School of Psychology

Head of School	Professor M D MacLeod
Degree Programmes	
Postgraduate Certificate:	Adults with Learning Disabilities who have Significant and Complex Needs
Postgraduate Diploma:	Adults with Learning Disabilities who have Significant and Complex Needs
M.Sc.:	Adults with Learning Disabilities who have Significant and Complex Needs
	Conversion Course Psychology
	Evolutionary and Comparative Psychology: The Origins of Mind
	Health Psychology
M.Res.:	Psychology

Programme Requirements

Psychology

M.Res.:	180 credits from modules SS5101 - SS5104, PS5003, PS5005 & Dissertation module PS5002

Conversion Course Psychology

M.Sc.:	100 credits from SS5104, PS5005, PS5240, PS5231- PS5234, 10 credits from PS5235 - PS5236, and 10 credits from PS5237 –PS5238 and 60 credits from PS5002

Adults with Learning Disabilities who have Significant and Complex Needs

Postgraduate Certificate:	60 Postgraduate SCOTCAT Points from any four modules from CE5001-CE5006 (15 Points per module)
Postgraduate Diploma:	60 credits from PS5101 - PS5106 Plus 60 credits from CE5001-CE5006 or equivalent (10 Points per module)
M.Sc.:	60 credits from PS5101 - PS5106 Plus 60 credits from CE5001-CE5006 or equivalent plus PS5199

Evolutionary and Comparative Psychology: The Origins of Mind

M.Sc.:	150 credits from PS5005, PS5010, PS5011, PS5012, PS5013, plus 30 additional credits to be chosen from PS4085, PS4086, PS5003, PS5031, or other approved 4000 level modules.

Health Psychology

M.Sc.:	120 credits from MD5001, MD5002, MD5003, MD5004, MD5090 plus 60 credits from PS5003, PS5005

M.Res. and M.Sc. (Evolutionary and Comparative) Psychology Programme

These modules are designed to constitute an M.Res. Programme and also as training for students who are accepted into a higher research degree in Psychology, in order both to equip them with the specific skills necessary for the completion of their research and to provide them with the general skills necessary for undertaking a career as an research psychologist. The M.Res. Programme in Psychology is appropriate for students who wish to pursue research in psychology that is related to the social sciences. The programme is recognized by the UK Economic and Social Research Council.

Co-requisite: All seven modules are to be taken together in the same session. In the case of part-time students, students arriving at non-standard times, or other special circumstances, the 'same session' requirement may be waived at the discretion of the Head of School.

Modules

A set of postgraduate interdisciplinary modules in the social sciences (Economics, Management, International Relations, Psychology, Geography and Social Anthropology) composes the core of the basic research training. Complementary modules specific to psychology are offered for advanced training in research design, analysis and professional skills.

PS4085 Evolution and Development of Social and Technical Intelligence

Credits: 15 Semester: Either

Programme(s): Optional module for M.Sc. - Evolutionary and Comparative Psychology: the Origins of Mind.

Description: The last two decades have witnessed a surge of research on social and technical intelligence, both in humans and an increasingly wide range of non-human animal species. This module surveys the principal discoveries, integrating field and captive studies, as well as both observational and experimental methodologies, to trace the evolution and development of aspects of social intelligence such as imitation and theory of mind, and technical intelligence, such as tool use and understanding of causality. Key aims include appreciating the range of methodologies that have been developed and how these can be used to trace the evolution and ontogeny of the underlying psychological mechanisms.

Class Hour: To be arranged.

Teaching: Two hour seminar.

Assessment: Continuous Assessment = 25%, 2 Hour Examination = 75%

PS4086 Origins and evolution of mind reading (Theory of Mind)

Credits: 15 Semester: Either

Programme(s): Optional module for M.Sc. - Evolutionary and Comparative Psychology: the Origins of Mind.

Description: The module will offer a comparative approach to the emergence of the ability to understand mental states in children and non-human primates, and its alteration in autism. This ability (also known as Theory of Mind) is at the heart of many of humans unique cognitive achievements, but their origins can be traced back in evolution and development. The course will discuss the current state of research in this area, emphasizing both empirical and conceptual aspects posed by the combination of the evolutionary and developmental approaches.

Class Hour: To be arranged.

Teaching: Two hour seminar.

Assessment: Continuous Assessment = 25%, 2 Hour Examination = 75%

PS5002 Research Project

Credits:	60 Semester: Whole Year

Prerequisite: M.Res: Acceptance into the M.Res. degree programme in Psychology plus satisfactory completion of modules SS5101 - SS5104; PS5003 and PS5005.

