theories; social cognitive theory; behaviourist perspectives; and trait theory. Additionally, the course will review taxonomies such as the DSM-V.

**Learning Outcomes**

Students will be expected to have an in-depth understanding of each of the above theorists’ key ideas about personality development, and evaluate the theories in a thoughtful and critical manner.   
They will also be informed about how the personal lives and experiences of theorists may impact on the development of the individual theories of personality, and will demonstrate consideration of these backgrounds in their evaluations of the theories.   
Students will also be expected to understand how the DSM-V is used in classifying personalities that present in the disordered range.

**Basic Reading**

* Sollod, R. N., Wilson, J. P. & Monte, C. F. (2009). Beneath the Mask: An introduction to theories of personality. New York: John Wiley and Sons.
* Other recommended readings will be made available during the module

**Evaluation**

The course will be assessed by continuous assessment with one written assignment, and MCQs.

### ****PS408 Human Sexuality (5 ECTS)****

**Lecturer:** Dr. Padraig Mac Neela

**Description:** PS408 examines topics that fall under the rubric of human sexuality (e.g., sexual variance, prostitution, and pornography). Through a series of films and interdisciplinary readings, this course details how sociocultural forces may shape individuals’ experiences as sexual beings and their interpretations of various sexual practices.

**Module objectives**

* To enhance students’ understanding of the discourses surrounding diverse aspects of human sexual experience.
* To increase students’ familiarity with, and ability to examine critically, historical and contemporary sexological research.
* To expand students’ awareness of the study of human sexuality as an interdisciplinary and multi-media endeavour.

**Basic Reading**

* Articles will be assigned throughout the course.

**Evaluation** Continuous assessment, based on performance on "thought question" assignments and quizzes.

**PS3105 Fundamentals of Research Development in Psychology (5ECTs)**

**Module description**

The aim of the module is to introduce the student to different research methodologies, to enable them to design their own research project proposal, and to critically appraise the value of various methodologies. The first half of the module will introduce the students, through research participation and hands-on introduction to laboratory and other research facilities within the School, to the practical aspects of a range of quantitative and qualitative research methods. The second half of the module will guide students in developing their own research proposal.

**Learning objectives**

On successful completion of this module the learner will be able to:

* Critically discuss and reflect on a variety of qualitative and quantitative research methodologies.
* Develop a research proposal to address a suitable research question, select and justify the most appropriate methods to answer their research question and address the ethical issue
* Present their brief research proposal to peers

**Assessment**

Assessment is 100% continuous, with marks awarded for class participation, a brief research presentation, and a presentation.