

## School of Psychology & Neuroscience

**Head of School** Professor Verity Brown

### Taught Programmes

Postgraduate Certificate:	Adults with Learning Disabilities who have Significant and Complex Needs Adult Support, Protection and Safeguarding
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

*For all Masters degrees there are exit awards available that allow suitably-qualified candidates to receive a Postgraduate Certificate or Postgraduate Diploma.*

### Programme Requirements

#### Psychology

M.Res.:	90 credits: PS5003, PS5005, SS5103 and SS5104 30 credits: from SS5101, SS5102 or PS5021 60 credits: Dissertation module PS5002
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#### Conversion Course Psychology

M.Sc.:	100 credits: SS5104, PS5005, PS5240, PS5231- PS5234 10 credits: PS5235 - PS5236 10 credits: PS5237 - PS5238 and 60 credits:PS5002
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#### Adults with Learning Disabilities who have Significant and Complex Needs

Postgraduate Certificate:	60 Postgraduate SCOTCAT Points from a choice of 4 from 6 postgraduate modules (CE5001 - CE5006) (15 Points per module)
Postgraduate Diploma:	Either 60 credits from PS5101 - PS5106 or from PS5401 - PS5406, plus 60 credits from CE5001 - CE5006 or equivalent (10 Points per module)
M.Sc.:	Either 60 credits from PS5101 - PS5106 or from PS5401 - PS5406, plus 60 credits from CE5001 - CE5006 or equivalent plus PS5199

#### Adult Support, Protection and Safeguarding

Postgraduate Certificate:	60 credits from PS5401 - PS5420
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## Psychology & Neuroscience - Postgraduate 2012/13 - August 2012

### Evolutionary and Comparative Psychology: The Origins of Mind

M.Sc.: 150 credits: PS5005, PS5010, PS5011, PS5012, PS5013  
 30 credits: PS4085, PS4086, PS5003, PS5021, PS5031, or other approved 4000 level modules.

### Health Psychology

M.Sc.: 120 credits :MD5001, MD5002, MD5003, MD5004, MD5090  
 60 credits: 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 a 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(s):** 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				
<b>SCOTCAT Credits:</b>	15	SCQF Level 10	<b>Semester:</b>	1
<b>Planned timetable:</b>	11.00 am - 1.00 pm Thu.			
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.				
<b>Programme module type:</b>	Optional for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind.			
<b>Learning and teaching methods and delivery:</b>	2-hour seminars plus tutorial time.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Prof D A Whiten			
<b>Lecturer(s)/Tutor(s):</b>	Prof D A Whiten			

PS4086 Origins and Evolution of Mind Reading (Theory of Mind)				
<b>SCOTCAT Credits:</b>	15	SCQF Level 10	<b>Semester:</b>	2
<b>Planned timetable:</b>	11.00 am - 1.00 pm Tue.			
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, emphasising both empirical and conceptual aspects posed by the combination of the evolutionary and developmental approaches.				
<b>Programme module type:</b>	Optional for Single and Joint Honours Psychology, Psychology with Biology, Psychology with Film Studies, Psychology with Geography Optional for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind.			
<b>Learning and teaching methods and delivery:</b>	2-hour seminars plus tutorial time.			
<b>Assessment pattern:</b>	Coursework = 25%, Written Examination = 75%			
<b>Module Co-ordinator:</b>	Dr J-C Gomez			
<b>Lecturer(s)/Tutor(s):</b>	Dr J-C Gomez			

PS5002 Research Project				
<b>SCOTCAT Credits:</b>	60	SCQF Level 11	<b>Semester:</b>	Whole Year
<b>Planned timetable:</b>	To be arranged with the supervisor.			
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.				
<b>Programme module type:</b>	Compulsory for M.Res. in Psychology and for the M.Sc. Conversion Course in Psychology.			
<b>Learning and teaching methods and delivery:</b>	Personal tutorials at approximately 2-weekly intervals.			
<b>Assessment pattern:</b>	15,000 word (maximum) research report			

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<b>PS5003 Generic Research and Professional Skills in Psychology</b>				
<b>SCOTCAT Credits:</b>	30	SCQF Level 11	<b>Semester:</b>	Whole Year
<b>Planned timetable:</b>	To be arranged.			
This module introduces students to the various skills and issues that 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.				
<b>Programme module type:</b>	Compulsory for M.Res. in Psychology. Compulsory for M.Sc. in Health Psychology. Optional for M.Sc. - Evolutionary and Comparative Psychology: the Origins of Mind.			
<b>Co-requisite(s):</b>	All seven modules are to be taken together in the same session. The 'same session' requirement may be waived at the discretion of the Head of School.			
<b>Learning and teaching methods and delivery:</b>	17 x 2-hour seminars.			
<b>Assessment pattern:</b>	10 elements of Coursework			
<b>Module Co-ordinator:</b>	Prof RW Byrne			