M.Sc: Acceptance into the M.Sc Conversion Course in Psychology plus satisfactory successful completion of 120 credits taught modules (100 credits from SS5104, PS5005, PS5240, PS5231- PS5234, 10 credits from PS5235 - PS5236, and 10 credits from PS5237 PS5238).

Co-requisite: None.

Programme(s): Compulsory module for M.Res. in Psychology and for the MSc Conversion Course in Psychology.

Description: The student will carry out a major piece of original and independent research under the guidance of an academic supervisor. Under normal circumstances the research will be planned during the academic semesters and then conducted during the summer after successful completion of the other M.Res. modules. Supervision will be regular and will normally average approximately one hour every two weeks. The aim of the module is to give the student an opportunity to develop expertise in designing, conducting and analysing psychological research, and also to learn how to present such work in writing.

Class Hour: To be arranged with the supervisor

Teaching: Personal tutorials at approximately two-weekly intervals

Assessment: 15,000 word (maximum) research report

PS5003 Generic Research and Professional Skills in Psychology

Credits:	30 Semester: Whole Year

Prerequisite: Acceptance into a research degree in Psychology

Co-requisite: All seven modules are to be taken together in the same session. In the case of part-time students, students arriving at non-standard times, or other special circumstances, the 'same session' requirement may be waived at the discretion of the Head of School.

Programme(s): **Compulsory** module for M.Res. in Psychology.

Optional module for M.Sc. - Evolutionary and Comparative Psychology: the Origins of Mind.

Description: This module introduces students to the various skills and issues which are of importance to academic psychologists irrespective of their particular area of research. Weekly seminars will cover the various topics, such as academic presentations (published writing, talks, posters), the use of technology in order to enhance communication, how to read research reports, how to gain ethical approval for research, and how to build an academic career.

Class Hour: To be arranged

Teaching: Seventeen 2 hour seminars

Assessment: Ten elements of Continuous Assessment

PS5005 Methods of Data Analysis in Psychology

Credits:	30 Semester: 2

Prerequisite: Acceptance into a research degree in Psychology

Co-requisite: All seven modules are to be taken together in the same session. In the case of part-time students, students arriving at non-standard times, or other special circumstances, the 'same session' requirement may be waived at the discretion of the Head of School.

Programme(s): Compulsory module for M.Sc. - Evolutionary and Comparative Psychology: the Origins of Mind, M.Sc Conversion Course in Psychology and for M.Res. in Psychology

Description: This module aims to ensure that students are competent in the use of advanced data analysis in psychology. This includes advanced training in common statistics (including regression, analysis of variance and multivariate techniques) plus additional training in qualitative methods. Students will also study more complex topics such as statistical modeling.

Class Hour: To be arranged

Teaching: Eleven 2-hour workshops

Assessment: Ten elements of Continuous Assessment

PS5010 Principal Approaches to the Origins of Mind

Credits: 30   Semester: Either

Co-requisites: PS5005, PS5011, PS5012, PS5013

Programme(s):   Compulsory module for M.Sc. - Evolutionary and Comparative Psychology: the Origins of Mind.

Description: This module serves to introduce distinct ways of studying the origins of mind within a comparative Tinbergian framework, emphasizing both functional and mechanistic accounts; why capacities exist, how they are implemented, how they evolved and how they develop. Lectures will cover general evolutionary theory and: (1) Comparative/Phylogenetic, (2) Developmental, (3) Mechanistic/causal, and (4) Functional/adaptive approaches. 'Hot' research topics will be presented using particulars of these frameworks and will exemplify the spectrum of methods possible to address the origins of mind.

Class Hour: 10.00 am Seminars, 2.00 pm Practicals/Tutorials

Teaching: seminar, tutorial and practical each week

Assessment: Continuous Assessment = 100%

PS5011 Empirical Approaches to the Evolution of Communications

Credits: 15   Semester: Either

Co-requisites: PS5005, PS5010, PS5012, PS5013

Programme(s):   Compulsory module for M.Sc. - Evolutionary and Comparative Psychology: the Origins of Mind.

Description: This module will explore the evolution of human language and animal communication through the comparative study of communication and cognition in humans and a variety of non-human species. The module will include detailed analysis of multiple empirical approaches used in cutting-edge research in both field and laboratory. The module integrates evolutionary theory, behavioural ecology, ethology, linguistics and psychological theory to account for how and why humans and other species have evolved their unique communication skills. An important focus will be on empirical methods of testing various theories proposed for the evolution of communication and language.

