**SEMESTER TWO MODULES FOR VISITING STUDENTS**

**PS320 Memory & Cognition (5 ECTS)**

**Module Co-ordinator:** Professor Gary Donohoe

**Module Objectives:** To understand theories, basic structure and processes of selected aspects of cognitive psychology.

**Description:** In this course students will be introduced to models and theories which seek to understand the nature of human memory, problem solving and the interplay of cognition and emotion.

**Learning Outcomes**

On completion students will be able to:

* Describe and critically analyse the various theoretical approaches to the study of human memory
* Delineate the characteristics and processes of various memory systems
* Demonstrate the ways in which memory can be distorted, with reference to specific research
* Describe and analyse the various theories of how emotional information is processed
* Discuss the cognitive differences between experts and novices when engaging in problem solving
* Understand how the experimental methodology of cognitive psychology contributes to our understanding of memory, problem solving and emotion.

**Basic Reading**

Baddeley, A., Eysenck, M.W., & Anderson, M.C. (2009) Memory. Hove: Psychology Press Other readings will be assigned during the course.

**Evaluation**

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

**PS415 Perception, Attention & Performance (5 ECTS)**

**Lecturer:** Dr. Mark A. Elliot

**Description:** The course aims to provide an introduction to sensory and perceptual processes, blending classical and contemporary approaches to basic information processing. The course will outline key theoretical issues and methodological contributions in perception and cognition generally. In addition, it will demonstrate the scope for the application of knowledge of sensory and perceptual processes to other areas of cognitive psychology and neuroscience. The course aims to cover the following topics: basic sensory processes and psychophysics; pattern recognition and visual search; object recognition; colour perception; visual and auditory attention; subliminal perception; multiple task performance; perceptual mechanisms and dynamics; models of information processing; applications of cognitive psychology.

**Module objectives**

* Students should be able to specify the main theories, models, concepts or methods concerning the psychology of perception and human performance
* Critically evaluate each of the theories in relation to any rival theories citing research evidence to support or refute each idea
* Provide examples of experimental and modeling techniques used in perception and attention research
* Review the contributions of perception research to general psychology
* Discuss the applicability of research (data, theories, methods, concepts) on perception, attention and action to real-world problems

**Basic Reading**

* Styles, E.A. (1997). *The Psychology of Attention.* Hove, UK: The Psychology Press.
* Goldstein, E.B. (2001). *Sensation and Perception. (6th Edition).* New York: Brooks/Cole.

**Evaluation**

Written Exam.

**PS418 Issues in Cognitive Neuroscience (5 ECTS)**

**Lecturer:** Dr. Mark A. Elliot

**Description:** Students will be encouraged to engage in critical debate of foundational concepts and methods in the cognitive neurosciences based on up-to-date literature sources. The topics that aim to be addressed may include neuroimaging and specifically EEG, MEG and MRI technologies, functional neuroanatomy, the clinical neuroscience of schizophrenia, comparative psychology, psychopharmacology and cognitive neuroscience, the cognitive neuroscience of memory and the cognitive neuroscience of language. The course thus aims to expose students to specific research issues in addition to the broader cognitive neuroscience research agenda.

**Learning Objectives**

* Discuss key topical issues in the study of brain and cognition
* Critically evaluate the research techniques in the cognitive neurosciences
* Present research and encourage debate on current issues

**Basic Reading**

We do not use a core textbook in this module. See Blackboard for a range of resources concerning service learning, community-based research, and resources relevant to the specific work projects

**Evaluation**

* Attendance (mandatory)
* Team Presentation (mandatory) 25%
* Individual Essay 75%

**PS427 Forensic, abnormal and clinical psychology (5 ECTS)**

**Co-ordinator:** Dr. John Bogue

**Description:**This course aims to:

* To familiarise students with the various theoretical aspects, research issues and professional practices which define contemporary forensic psychology.
* To provide students with a systematic framework through which selected major psychological disorders are examined in detail.LI>
* To familiarise students with contemporary clinical approaches to mental health problems with a particular emphasis on evidence based psychiatric and psychological treatments

**Learning Outcomes**

On completion of this module students will be able to:

* Present key research findings which have practical relevance to prominent areas of professional forensic psychology.
* Distinguish between major psychological disorders using internationally recognised diagnostic systems.
* Critically appraise prominent therapeutic approaches to a variety of psychological disorders.

**Basic Reading**

* Holmes, D. A. (2010). Abnormal, Clinical and Forensic Psychology. Harlow: Pearson.

**Evaluation**

Continuous Assessment and 1 x 2 hour examination

**PS3101 Modelling Learning and Decision Making (5 ECTS)**

**Co-ordinator:** Dr. Denis O¹Hora

**Description:**

This module provides an overview of behavioural research on learning and decision making. Drawing from psychology, neuroscience and economics, students will discover the conditions under which humans and animals make optimum and sub-optimum decisions. In addition to conceptual and theoretical work, students will learn how to model decision making using simple computer programs and compare their findings to experimental results.

**Learning Outcomes**

On completion of this module students will be able to:

* Develop simple models of learning and choice processes
* Explain the relative merits of different approaches to modelling behaviour
* Critically discuss empirical research on learning, choice and decision making

**Basic Reading**

* Current Issues: Readings for the current issues section of this module will be prescribed by the lecturer and provided on Blackboard.
* History of Psychology: Readings will be prescribed in each lecture.