<b>PS5005 Methods of Data Analysis in Psychology</b>				
<b>SCOTCAT Credits:</b>	30	SCQF Level 11	<b>Semester:</b>	2
<b>Planned timetable:</b>	To be arranged.			
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.				
<b>Programme module type:</b>	Compulsory for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind, M.Sc. Conversion Course in Psychology, M.Sc. in Health Psychology, M.Res. in Psychology			
<b>Learning and teaching methods and delivery:</b>	11 x 2-hour workshops.			
<b>Assessment pattern:</b>	10 elements of Coursework			
<b>Module Co-ordinator:</b>	Dr E Bowman			
<b>Lecturer(s)/Tutor(s):</b>	Dr E Bowman and Dr N Tausch			

PS5010 Principal Approaches to the Origins of Mind				
<b>SCOTCAT Credits:</b>	30	SCQF Level 11	<b>Semester:</b>	Either
<b>Planned timetable:</b>	10.00 am Seminars, 2.00 pm practicals/tutorials.			
This module serves to introduce distinct ways of studying the origins of mind within a comparative Tinbergian framework, emphasising 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.				
<b>Programme module type:</b>	Compulsory for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind.			
<b>Co-requisite(s):</b>	PS5005, PS5011, PS5012, PS5013			
<b>Learning and teaching methods and delivery:</b>	Seminar and tutorial/practical each week.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr S Healy			
<b>Lecturer(s)/Tutor(s):</b>	Prof R W Byrne and Dr S Healy			

PS5011 Empirical Approaches to the Evolution of Communication				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester:</b>	Either
<b>Planned timetable:</b>	To be arranged.			
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.				
<b>Programme module type:</b>	Compulsory for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind.			
<b>Co-requisite(s):</b>	PS5005, PS5010, PS5012, PS5013	<b>Required for:</b>		
<b>Learning and teaching methods and delivery:</b>	2-hour seminars, tutorials and practicals.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Prof K Zuberbühler			
<b>Lecturer(s)/Tutor(s):</b>	Prof K Zuberbühler			

PS5012 Origins of Human Cognition				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester:</b>	Either
<b>Planned timetable:</b>	9.00 am Seminars, 2.00 pm practicals/tutorials.			
<p>This module focuses on the origins of human cognition from evolutionary and developmental perspectives. How do we come to parse the 'blooming buzzing confusion' of cues from our physical and social environments into meaningful representations that support functionally adaptive behaviour? In the physical world are objects, their properties and the causal underpinnings of their interactions. The social world contains agents, their actions, and their mental states. How does cognitive processing reveal cues and build representations about the causal structure of the physical and social world? This course examines how these features are perceived and processed by developing humans and other animals for adaptive behaviour, and investigates the evidence for the proximate mechanisms underlying the abilities seen. The module links together the evolution and development of different cognitive abilities with a focus on empirical comparative research.</p>				
<b>Programme module type:</b>	Compulsory for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind.			
<b>Co-requisite(s):</b>	PS5005, PS5010, PS5011, PS5013	<b>Required for:</b>		
<b>Learning and teaching methods and delivery:</b>	2-hour seminars, 1.5- hour tutorials and practicals.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr A Seed			
<b>Lecturer(s)/Tutor(s):</b>	Dr A Seed			

PS5013 Research Project				
<b>SCOTCAT Credits:</b>	60	SCQF Level 11	<b>Semester:</b>	Summer
<b>Planned timetable:</b>	Not applicable.			
<p>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.</p>				
<b>Programme module type:</b>	Compulsory for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind.			
<b>Co-requisite(s):</b>	PS5005, PS5010, PS5011, PS5012	<b>Required for:</b>		
<b>Learning and teaching methods and delivery:</b>	Not applicable.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr S Healy			
<b>Lecturer(s)/Tutor(s):</b>				