Class Hour: 9.00 or 11.00 am Seminars, 2.00 pm Practicals/Tutorials

Teaching: Two hour seminars, tutorials and practicals

Assessment: Continuous Assessment = 100%

PS5012 Human Perception, Cognition and Attraction

Credits: 15   Semester: Either

Co-requisites: PS5005, PS5010, PS5011, PS5013

Programme(s):   Compulsory module for M.Sc. - Evolutionary and Comparative Psychology: the Origins of Mind.

Description: This module focuses on human perception and cognition from a functional perspective (e.g. how does pattern processing reveal cues about fellow humans, their emotional state and behavioural intent?). It considers developmental influences, adaptive explanations, and proximate causes (e.g. brain mechanisms, hormonal influences) in order to account for variation and commonality in human psychology. Perceptual systems enable signal detection, and adaptive behaviour requires engagement of processes to select between signals. Hence the module will link perceptual processing to the evolution of other cognitive abilities. The focus will be on empirical ways of testing the functional accounts of perceptual attributions. Class Hour: 9.00   am   Seminars,   2.00   pm Practicals/Tutorials

Teaching: Two hour seminars, one-and-a-half hour tutorials and practicals

Assessment: Continuous Assessment = 100%

PS5013 Research Project

Credits: 60   Semester: Summer

Co-requisites: PS5005, PS5010, PS5011, PS5012

Programme(s):   Compulsory module for M.Sc. - Evolutionary and Comparative Psychology: the Origins of Mind.

Description: This aim of this module is to acquire research skills within the domain of evolutionary psychology. Students will conduct and report a research project from an evolutionary perspective. Projects may comprise field and/or laboratory-based studies, the analysis (including meta-analysis) of extant data, or the critical review and evaluation of existing literature. Students will need to demonstrate substantive contribution to the project and that the work is original. The thesis can be in any area of evolutionary psychology agreed by the student's supervisor and course coordinator, and approved by ethical review.

Class Hour: not applicable

Teaching: not applicable

Assessment: Continuous Assessment = 100%

PS5031 Review

Credits: 15   Semester: Either

Anti-requisite: Students completing non-empirical research projects (e.g. meta-analytic review) for PS5013

Co-requisites: PS5005, PS5010, PS5011, PS5012, PS5013

Programme(s):   Optional module for M.Sc. - Evolutionary and Comparative Psychology: the Origins of Mind.

Description: This supervised review will compare and contrast different theoretical and methodological approaches to a particular topic in the study of the mind. The aim of this module is to encourage students to gain a clear picture as to what is unique about an evolutionary approach to the study of the mind, how it differs from other psychological approaches, and to gain an appreciation of the strengths and weaknesses of such an approach. Suitable topics for review will be chosen by agreement with the student's supervisor and the Course Controller.

Class Hour: To be arranged.

Teaching: Four tutorials across the semester

Assessment: Continuous Assessment = 100%

SS5101 Being a Social Scientist: Skills, Processes and Outcomes

Credits: 15   Semester: 1 & 2

Programme(s):   Compulsory module for M.Res. in Psychology.

Description: This module focuses on developing students' specific research thinking and writing skills in a practically based way. Thus, the module will address the nature of being a research social scientist including exploring some of the ethical issues involved. The module will also consider selecting suitable research questions and framing these as appropriate for Masters and PhD dissertations.

Class Hour: To be arranged

Teaching: Eleven 2.5-hour sessions

Assessment: Continuous Assessment = 100%

SS5102 Philosophy and Methodology of the Social Sciences

Credits: 15   Semester: 1

Programme(s):   Compulsory module for M.Res. in Psychology.

Description: Beginning with a discussion of the evolution of the social sciences, this module addresses central philosophical questions of social science including discussion of epistemological and methodological aspects of positivism and interpretivism.

Class Hour;   To be arranged.

Teaching: Twelve 2-hour sessions

Assessment: Continuous Assessment = 100%

SS5103 Qualitative methods in Social Research

Credits: 15   Semester: 2

Programme(s)   Compulsory module for M.Res. in Psychology.

Descripttion: This module offers both a theoretical and practical introduction to qualitative research. The diversity of the approaches to qualitative research will be addressed but the focus of the module is primarily practical necessitating the active participation of students.

Class Hour: To be arranged

Teaching: Nine 2-hour sessions

Assessment: Continuous Assessment = 100%

SS5104 Quantitative Research in Social Science

Credits: 15   Semester: 1

Programme(s)   Compulsory module for M.Sc. Conversion Course in Psychology and the M.Res. in Psychology.

Description: This module will cover basic concepts and approaches to quantitative research in the social sciences in order to provide students with the basic quantitative tools for collecting, organising and analysing data.

