

**UNIVERSITY OF ABERDEEN SCHOOL OF PSYCHOLOGY**

**PS1009 INTRODUCTORY PSYCHOLOGY I: CONCEPTS AND THEORY  
(1<sup>st</sup> half session)**

**and**

**PS1509 INTRODUCTORY PSYCHOLOGY II: CONCEPTS AND THEORY  
(2<sup>nd</sup> half session)**

Welcome to the School of Psychology!

PS1009 and PS1509 will introduce you to state of the art concepts and theory in the discipline of Psychology. These courses are open to any undergraduate at the University of Aberdeen and can be taken on their own by students with any degree intention. We presuppose no background of any kind in Psychology.

If you are intending to do an Honours degree in Behavioural Studies or Psychology, as a single or joint Honours student, PS1009 and PS1509 are compulsory along with the sister courses, PS1010 INTRODUCTORY PSYCHOLOGY I: METHODS AND APPLICATIONS and PS1510 INTRODUCTORY PSYCHOLOGY I: METHODS AND APPLICATIONS

The PS1009 & PS1509 convenor is Dr Graham Scott (g.scott@abdn.ac.uk). The course secretary is Karen Forrest (karen.forrest@abdn.ac.uk). If you have any queries not covered in the Handbook or if you want advice, contact the course convenor, course secretary your Adviser of Studies, or any other member of the academic, secretarial or technical staff of the School of Psychology School for help. The School Office is open 9-4 most days.

This handbook provides basic information about the courses – separate documents outline in more detail the associated tutorial arrangements. All information about the course is available via Blackboard. Make sure to regularly read your @aberdeen email account because information about the course will usually be distributed by email. There is also a Level 1 noticeboard in the foyer outside the Arts Lecture Theatre on which relevant information will be displayed.

**Accuracy and Currency of Information**

Whilst every effort has been made to ensure the accuracy and currency of the information provided in this Handbook, the School is bound by the **Degree Regulations** published in the **University Calendar** and by decisions made by the various **Academic Standards Committees**. In particular, staff changes and availability may necessitate alterations in courses and options. Thus details of courses running this year may not be the same for future years. Methods of assessment and examinations may also change.

**Session 2011-2012 FIRST LEVEL INTRODUCTORY  
PSYCHOLOGY CONCEPTS AND THEORY  
COURSES**

**First Half-Session: PS1009**

**Second Half-Session: PS1509**

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## 1. LECTURES

Lectures take place in the Arts Lecture Theatre, (next to the William Guild Building, the School's home), on Mondays at 11-12:00, Tuesdays at 13:00-14:00 and Thursdays 11-12.00. **You are expected to attend all the lectures.** They are intended to provide a framework for the work of the class but it is essential that you supplement your lecture notes by reading the appropriate sections from the prescribed textbook and from other sources recommended by lecturers.

**Arrive on time** for the lectures, because latecomers can be disruptive to other students concentrating on what the lecturer is saying.

**Eating or drinking** in University lecture theatres and classrooms is not permitted.

Please ensure that **mobile phones are turned off** during a lecture.

**If you are using a laptop during lectures, please use it to add and review your Psychology lecture notes only.** "Multitasking" by reading email or visiting external websites such as YouTube or Facebook during lectures could be very distracting for people sitting behind you. It is also rather disrespectful to the staff member trying to tell you about Psychology!

## 2. TEXTBOOKS

Students may wish to purchase one of the following textbook: others are available for consultation in the Library.

### **Recommended textbook for lectures:**

Gleitman, H., Gross, J. & Reisberg, D. (2011). Psychology. (8<sup>th</sup> Edition: International Student Edition)). New York/London: W.W. Norton. ISBN 978-0-393-11682-3

### **Other recommended books available in the library:**

Martin, G. N., Carlson, N. R. & Buskist, W. (Eds.) (2010). *Psychology. (4th ed.)*. Harlow: Pearson Education Limited. ISBN 978-0-273-72011-9.

## 3. WORKSHOPS

As part of our registration you will have been asked to provide some weekly one hour times for your hourly workshop. By the second week of the half session you will have signed up for one of the workshop slots. Make sure that it doesn't conflict with any lectures, practicals or tutorials from your other courses. You will be assigned to a particular workshop group which always meets at the same time and same place. The first workshop happens in teaching week 3 (in 2011 the week starting Monday October 10<sup>th</sup>). You will have six workshops in total across each half session, and further details are given in a separate handout. The continuous assessment component of the course requires you to participate in all of the workshops.

## PEER ASSESSMENT

Peer discussions and assessment are useful for several reasons: they improve communication ability, encourage participation and group working skills (making a point, taking turns, evaluating comments of others), encourage preparation for the workshop (if you don't prepare, your contributions are less likely to be rated highly by your peers), and finally it rewards work (a good habit to get into at the start of your university career).