PS5021 Methodologies for Psychology and Neuroscience				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester:</b>	Either
<b>Planned timetable:</b>	To be arranged.			
<p>The primary aim of this module would be that the student gains some practical, hands-on experience, albeit rather briefly, of a number of laboratory techniques and of research methodologies as are employed by the Principal Investigators in the School of Psychology and Neuroscience. Across the course the student would experience a wide variety of methods and research practices and thereby become more aware of the possibilities of an integrative approach. The course would entail one weekly session (approx. 5 hours per week) during which the student would spend a session in the laboratory of a PI (Principal Investigator). This module would cover the research design, data collection, data analysis and the publication style of each PI. The PI would demonstrate the methodology, data collection and data analysis relevant to that laboratory and to the field in which the PI works. This may include an introductory lecture or discussion of literature relevant to the PI's field and would be followed by observation of, and basic training in the specific techniques used by the PI in conducting that research. The student would be involved in any data collection that may take place during that session, be made aware of the way in which those data are analysed by that PI's group and then shown how those results are prepared for publication and other dissemination.</p>				
<b>Programme module type:</b>	Optional for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind and M.Res. Psychology Programme.			
<b>Learning and teaching methods and delivery:</b>	5 hours each week for 5 weeks.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr G Brown			

PS5031 Review				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester:</b>	Either
<b>Planned timetable:</b>	To be arranged.			
<p>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.</p>				
<b>Programme module type:</b>	Optional for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind.			
<b>Co-requisite(s):</b>	PS5005, PS5010, PS5011, PS5012, PS5013	<b>Required for:</b>		
<b>Learning and teaching methods and delivery:</b>	4 tutorials across the semester.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr A Seed			

## Psychology & Neuroscience - Postgraduate 2012/13 - August 2012

### 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(s):** All four Postgraduate Certificate modules to be completed within 12 months. All six Postgraduate Diploma modules are to be completed within 12 months. Assessment of Postgraduate M.Sc. is by a 15,000-word Dissertation.

#### Modules

A choice of 4 from 6 postgraduate modules (CE5001 - CE5006) delivered by distance learning, comprises the core of the Postgraduate Certificate. These modules (CE5001 - CE5006) may also be taken as single modules. At Postgraduate Diploma level, a set of 6 modules (PS5101 - PS5016) or (PS5401 - PS5406) are the basic research practitioner training.

#### Postgraduate Certificate modules (CE5001-CE5006)

<b>CE5001 Distance Learning Programme: Challenging Behaviour</b>				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester:</b>	Either semester, or Whole Year
<b>Planned timetable:</b>	150 notional hours of learning time (delivered by online distance learning).			
This is a module concerned with the additional needs of adults with intellectual disabilities. This module considers definitions of challenging behaviour and how such behaviour is conceptualised 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, organisational culture, specialisation in community settings, assessment and treatment units, support in integrated settings, support family carers, support in day opportunity settings.				
<b>Programme module type:</b>	Optional for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.			
<b>Pre-requisite(s):</b>	A university degree or a professional qualification (/social work/nursing/professions allied to medicine) or at least three years experience in a management position in intellectual disability services.			
<b>Learning and teaching methods and delivery:</b>	1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.			
<b>Assessment pattern:</b>	Coursework =100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			



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<b>CE5002 Distance Learning Programme: Mental Health</b>				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester:</b>	Either semester, or Whole Year
<b>Planned timetable:</b>	150 notional hours of learning time (delivered by online distance learning)			
The module investigates how mental health difficulties reveal themselves in people with intellectual 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.				
<b>Programme module type:</b>	Optional for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.			
<b>Pre-requisite(s):</b>	A university degree or a professional qualification (social work/nursing/professions allied to medicine) or at least three years experience in a management position in intellectual disability services.			
<b>Learning and teaching methods and delivery:</b>	1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.			
<b>Assessment pattern:</b>	Coursework =100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			

<b>CE5003 Distance Learning Programme: Offenders with Learning Disabilities</b>				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester:</b>	Either semester, or Whole Year
<b>Planned timetable:</b>	150 notional hours of learning time (delivered by online distance learning).			
The module investigates how services support people who have an intellectual disability and/or mental health condition and who have either been convicted of an offence indicating a risk to the public or have exhibited behaviour indicating pro-active management is required. It aims to improve students' ability to assess social and healthcare needs and management of forensic services in order to enhance quality of life and preserve individual rights as the person with intellectual disabilities. Case studies of individuals and of services are used to illustrate the complexity of this area of work, and to demonstrate best practice.				
<b>Programme module type:</b>	Optional for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.			
<b>Pre-requisite(s):</b>	A university degree or a professional qualification (social work/nursing/professions allied to medicine) or at least three years experience in a management position in intellectual disability services.			
<b>Learning and teaching methods and delivery:</b>	1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.			
<b>Assessment pattern:</b>	Coursework =100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			