Class Hour: To be arranged

Teaching: Ten 2-hour workshops

Assessment: Continuous Assessment = 100%

Postgraduate Certificate/Diploma/M.Sc. by Distance Learning: Adults with Learning Disabilities who have Significant and Complex Needs Programme

These modules are designed as training for staff working in learning/intellectual disability services, to update current knowledge and good practice, and to teach the specific skills necessary to undertake a career as a research practitioner in learning disability services.

Co-requisite: All four Postgraduate Certificate modules to be completed within 12 months. All six Postgraduate Diploma modules are to be completed within 12 months. In the case of part-time students, students arriving at non-standard times, or other special circumstances, the 'same session' requirement may be waived at the discretion of the Head of School.

Modules

A set of postgraduate modules delivered by distance learning composes the core of the basic research practitioner training.

CE5001 Distance Learning Programme: Challenging Behaviour

Credits: 15 SCOTCAT   Semester: Either

Programme(s):   Optional module for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.

Prerequisites: A university degree or a professional qualification (/social work/nursing/professions allied to medicine). In some cases applicants with substantial relevant work experience in a cognate discipline, together with at least three years practical experience in staff management or supervision will be considered.

Co-requisites: Employed full or part-time in health, social or voluntary sector services to people with learning disabilities.

Description: This is a module concerned with the additional needs of adults with learning disabilities. This module considers definitions of challenging behaviour and how such behaviour is conceptualized in modern theories. It looks at: Types of challenging behaviour, prevalence, causation and theoretical perspectives, person-environment interactions, neurobiological explanations of challenging behaviour, behavioural phenotypes and challenging behavior, approaches to intervention, cognitive-behaviour therapy, service design, organizational culture, specialization in community settings, assessment and treatment units, support in integrated settings, support family carers, support in day opportunity settings.

Class Hour: 150 notional hours of learning time (delivered by online distance learning)

Teaching: One introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.

Assessment: Continuous Assessment =100%

CE5002 Distance Learning Programme: Mental Health

Credits:	15 SCOTCAT Semester: Either

Programme(s):   Optional module for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.

Prerequisites: A university degree or a professional qualification (social work/nursing/professions allied to medicine). In some cases applicants with substantial relevant work experience in a cognate discipline, together with at least three years practical experience in staff management or supervision will be considered.

Co-requisites: Employed full or part-time in health, social or voluntary sector services to people with learning disabilities.

Description: The module investigates how mental health difficulties reveal themselves in people with learning disabilities and how they may be diagnosed. Also investigated, through evidence based practice: different types of mental health difficulties, a range of responses by front-line staff to such difficulties, methods of assessment and courses of treatment, residential and non-residential mental health services, and ethical and legal issues related to mental health difficulties

Class Hour: 150 notional hours of learning time (delivered by online distance learning)

Teaching: One introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.

Assessment: Continuous Assessment =100%

CE5003 Distance Learning Programme: Offenders with Learning Disabilities

Credits: 15 SCOTCAT   Semester: Either

Programme(s):   Optional module for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.

Prerequisites: A university degree or a professional qualification (social work/nursing/professions allied to medicine). In some cases applicants with substantial relevant work experience in a cognate discipline, together with at least three years practical experience in staff management or supervision will be considered. Co-requisites: Employed full or part-time in health, social or voluntary sector services to people with learning disabilities.

Description: The module investigates how services supporting people with learning disabilities and forensic needs. It aims to improve students' ability to assess social and healthcare needs and management of services in order to enhance quality of life and preserve individual rights as the person with learning disabilities. Case studies of individuals and of services are used to illustrate the complexity of this area of work, and to demonstrate best practice.

Class Hour: 150 notional hours of learning time (delivered by online distance learning)

Teaching: One introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.

Assessment: Continuous Assessment =100%

CE5004 Distance Learning Programme: Profound and Multiple Disabilities

Credits:	15 SCOTCAT Semester: Either
Programme(s):	Optional module for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.
Prerequisites:	A university degree or a professional qualification (social work/nursing/professions allied to medicine). In some cases applicants with substantial relevant work experience in a cognate discipline, together with at least three years practical experience in staff management or supervision will be considered.
Co-requisites:	Employed full or part-time in health, social or voluntary sector services to people with learning disabilities.

Description: The module aims to increase understanding of the complex social and health care needs of adults with profound and multiple learning disabilities. Students will investigate the requirements of good service provision for this group and provide examples of how community presence and participation can be effected. The role of family carers in long term support is also researched.