In addition, the following texts are recommended:

* Anderson, B. (2014) Computational Neuroscience and Cognitive Modelling: A Student's Introduction to Methods and Procedures. Sage
* Newell, B. R., Lagnado, D. A., & Shanks, D. R (2007). Straight choices: The psychology of decision making. New York: Psychology Press.
* Staddon, J.E.R. (2001) Adaptive Dynamics: The Theoretical Analysis of Behavior. Cambridge, MA: MIT/Bradford.

**Evaluation**

One modelling assignment (50%) and one essay (50%)

**PS341 Introduction to collaborative enquiry and applied systems science (Dr Michael Hogan)**

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

**Lecturer:** Dr. Mike Hogan

**Description:** The overall objective of this course is to introduce students to key concepts in the study of collaborative enquiry and applied systems science, with particular emphasis on applications in the fields of education, health, business, technology, and community settings.  The course will be a combination of traditional lectures, class exercises, class discussions, and collaborative enquiry exercises.  Students will be given an opportunity to work collaboratively on an applied research problem and will be provided with training in group facilitation, collective intelligence, and systems thinking techniques.

**Learning Outcomes:**

Upon completion of this course students will be able to:

* Describe the role of collaborative enquiry in education, health, business, technology, community, and applied science settings.
* Discuss the role of critical thinking, dialogue, creativity, and personality in collaborative enquiry dynamics.
* Distinguish collaborative enquiry from cooperative learning
* Evaluate computer-supported collaborative learning tools
* Develop Collaborative Systems Models describing problematic situations
* Apply Interactive Management to an applied collaborative problem.

**Readings**

Readings will be provided via Blackboard

**Evaluation**

* 100% continuous assessment: 20% attendance, 30% reflective diary, 50% report on collaborative project

**PS345 Applied Developmental Psychology (5 ECTS)**

**Co-ordinator:** Dr. Caroline Heary

**Description:**This module will review the applications of developmental science theory and research to society. The focus will therefore be on theory, research and practice relating to contemporary issues relevant to the lives of children and adolescents. Students will be introduced to the role of research in aiding our understanding of how to enhance human development as well as consideration of the implications of theory and research for policy and programme development. Participation in class will be required.

**Sample topics include:**

* Stigma and prejudice during childhood and adolescence; stigma-reduction efforts
* Family relations; Impact of family transitions (divorce, parental separation, lone parenting)
* The influence of media on children’s development
* Positive youth development (PYD).
* The influence of day-care on children’s lives
* Childhood obesity / child health behaviours

**Learning Outcomes**

On completion of this module students will be able to:

* Identify developmental issues of relevance to real-world settings and modern society
* Describe and explain relevant developmental processes
* Evaluate the contribution of theoretical perspectives to our understanding of contemporary issues in children’s lives
* Identify the practical applications of developmental research and theory to real word settings
* Critically examine the application of theory and research to the health and welfare of children and families

**Basic Reading**

* Readings will be posted on Blackboard throughout semester.

**Evaluation**

This module will be assessed through continuous assessment (exercises and an essay).

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#### ****PS419 Relational Frame Theory, Language & Cognition (5 ECTS)****

**Module Co-ordinator:** Dr. Ian Stewart

**Description:** The aim of this course is to introduce students to Relational Frame Theory (RFT; Hayes, Barnes-Holmes & Roche, 2001) as an approach to understanding human psychology. RFT is based on a comprehensive basic experimental research program into human language and cognition. With by now over 100 empirical studies focused on its tenets, it is arguably the most well established comprehensive theory of human psychology ever produced. This course will first familiarize students with the philosophical and theoretical underpinning of RFT and explain the core behavioural processes implicated by this approach. It will then examine up to date RFT-based research into diverse areas of human language and cognition including cognitive development, motivation, problem-solving, analogical reasoning, rule governed behaviour, the self, psychopathology, psychotherapy, mindfulness and spirituality. The course will combine lecture-based didactic teaching with active student participation in seminar discussion.

**Module objectives**

* Describe the development of relational framing as the core process involved in language
* Define key technical terms in RFT including mutual entailment, combinatorial entailment, transformation of function, contextual control, arbitrarily applicable relational responding, Crel, Cfunc.
* Discuss important psychological phenomena including cognitive development, motivation, problem-solving, analogy, metaphor, rule governed behaviour, the self, psychopathology and psychotherapy, mindfulness and spirituality from an RFT perspective
* Analyze an everyday language episode in terms of relational framing
* Evaluate the theoretical and philosophical basis of Relational Frame Theory as an account of language and cognition

**Basic Reading**

* Torneke, N. (2010). Learning RFT. Oakland, CA: New Harbinger.
* Hayes, S.C., Barnes-Holmes, D. & Roche, B. (2001) Relational Frame Theory: A Post Skinnerian Account of Human Language and Cognition. Plenum Press.
* Additional topic-related reading lists will be made available online.

**Evaluation**

* Examination (50%)
* Essay (50%)

**PS214 Developmental Psychology 1 (5 ECTS)**

**Lecturers:** Dr. Michael Hogan

**Description:** The history of developmental psychology is reviewed and the main theoretical perspectives and special methodologies employed in the area are examined. The content also includes the psychology of infant development, with particular reference to cognitive development; social and emotional development; moral development and gender development.

**Module objectives**

* To highlight the importance of a life-span perspective on development
* To encourage awareness of change and growth as ongoing processes
* To acquire familiarity with the ecology of development
* To understand and explain the interaction of biological and environmental influences on development
* To understand factors that contribute to developmental change
* To appreciate and appraise competing perspectives on cognitive and psychosocial development

**Basic Reading**

* Shaffer, D. & Kipp, K. (2007). *Developmental Psychology, Childhood and Adolescence.* Wadsworth.

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

**Evaluation**

One two-hour examination at the end of Semester.