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<b>CE5004 Distance Learning Programme: Profound and Multiple Disabilities</b>				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester:</b>	Either semester, or Whole Year
<b>Planned timetable:</b>	150 notional hours of learning time (delivered by online distance learning).			
The module aims to increase understanding of the complex social and health care needs of adults with profound and multiple intellectual disabilities. Students will investigate the requirements of good service provision for this group and provide examples of how community presence and participation can be achieved. The role of family carers in long term support is also researched.				
<b>Programme module type:</b>	Optional for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.			
<b>Pre-requisite(s):</b>	A university degree or a professional qualification (social work/nursing/professions allied to medicine) or at least three years experience in a management position in intellectual disability services			
<b>Learning and teaching methods and delivery:</b>	1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			

<b>CE5005 Distance Learning Programme: Vulnerability, Victimization and Abuse</b>				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester:</b>	Either semester, or Whole Year
<b>Planned timetable:</b>	150 notional hours of learning time (delivered by online distance learning).			
The module investigates the history of and settings for victimisation and abuse of vulnerable individuals, in the context of adult support and protection. Students are asked analyse their own service setting with respect to arrangements that minimise the possibility of victimisation and abuse and develop strategies to deal with suspected or identified incidents of abuse. A number of illustrative case studies are explored. There is also an investigation of the knowledge and skills needed to respond to the needs of those who have been abused in a constructive manner.				
<b>Programme module type:</b>	Optional for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.			
<b>Pre-requisite(s):</b>	A university degree or a professional qualification (social work/nursing/professions allied to medicine) or at least three years experience in a management position in intellectual disability services.			
<b>Learning and teaching methods and delivery:</b>	1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			

CE5006 Distance Learning Programme: Older People with Learning Disabilities				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester:</b>	Either
<b>Planned timetable:</b>	150 notional hours of learning time (delivered by online distance learning).			
The module investigates knowledge and skills needed to support people with intellectual 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 intellectual disabilities gets older and to increase knowledge of the role and expectations of older family carers.				
<b>Programme module type:</b>	Optional for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.			
<b>Pre-requisite(s):</b>	A university degree or a professional qualification (social work/nursing/professions allied to medicine) or at least three years experience in a management position in intellectual disability services.			
<b>Learning and teaching methods and delivery:</b>	1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.			
<b>Assessment pattern:</b>	Coursework =100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			

### Postgraduate Diploma modules (PS5101-PS5106)

PS5101 Intellectual Disability Research				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Whole Year
<b>Planned timetable:</b>	100 notional hours of learning time (delivered by online distance learning).			
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: 3rd edition. Oxford: Wiley.				
<b>Programme module type:</b>	Compulsory for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.			
<b>Pre-requisite(s):</b>	60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities			
<b>Learning and teaching methods and delivery:</b>	1 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.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			

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<b>PS5102 Data Collection and Sampling</b>				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Whole Year
<b>Planned timetable:</b>	100 notional hours of learning time (delivered by online distance learning).			
<p>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:</p> <p>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</p> <p>The module is appropriate for professionally qualified staff who wish to develop research skills with a view to improving their professional practice.</p> <p>The core text for this module is Robson, C. (2002) Real World Research: A resource for social scientists and practitioner-researchers: 3rd edition. Oxford: Wiley.</p>				
<b>Programme module type:</b>	Compulsory for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.			
<b>Pre-requisite(s):</b>	60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities			
<b>Learning and teaching methods and delivery:</b>	1 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.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			

PS5103 Quantitative Data Analysis: Fixed Designs				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Whole Year
<b>Planned timetable:</b>	100 notional hours of learning time (delivered by online distance learning).			
<p>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:</p> <p>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</p> <p>The module is appropriate for professionally qualified staff who wish to develop research skills with a view to improving their professional practice.</p> <p>The core text for this module is Robson, C. (2002) Real World Research: A resource for social scientists and practitioner-researchers: 3rd edition. Oxford: Wiley.</p>				
<b>Programme module type:</b>	Compulsory for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.			
<b>Pre-requisite(s):</b>	60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities			
<b>Learning and teaching methods and delivery:</b>	1 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.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			

PS5104 Qualitative Data Analysis: Flexible Designs				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Whole Year
<b>Planned timetable:</b>	100 notional hours of learning time (delivered by online distance learning).			
<p>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:</p> <p>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</p> <p>The module is appropriate for professionally qualified staff who wish to develop research skills with a view to improving their professional practice.</p> <p>The core text for this module is Robson, C. (2002) Real World Research: A resource for social scientists and practitioner-researchers: 3rd edition. Oxford: Wiley.</p>				
<b>Programme module type:</b>	Compulsory for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.			
<b>Pre-requisite(s):</b>	60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities			
<b>Learning and teaching methods and delivery:</b>	1 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.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			