Class Hour:	150 notional hours of learning time (delivered by online distance learning)
Teaching:	One introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment:	Continuous Assessment =100%

CE5005 Distance Learning Programme: Vulnerability, Victimisation and Abuse

Credits:	15 SCOTCAT Semester: Either
Programme(s):	Optional module for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.
Prerequisites:	A university degree or a professional qualification (social work/nursing/professions allied to medicine). In some cases applicants with substantial relevant work experience in a cognate discipline, together with at least three years practical experience in staff management or supervision will be considered.
Co-requisites:	Employed full or part-time in health, social or voluntary sector services to people with learning disabilities.

Description: The module aims to increase understanding of the complex social and health care needs of adults with profound and multiple learning disabilities. Students will investigate the requirements of good service provision for this group and provide examples of how community presence and participation can be effected. The role of family carers in long term support is also researched.

Class Hour:	150 notional hours of learning time (delivered by online distance learning)
Teaching:	One introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment:	Continuous Assessment =100%

CE5006 Distance Learning Programme: Older People with Learning Disabilities

Credits: 15 SCOTCAT   Semester: Either

Programme(s):   Optional module for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.

Prerequisites: A university degree or a professional qualification (social work/nursing/professions allied to medicine). In some cases applicants with substantial relevant work experience in a cognate discipline, together with at least three years practical experience in staff management or supervision will be considered.

Co-requisites: Employed full or part-time in health, social or voluntary sector services to people with learning disabilities.

Description: The module investigates knowledge and skills needed to support people with learning disabilities as they get older and in their later years with respect to their social and health needs (including dementia) The course aims to improve the ability to assess social and healthcare needs and management of services in order to enhance quality of life and preserve individual rights as the person with learning disabilities gets older and to increase knowledge of the role and expectations of older family carers.

Class Hour: 150 notional hours of learning time (delivered by online distance learning)

Teaching: One introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.

Assessment: Continuous Assessment =100%

PS5101 Intellectual Disability Research

Credits: 10   Semester: Either - Distance learning

Prerequisite: 60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities

Programme(s):   Compulsory module for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.

Description: This distance-learning module is one of six in the postgraduate Diploma programme *Adults with Learning Disabilities who have Significant and Complex Needs*. It introduces students to the core skills necessary for research in the field of Intellectual Disability, including the following:

> *Unit 1:* What kinds of questions can be addressed in ID research?
>
> *Unit 2:* The practitioner-research
>
> *Unit 3:* What are the principal paradigms through which questions may be addressed?
>
> *Unit 4:* Research, evaluation and audit
>
> *Unit 5:* Theories, concepts and operationalisation
>
> *Unit 6:* Ethical issues and ethical permission

The module is appropriate for professionally qualified staff who wish to develop research skills with a view to improving their professional practice.

The core text for this module is Robson, C. (2002) *Real World Research: A resource for social scientists and practitioner-researchers:* 2nd edition. Oxford: Blackwell.

Class Hour: 100 notional hours of learning time (delivered by online distance learning)

Teaching: One introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.

Assessment: Continuous Assessment = 100%

PS5102 Data Collection and Sampling

Credits:	10	Semester:	Either - Distance learning

Prerequisite: 60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities

Programme(s): Compulsory module for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.

Description: This distance-learning module is one of six in the postgraduate Diploma programme *Adults with Learning Disabilities who have Significant and Complex Needs*. It introduces students to the core skills necessary for research in the field of Intellectual Disability, including the following:

Unit 1: Quantitative data: types of measurement; issues in sampling

Unit 2: Qualitative data: sources; issues in sampling

Unit 3: Surveys and Questionnaires

Unit 4: Interviews

Unit 5: Use of standardised assessment instruments

Unit 5: Observational methods

Unit 6: Experimental measurement

The module is appropriate for professionally qualified staff who wish to develop research skills with a view to improving their professional practice.

The core text for this module is Robson, C. (2002) *Real World Research: A resource for social scientists and practitioner-researchers:* 2nd edition. Oxford: Blackwell.

Class Hour: 100 notional hours of learning time (delivered by online distance learning)

Teaching: One introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.

Assessment: Continuous Assessment = 100%

PS5103 Quantitative Data Analysis: Fixed Designs

Credits:	10	Semester:	Either - Distance learning

Prerequisite: 60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities

Programme(s): Compulsory module for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.

Description: This distance-learning module is one of six in the postgraduate Diploma programme *Adults with Learning Disabilities who have Significant and Complex Needs*. It introduces students to the core skills necessary for research in the field of Intellectual Disability, including the following:

Unit 1: General design issues

Unit 2: Experimental design

Unit 3: Quasi-experimental designs

Unit 4: The analysis of quantitative data

Unit 5: Analysis of single subject data

Unit 6: Graphical presentation

The module is appropriate for professionally qualified staff who wish to develop research skills with a view to improving their professional practice.

The core text for this module is Robson, C. (2002) *Real World Research: A resource for social scientists and practitioner-researchers:* 2nd edition. Oxford: Blackwell.

Class Hour: 100 notional hours of learning time (delivered by online distance learning)

Teaching: One introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.

Assessment: Continuous Assessment = 100%

PS5104 Qualitative Data Analysis: Flexible Designs

Credits:	10	Semester:	Either - Distance learning

Prerequisite: 60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities

Programme(s): Compulsory module for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.

Description: This distance-learning module is one of six in the postgraduate Diploma programme *Adults with Learning Disabilities who have Significant and Complex Needs*. It introduces students to the core skills necessary for research in the field of Intellectual Disability, including the following:

Unit 1: Background to qualitative research

Unit 2: Grounded theory studies

Unit 3: Case study methods

Unit 4: Ethnographic studies

Unit 5: Analysing qualitative data

Unit 6: What to avoid in reporting qualitative research

The module is appropriate for professionally qualified staff who wish to develop research skills with a view to improving their professional practice.

The core text for this module is Robson, C. (2002) *Real World Research: A resource for social scientists and practitioner-researchers:* 2nd edition. Oxford: Blackwell.

Class Hour: 100 notional hours of learning time (delivered by online distance learning)

Teaching: One introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.

Assessment: Continuous Assessment = 100%

PS5105 Writing a Research Report

Credits:	10	Semester:	Either - Distance learning

Prerequisite: 60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities

Programme(s): Compulsory module for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.

Description: This distance-learning module is one of six in the postgraduate Diploma programme *Adults with Learning Disabilities who have Significant and Complex Needs*. It introduces students to the core skills necessary for research in the field of Intellectual Disability, including the following:

Unit 1: Reporting data from a quantitative study

Unit 2: Reporting data from a qualitative study

Unit 3: Types of report (empirical, review, case study etc)

Unit 4: Organisation and content in reporting research

Unit 5: Referencing

Unit 6: Submitting papers for journal publication

The module is appropriate for professionally qualified staff who wish to develop research skills with a view to improving their professional practice.

The core text for this module will be Robson, C. (2002) *Real World Research: A resource for social scientists and practitioner-researchers:* 2nd edition. Oxford: Blackwell.

Class Hour: 100 notional hours of learning time (delivered by online distance learning)

Teaching: One introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.

Assessment: Continuous Assessment = 100%

PS5106 Undertaking a Small Scale Study

Credits:	10	Semester:	Either - Distance learning

Prerequisite: 60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities

Programme(s): Compulsory module for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.

Description: This distance-learning module is one of six in the postgraduate Diploma programme *Adults with Learning Disabilities who have Significant and Complex Needs*. It introduces students to the core skills necessary for research in the field of Intellectual Disability, including the following:

> *Unit 1:* Developing your idea
>
> *Unit 2:* Undertaking a literature review
>
> *Unit 3:* Writing a research proposal
>
> *Unit 4:* The practitioner-researcher re-visited
>
> *Unit 5:* Requirements for course assignment
>
> *Unit 6:* Working through the model answer

The module is appropriate for professionally qualified staff who wish to develop research skills with a view to improving their professional practice.

The core text for this module is Robson, C. (2002) *Real World Research: A resource for social scientists and practitioner-researchers:* 2nd edition. Oxford: Blackwell.

Class Hour: 100 notional hours of learning time (delivered by online distance learning)

Teaching: One introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.

Assessment: Continuous Assessment = 100%

PS5199 Dissertation for Adults with learning Disabilities who have Significant and Complex needs M.Sc. Programme

Credits:	60	Semester:	Either

Prerequisite: 4 modules from CE5001 - CE5006, plus PS5101 - PS5106

Programme(s): Compulsory module for M.Sc. in Adults with Learning Disabilities who have Significant and Complex Needs.

Description: A member of the teaching staff in the School of Psychology who will advise on the choice of subject and provide guidance during the work, will supervise this dissertation. The completed dissertation of not more than 15, 000 words must be submitted within 12 months of the starting date.

Class Hour: To be arranged.

Teaching: Individual Supervision.

Assessment: Continuous Assessment = 100%

Conversion Course Psychology M.Sc.

PS5231 Conceptual Issues and Theoretical Perspectives

Credits:	10	Semester:	Either

Programme: Compulsory module for M.Sc. Conversion Course Psychology

Description: This module addresses the historical and philosophical background to current debates in psychology. The module will be taught via lectures and seminars including student presentations. Emphasis will be placed on the development of critical analysis of alternative models and levels of explanations of behaviour, and the ability to relate conceptual debates in psychology to issues in the real world.