PS5105 Writing a Research Report				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Whole Year
<b>Planned timetable:</b>	100 notional hours of learning time (delivered by online distance learning).			
<p>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:</p> <p>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</p> <p>The module is appropriate for professionally qualified staff who wish to develop research skills with a view to improving their professional practice.</p> <p>The core text for this module will be Robson, C. (2002) Real World Research: A resource for social scientists and practitioner-researchers: 3rd edition. Oxford: Wiley.</p>				
<b>Programme module type:</b>	Compulsory for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.			
<b>Pre-requisite(s):</b>	60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities			
<b>Learning and teaching methods and delivery:</b>	1 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.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			

PS5106 Undertaking a Small Scale Study				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Whole Year
<b>Planned timetable:</b>	100 notional hours of learning time (delivered by online distance learning).			
<p>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:</p> <p>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</p> <p>The module is appropriate for professionally qualified staff who wish to develop research skills with a view to improving their professional practice.</p> <p>The core text for this module is Robson, C. (2002) Real World Research: A resource for social scientists and practitioner-researchers: 3rd edition. Oxford: Wiley.</p>				
<b>Programme module type:</b>	Compulsory for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.			
<b>Pre-requisite(s):</b>	60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities			
<b>Learning and teaching methods and delivery:</b>	1 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.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			



**Postgraduate Masters (M.Sc.)**

<b>PS5199 Dissertation for M.Sc. Programme in Adults with Learning Disabilities who have Significant and Complex Needs</b>				
<b>SCOTCAT Credits:</b>	60	SCQF Level 11	<b>Semester:</b>	Whole Year
<b>Planned timetable:</b>	To be negotiated with supervisor, over a period of 12 months.			
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.				
<b>Programme module type:</b>	Compulsory for M.Sc. in Adults with Learning Disabilities who have Significant and Complex Needs.			
<b>Pre-requisite(s):</b>	4 modules from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities plus PS5101 - PS5106			
<b>Learning and teaching methods and delivery:</b>	Individual Supervision.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			

**Postgraduate Certificate by Distance Learning: Adult Support, Protection and Safeguarding Programme**

This programme of 6 modules is designed for staff working in supervisory or professional positions in services for older people and adults with learning disabilities or mental health problems. The focus of the programme is on how services can best support and protect vulnerable adults, with reference to legislation, policy and practice.

**Co-requisite(s):** All 6 Postgraduate Certificate modules (PS5401 - PS5406) to be completed within 12 months.

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### Modules

A set of postgraduate modules delivered by distance learning composes the core of the basic research practitioner training. Students who successfully complete this Postgraduate Certificate may progress to the Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.

<b>PS5401 The Evidence on the Abuse of Adults</b>				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Whole Year
<b>Planned timetable:</b>	100 notional hours of learning time (delivered by online distance learning).			
This is a module concerned with the historical evidence and prevalence of abuse of vulnerable adults. We consider definitions of abuse, the nature of harm and people most at risk from harm. The topics studied include sexual harm, physical harm, financial exploitation, neglect and self-neglect, emotional harm and discriminatory harm.				
<b>Programme module type:</b>	Compulsory for the Postgraduate Certificate programme: Adult Support, Protection and Safeguarding.			
<b>Pre-requisite(s):</b>	University degree or a prof. qualification (social work / nursing / professions allied to medicine). Substantial relevant experience in a cognate discipline, together with at least three years practical management/supervision will be considered.			
<b>Learning and teaching methods and delivery:</b>	1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.			
<b>Assessment pattern:</b>	Coursework =100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			

<b>PS5402 The Ecological Model of Adult Protection</b>				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Whole Year
<b>Planned timetable:</b>	100 notional hours of learning time (delivered by online distance learning).			
This is a module concerned with an 'Ecological Model' of adult protection. We consider how characteristics of vulnerable adults, perpetrators, relationship and environmental factors must all be taken into account in service agency policies and regulatory frameworks. The topics studied include the individual at risk, settings, legislation and government policy, culture and philosophy and international influences.				
<b>Programme module type:</b>	Compulsory for the Postgraduate Certificate programme: Adult Support, Protection and Safeguarding.			
<b>Pre-requisite(s):</b>	University degree or a prof. qualification (social work / nursing / professions allied to medicine). In some cases substantial relevant experience in a cognate discipline, with at least three years practical management/supervision will be considered.			
<b>Learning and teaching methods and delivery:</b>	1 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.			
<b>Assessment pattern:</b>	Coursework =100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			

PS5403 The Individual at Risk and Significant Others				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Whole Year
<b>Planned timetable:</b>	100 notional hours of learning time (delivered by online distance learning).			
This is a module focusing on the individual at risk and significant others, in the context of adult protection. We look at how investigations of allegations of harm need to be conducted systematically, taking into account issues of capacity and consent, training, and dealing with the consequences of harm.				
<b>Programme module type:</b>	Compulsory for the Postgraduate Certificate programme: Adult Support, Protection and Safeguarding.			
<b>Pre-requisite(s):</b>	University degree or a prof. qualification (social work / nursing / professions allied to medicine). In some cases substantial relevant experience in a cognate discipline, with at least three years practical management/supervision will be considered			
<b>Learning and teaching methods and delivery:</b>	1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.			
<b>Assessment pattern:</b>	Coursework =100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			

PS5404 Protective Service Designs: The Setting and Service Agency				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	1 & 2 (taught twice)
<b>Planned timetable:</b>	100 notional hours of learning time (delivered by online distance learning).			
This is a module focusing on protective service designs, in the context of adult protection. We look at the importance of service design, culture and policies in health, social services and the voluntary sector. The module analyses the impact of service design on the degree of risk of harm for adults with learning disabilities.				
<b>Programme module type:</b>	Compulsory for the Postgraduate Certificate programme: Adult Support, Protection and Safeguarding.			
<b>Pre-requisite(s):</b>	University degree or a prof. qualification (social work / nursing / professions allied to medicine). In some cases substantial relevant experience in a cognate discipline, with at least three years practical management/supervision will be considered			
<b>Learning and teaching methods and delivery:</b>	1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.			
<b>Assessment pattern:</b>	Coursework =100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			

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<b>PS5405 Regulatory Frameworks and Adult Protection Procedures</b>				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	1 & 2 (taught twice)
<b>Planned timetable:</b>	100 notional hours of learning time (delivered by online distance learning).			
This is a module looking at the international, national and local context of adult protection frameworks. We look at how legislation and policy are translated into regulatory frameworks to protect and safeguard vulnerable adults. Human Rights and ethical issues are considered in a wider international perspective.				
<b>Programme module type:</b>	Compulsory for the Postgraduate Certificate programme: Adult Support, Protection and Safeguarding.			
<b>Pre-requisite(s):</b>	University degree or a prof. qualification (social work / nursing / professions allied to medicine). In some cases substantial relevant experience in a cognate discipline, with at least three years practical management/supervision will be considered.			
<b>Learning and teaching methods and delivery:</b>	1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.			
<b>Assessment pattern:</b>	Coursework =100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			

<b>PS5406 Adult Support, Protection and Safeguarding: Ecological Model Assignment</b>				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Whole Year
<b>Planned timetable:</b>	100 notional hours of learning time (delivered by online distance learning).			
This module provides information and instruction for completion of the written module assignment; a service-based audit of adult protection. This assignment will be based on either (a) an adult protection case from the student's own professional practice, or (b) a detailed adult protection case study provided for the purpose.				
<b>Programme module type:</b>	Compulsory for the Postgraduate Certificate programme: Adult Support, Protection and Safeguarding.			
<b>Pre-requisite(s):</b>	University degree or a prof. qualification (social work / nursing / professions allied to medicine). In some cases substantial relevant experience in a cognate discipline, with at least three years practical management/supervision will be considered.			
<b>Learning and teaching methods and delivery:</b>	1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.			
<b>Assessment pattern:</b>	Coursework =100%			
<b>Module Co-ordinator:</b>	Dr M Campbell			
<b>Lecturer(s)/Tutor(s):</b>	Dr M Campbell, Prof J Hogg			

Conversion Course Psychology M.Sc.

PS5231 Conceptual Issues and Theoretical Perspectives				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Either
<b>Planned timetable:</b>	9.00 am - 11.00 am and 2.00 pm - 5.00 pm.			
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.				
<b>Programme module type:</b>	Compulsory for M.Sc. Conversion Course Psychology			
<b>Learning and teaching methods and delivery:</b>	1 x 2-hour lecture and 1 x 3-hour practical class.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Mr P L Gardner			
<b>Lecturer(s)/Tutor(s):</b>	Mr P L Gardner			

PS5232 Assessment in Clinical Psychology				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Either
<b>Planned timetable:</b>	9.00 am - 11.00 am and 2.00 pm - 5.00 pm.			
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.				
<b>Programme module type:</b>	Compulsory for M.Sc. Conversion Course Psychology			
<b>Learning and teaching methods and delivery:</b>	1 x 2-hour lecture and 1 x 3-hour practical class.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr A Kehagia			
<b>Lecturer(s)/Tutor(s):</b>	Dr A Kehagia			

PS5233 Developmental Psychology				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Either
<b>Planned timetable:</b>	9.00 am - 11.00 am and 2.00 pm - 5.00 pm.			
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.				
<b>Programme module type:</b>	Compulsory for M.Sc. Conversion Course Psychology			
<b>Learning and teaching methods and delivery:</b>	1 x 2-hour lecture and 1 x 3-hour practical class.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Prof D A Whiten			
<b>Lecturer(s)/Tutor(s):</b>	Prof D A Whiten			