Class Hour: 9.00 - 11.00 am and 2.00 - 5.00 pm.

Teaching: One 2 hour lecture and one 3 hour practical class

Assessment: Continuous Assessment = 100%

PS5232 Assessment in Clinical Psychology

Credits:	10	Semester:	Either

Programme: Compulsory module for M.Sc. Conversion Course Psychology

Description: This module presents psychopathological conditions and provides a basic understanding of the underlying neuronal and/or cognitive-behavioural mechanisms. Examples will be drawn from the field of clinical psychology and/or clinical neuropsychology. The module will further explore in detail the tools and procedures used to assess psychopathological conditions by discussing their theoretical/statistical background and by demonstrating how to use these tools in clinical and experimental settings. In addition, the use of these tools will be trained in small group settings.

Class Hour: 9.00 - 11.00 am and 2.00 - 5.00 pm.

Teaching: One 2 hour lecture and one 3 hour practical class

Assessment: Continuous Assessment = 100%

PS5233 Developmental Psychology

Credits:	10	Semester:	Either

Programme: Compulsory module for M.Sc. Conversion Course Psychology

Description: This module is designed to equip students with an appreciation of key principles, concepts, methods and discoveries in developmental psychology, with an emphasis on evolutionary and comparative perspectives that are a particular strength of such work in St Andrews. The module aims to offer a broad perspective spanning infancy to childhood, and a range of key topics in cognitive and social development.

Class Hour: 9.00 - 11.00 am and 2.00 - 5.00 pm.

Teaching: One 2 hour lecture and one 3 hour practical class

Assessment: Continuous Assessment = 100%

PS5234 Social Psychology

Credits:	10	Semester:	Either

Programme: Compulsory module for M.Sc. Conversion Course Psychology

Description: This module explores in depth key topics across the breadth of social psychological enquiry. A variety of research approaches will be examined in order to develop the scientific understanding and critical skills in this field. Approaches that will be covered include social cognition, social identity and the study of intergroup relations. In each case, the strengths and limitations of the approaches are explored, and theoretical knowledge will be linked to current events.

Class Hour: 9.00 - 11.00 am and 2.00 - 5.00 pm.

Teaching: One 2 hour lecture and one 3 hour practical class

Assessment: Continuous Assessment = 100%

PS5235 Cognitive & Behavioural Neuroscience

Credits:	10	Semester:	Either

Programme: Either PS5235 or PS5236 is a compulsory module for M.Sc. Conversion Course Psychology

Anti-requisite: PS5236

Description: This module aims to provide an understanding of psychological knowledge in several inter-related domains concerned with the biological bases of behaviour. Emphasis will be laid on basic experimental science from analysis of molecular and synaptic events, single cell studies, brain activity scans, and clinical studies, and the relationship between cognitive, emotional, behavioural, neurological and physiological processes will be examined.

Class Hour: 9.00 - 11.00 am and 2.00 - 5.00 pm.

Teaching: One 2 hour lecture and one 3 hour practical class

Assessment: Continuous Assessment = 100%

PS5236 Evolutionary and Comparative Psychology

Credits:	10	Semester:	Either

Programme: Either PS5235 or PS5236 is a compulsory module for M.Sc. Conversion Course Psychology

Anti-requisite: PS5235

Description: This module will address evolutionary and comparative approaches to psychology. The aim is to provide an understanding of major evolutionary forces and how they have shaped animal and human behaviour and psychology. Key principles, concepts and methodologies will be introduced and related to specific topic areas such as the evolution of social behaviour and the evolutionary origins of language and cognition.

Class Hour: 9.00 - 11.00 am and 2.00 - 5.00 pm.

Teaching: One 2 hour lecture and one 3 hour practical class

Assessment: Continuous Assessment = 100%

PS5237 Perception

Credits:	10	Semester:	Either

Programme: Either PS5237 or PS5238 is a compulsory module for M.Sc. Conversion Course Psychology

Anti-requisite: PS5238

Description: The aim of this module is to develop an understanding of visual perception and its functions. Stress will be laid on the integration of findings from physiology, neuropsychology, anatomy, and psychophysics. Topic areas covered will include theories of human vision and their application to understanding our ability to perceive distinct visual properties, for example the shape, size, location and identity of objects. Emphasis will be placed on the development of the skill of critical evaluation of evidence and theory, with particular focus on awareness of the latest issues in the discipline.

Class Hour: 9.00 - 11.00 am and 2.00 - 5.00 pm.