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<b>PS5234 Social Psychology</b>				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Either
<b>Planned timetable:</b>	9.00 am - 11.00 am and 2.00 pm - 5.00 pm.			
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.				
<b>Programme module type:</b>	Compulsory for M.Sc. Conversion Course Psychology			
<b>Learning and teaching methods and delivery:</b>	1 x 2-hour lecture and 1 x 3-hour practical class.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr N Tausch			
<b>Lecturer(s)/Tutor(s):</b>	Dr N Tausch			

<b>PS5235 Cognitive and Behavioural Neuroscience</b>				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Either
<b>Planned timetable:</b>	9.00 am - 11.00 am and 2.00 pm - 5.00 pm.			
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.				
<b>Programme module type:</b>	Either PS5235 or PS5236 is compulsory for M.Sc. Conversion Course Psychology			
<b>Learning and teaching methods and delivery:</b>	1 x 2-hour lecture and 1 x 3-hour practical class.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr I Jentzsch			
<b>Lecturer(s)/Tutor(s):</b>	Dr I Jentzsch			

<b>PS5236 Evolutionary and Comparative Psychology</b>				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Either
<b>Planned timetable:</b>	9.00 am - 11.00 am and 2.00 pm - 5.00 pm.			
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.				
<b>Programme module type:</b>	Either PS5235 or PS5236 is compulsory for M.Sc. Conversion Course Psychology			
<b>Learning and teaching methods and delivery:</b>	1 x 2-hour lecture and 1 x 3-hour practical class.			
<b>Assessment pattern:</b>	Coursework = 100%			

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PS5237 Perception				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Either
<b>Planned timetable:</b>	9.00 am - 11.00 am and 2.00 pm - 5.00 pm.			
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.				
<b>Programme module type:</b>	Either PS5237 or PS5238 is compulsory for M.Sc. Conversion Course Psychology			
<b>Learning and teaching methods and delivery:</b>	1 x 2-hour lecture and 1 x 3-hour practical class.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr C N Jonas			
<b>Lecturer(s)/Tutor(s):</b>	Dr C N Jonas			

PS5238 Cognition				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	Either
<b>Planned timetable:</b>	9.00 am - 11.00 am and 2.00 pm - 5.00 pm.			
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.				
<b>Programme module type:</b>	Either PS5237 or PS5238 is compulsory for M.Sc. Conversion Course Psychology			
<b>Learning and teaching methods and delivery:</b>	1 x 2-hour lecture and 1 x 3-hour practical class.			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module Co-ordinator:</b>	Dr J G Quinn			
<b>Lecturer(s)/Tutor(s):</b>	Dr J G Quinn			

PS5240 Review				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester:</b>	2
<b>Planned timetable:</b>	To be arranged.			
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.				
<b>Programme module type:</b>	Compulsory for M.Sc. Conversion Course Psychology			
<b>Learning and teaching methods and delivery:</b>	To be arranged with tutor.			
<b>Assessment pattern:</b>	Review = 100%			
<b>Module Co-ordinator:</b>	Dr A Astell			
<b>Lecturer(s)/Tutor(s):</b>				

MD5001 Theories of Health Psychology and Behaviour Change				
SCOTCAT Credits:	15	SCQF Level 11	Semester:	1
Planned timetable:	To be arranged.			
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.				
Programme module type:	Compulsory for M.Sc. in Health Psychology			
Co-requisite(s):	MD5002			
Learning and teaching methods and delivery:	3 lectures and a 2-hour tutorial.			
Assessment pattern:	Coursework = 40%, 2-hour Examination = 60%			
Module Co-ordinator:	Prof G Humphris			

MD5002 Quality of Life, Communication and Chronic Illness				
SCOTCAT Credits:	15	SCQF Level 11	Semester:	1
Planned timetable:	To be arranged.			
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.				
Programme module type:	Compulsory for M.Sc. in Health Psychology			
Co-requisite(s):	MD5001			
Learning and teaching methods and delivery:	3 lectures, a 2-hour tutorial and a practical.			
Assessment pattern:	Coursework = 40%, 2-hour Examination = 60%			
Module Co-ordinator:	Prof G Humphris			

MD5003 Biological Systems and Development				
SCOTCAT Credits:	15	SCQF Level 11	Semester:	2
Planned timetable:	To be arranged.			
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.				
Programme module type:	Compulsory for M.Sc. in Health Psychology			
Pre-requisite(s):	MD5001, MD5002			
Learning and teaching methods and delivery:	3 lectures, a 2-hour tutorial and a practical.			
Assessment pattern:	Coursework = 40%, 2-hour Examination = 60%			
Module Co-ordinator:	Prof G Humphris			