Teaching: One 2 hour lecture and one 3 hour practical class

Assessment: Continuous Assessment = 100%

PS5238 Cognition

Credits:	10	Semester:	Either

Programme: Either PS5237 or PS5238 is a compulsory module for M.Sc. Conversion Course Psychology

Anti-requisite: PS5237

Description: The aim of this module is to develop an understanding of human memory and attention. Topic areas covered will include theories of attention, short and long term memory, processes involved in memory encoding, maintenance and retrieval. Emphasis will be placed on the development of the skill of critical evaluation of evidence and theory. Lectures will be accompanied by practical classes, in which students will gain experience of the experimental methods used in cognitive research, and seminars in which research papers will be critically evaluated.

Class Hour: 9.00 - 11.00 am and 2.00 - 5.00 pm.

Teaching: One 2 hour lecture and one 3 hour practical class

Assessment: Continuous Assessment = 100%

PS5240 Review

Credits: 15   Semester: 2

Programme: Compulsory module for M.Sc. Conversion Course Psychology

Description: This review will critically analyse and review complex current material in one particular topic in the study of the mind. Students will be required to attend the School Seminar series and to elect the work presented by one of the speakers as the basis for this essay. As part of the essay they should read relevant publications both by the speaker and by others in the relevant field. Students should consider both the theoretical significance and the real-world relevance of the work.

Assessment: Review = 100%

Health Psychology

MD5001 Theories of Health Psychology and Behaviour Change

Credits: 15   Semester: 1

Programme(s):   Compulsory module for M.Sc. in Health Psychology

Description: This module will consist of the knowledge base that covers the context and perspectives of health psychology including an historical overview and current theories and approaches in health psychology. It will include an awareness of other related disciplines, and acknowledgement of social and cultural factors. Theoretical models of health behaviour and behaviour change will be introduced including associated health-related beliefs and cognitions.

Class Hour: To be arranged.

Teaching: Three lectures and a two hour tutorial.

Assessment: Continuous Assessment = 40%, Two Hour Examination = 60%

MD5002 Quality of Life, Communication and Chronic Illness

Credits: 15   Semester: 1

Prerequisite: MD5001

Programme(s):   Compulsory module for M.Sc. in Health Psychology

Description: This core module will contain the knowledge base for understanding the conceptual underpinnings of the quality of life field and its importance in generating a debate about the success of health care interventions, assessment of care and definitions of health and illness. The relevance of psychological issues to the person suffering acute and chronic illness will be covered and the important role of communication processes in the interface between patient, clinical staff and care-givers will be included as a key theme. Some practical observation of clinical-related communication processes will be an additional feature of this module.

Class Hour: To be arranged.

Teaching: Three lectures, a two hour tutorial and a pracitcal.

Assessment: Continuous Assessment = 40%, Two Hour Examination = 60%

MD5003 Biological Systems and Development

Credits: 15   Semester: 2

Prerequisite: MD5001, MD5002

Programme(s):   Compulsory module for M.Sc. in Health Psychology

Description: This core module will introduce the importance of biological and developmental systems to the understanding of people's perceived and actual health status including methods of assessing health behaviour and intervening to change health behaviour. This module will consist of learning a generalisable tool to analyse and pool the effects of interventions, namely meta-analysis.

Class Hour: To be arranged.

Teaching: Three lectures, a two hour tutorial and a pracitcal.

Assessment: Continuous Assessment = 40%, Two Hour Examination = 60%

MD5004 Health Information and Decision Making

Credits: 15 Semester: 2

Prerequisite: MD5001, MD5002, PS5003

Co-requisite: PS5005

Programme(s): Compulsory module for M.Sc. in Health Psychology

Description: This core module introduces the student to the expanding filed of health information and decision making. Members of the public, whether they are patients or not are bombarded with health information and mis-information, via various media, from which they may process and make decisions about entering or remaining in the health care system, or embarking on new health or self care interventions designed to improve outcome. Students will acquire understanding on how to assess the influence of these interventions through detailed examination of a mixture of theoretical and practical steps.

Class Hour: To be arranged.

Teaching: Three lectures, a two hour tutorial and a pracitcal.

Assessment: Continuous Assessment = 40%, Two Hour Examination = 60%

MD5090 Research Project in Health Psychology

Credits: 60 Semester: Whole Year

Programme(s): Compulsory module for M.Sc. in Health Psychology

Description: The dissertation will consist of a written report of original, empirical health psychology research, up to 15,000 words in length. It will consist of an appropriate literature review, statement of aims, methods, results, discussion and conclusion sections with supporting bibliography. The project will be supervised and receive ethical approval.

Class Hour: To be arranged.

Teaching: Individual Supervision.

Assessment: Project Report = 100%