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MD5004 Health Information and Decision Making				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester:</b>	2
<b>Planned timetable:</b>	To be arranged.			
This core module introduces the student to the expanding field of health information and decision making. Members of the public, whether they are patients or not are bombarded with health information and misinformation, 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.				
<b>Programme module type:</b>	Compulsory for M.Sc. in Health Psychology			
<b>Pre-requisite(s):</b>	MD5001, MD5002, PS5003	<b>Co-requisite(s):</b>	PS5005	
<b>Learning and teaching methods and delivery:</b>	3 lectures, a 2-hour tutorial and a practical.			
<b>Assessment pattern:</b>	Coursework = 40%, 2-hour Examination = 60%			
<b>Module Co-ordinator:</b>	Prof G Humphris			

MD5090 Research Project in Health Psychology				
<b>SCOTCAT Credits:</b>	60	SCQF Level 11	<b>Semester:</b>	Whole Year
<b>Planned timetable:</b>	To be arranged.			
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.				
<b>Programme module type:</b>	Compulsory for M.Sc. in Health Psychology			
<b>Learning and teaching methods and delivery:</b>	Individual supervision.			
<b>Assessment pattern:</b>	Project report (Dissertation) = 100%			
<b>Module Co-ordinator:</b>	Prof G Humphris			

MD5101 Training in Research Skills				
<b>SCOTCAT Credits:</b>	30	SCQF Level 11	<b>Semester:</b>	1
<b>Planned timetable:</b>	To be arranged.			
This module introduces students to the core skills which underpin medical research. The emphasis will be on how to do research in a health service setting.				
<b>Programme module type:</b>	Compulsory for M.Res. in Medicine			
<b>Co-requisite(s):</b>	MD5102			
<b>Assessment pattern:</b>	Coursework = 100% (Oral Presentation = 25%, Poster Presentation = 25%, Grant Proposal = 50%)			
<b>Module Co-ordinator:</b>	Dr R Davies			

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<b>MD5102 Recent Advances in Medical Research</b>				
<b>SCOTCAT Credits:</b>	30	SCQF Level 11	<b>Semester:</b>	2
<b>Planned timetable:</b>	To be arranged.			
This module will take the form of a series of 'masterclasses'. Research active investigators within the Medical School will give presentations on their specialist topics. This will be complemented by a series of journal clubs.				
<b>Programme module type:</b>	Compulsory for M.Res. in Medicine			
<b>Co-requisite(s):</b>	MD5101			
<b>Learning and teaching methods and delivery:</b>	1 x 3-hour seminar.			
<b>Assessment pattern:</b>	Coursework (e-portfolio) = 100%			
<b>Module Co-ordinator:</b>	Dr R Davies			

<b>MD5190 Research Project in Medicine</b>				
<b>SCOTCAT Credits:</b>	120	SCQF Level 11	<b>Semester:</b>	Whole Year
<b>Planned timetable:</b>	To be arranged.			
In this module a research project will be undertaken on a single topic relevant to medical research. This will be supervised by a member of academic staff. There will be a formative meeting after three months with a research panel to discuss the aims and objectives of the work.				
<b>Programme module type:</b>	Compulsory for M.Res. in Medicine			
<b>Co-requisite(s):</b>	MD5101 and MD5102	<b>Anti-requisite(s):</b>	MD5191	
<b>Learning and teaching methods and delivery:</b>	Tutorials.			
<b>Assessment pattern:</b>	Coursework, including 12 - 15,000-word dissertation = 100%			
<b>Module Co-ordinator:</b>	Dr R Davies			

<b>MD5191 Short Research Project in Medicine</b>				
<b>SCOTCAT Credits:</b>	60	SCQF Level 11	<b>Semester:</b>	Whole Year
<b>Planned timetable:</b>	To be arranged.			
In this module a research project will be undertaken on a single topic relevant to medical research. This will be supervised by a member of academic staff. There will be a formative meeting after three months with a research panel to discuss the aims and objectives of the work.				
<b>Programme module type:</b>	Compulsory for Postgraduate Diploma in Medicine			
<b>Co-requisite(s):</b>	MD5101 and MD5102	<b>Anti-requisite(s):</b>	MD5190	
<b>Learning and teaching methods and delivery:</b>	Tutorials.			
<b>Assessment pattern:</b>	Coursework, including 8 - 12,000-word dissertation = 100%			
<b>Module Co-ordinator:</b>	Prof P Donnelly			