[Guidance notes for preparing for workshops and using the School's PS1009/1509 peer assessment tools are available via MyAberdeen.](#)

#### **4. GENERIC TRANSFERABLE SKILLS IN PSYCHOLOGY**

The Level 1 Psychology courses are geared towards providing students with theoretical and applied skills necessary to pursue a psychology or psychology-related career. However, less than one fifth of graduates ultimately follow a career as professional psychologists (Quality Assurance Agency for Higher Education, 2000). The majority of psychology graduates go on to work in a wide variety of other careers, including teaching, industry, social services, the media, information technology, computing, marketing, and government agencies. It is important that Level 1 psychology courses are also designed to teach more generic transferable skills that benefit personal and professional development, and that can be generalised to a variety of different careers. Employers in particular value the following skills developed by Psychology graduates:

- Communication and analytical skills
- Problem solving skills
- Interpersonal skills, including ability to interact effectively with other people, effective personal organisation and time management
- Technical and computer skills
- Independent work and learning

Level 1 psychology courses therefore focus on developing the following generic transferable skills through-out the practical and lectures courses:

- Effective communication skills.
- Comprehend and use data effectively.
- Computer literacy in the use of word processing, databases and web resources, and SPSS statistical software package.
- Effective retrieval and organisation of information.
- Ability to handle primary source material critically.
- Ability to problem solve and reason scientifically.
- Ability to make critical judgements and evaluations.
- Sensitivity to contextual and interpersonal factors.
- Establishing an independent and pragmatic approach to learning.

#### **Aberdeen Graduate Attributes**

Graduate Attributes are a wide-ranging set of qualities which students develop during their time at Aberdeen in preparation for employment, further study and citizenship.

There are four main areas of the Graduate Attributes:

- Academic excellence
- Critical thinking and communication
- Learning and personal development
- Active citizenship

Students have many opportunities to develop and achieve these attributes. These include learning experiences on credit-bearing courses and co-curricular activities such as work experience, study abroad and volunteering. In accordance with the University's commitment to Equality and Diversity, students can request support with any aspect of the Graduate Attributes framework.

The ACHIEVE website offers resources that enable students to assess and reflect upon their

present skills and development needs. MyAberdeen also contains resources to help students to improve their skills and links to a range of university services such as the Careers Service and the Student Learning Service. Students can access ACHIEVE in their MyAberdeen list of courses.

## **5. PERSONAL DEVELOPMENT PLANNING**

Personal Development Planning (PDP) is defined as a structured and supported process, which will help you think about your own learning and achievement and plan for your personal, educational and career development. The main purpose of PDP is to help you learn more effectively and understand yourself better, to make the most of your University time and plan for your future. At University you will be learning and gaining new experience throughout your degree but also through other activities such as sports, volunteering, work placements and part-time paid employment. Your PDP will help you to make the most of all these activities by reflecting on what you have learned and building up a picture of your individual experience and abilities at each stage of your degree.

### **What does PDP involve?**

PDP encourages you to record your academic, work experience and extracurricular achievements and to learn through reflection and goal-setting exercises. It is up to you to keep your personal development record up to date. You should do this as you go along.

### **What are some of the benefits of PDP?**

- Enhanced awareness of your strengths and weaknesses and increased confidence and employability. This includes a greater self-awareness of the skills and attributes which you need to develop to achieve your ambitions.
- Logging your achievements and skills will also provide evidence and proof of your competencies to build your CV for employment or future study.

### **What do employers think of PDP?**

*Accenture - "We require students who can demonstrate that they have, not only performed well throughout their academic career, but also developed their skill set outside of it and will stand out from their peers."*

In addition to a good degree in your chosen subject area, employers are looking for personal attributes e.g. initiative and flexibility and skills that are transferable to the work place, such as problem-solving, IT and teamwork. This is where your PDP comes in!

### **How do I participate in PDP?**

The Careers Service and the Centre for Learning & Teaching have developed the online PDP resource and are working with students and Academic Schools to introduce PDP. If you are a Level 1 student and wish to find out more about the online PDP resource, register to attend a PDP workshop at the start of term by e-mailing: [orientation@abdn.ac.uk](mailto:orientation@abdn.ac.uk).

## **6. COURSE ASSESSMENT**

The University of Aberdeen uses the Common Assessment (CAS) Scale -see details in the School Handbook, or at <http://www.abdn.ac.uk/registry/quality/appendix7x3.pdf>.

Each course (PS1009 or PS1509) is assessed by the following combination:

- Multiple-choice examination 75 %.
- Workshops 25 %.

This weighting means that the Examination CAS score is multiplied by 0.75 and the Workshop CAS score by 0.25 before adding the two scores together for the final course assessment. A final CAS score of 9 or more means that the course has been passed.

Resit opportunities will be provided during the August diet of degree examinations for those failing either or both of the PS 1009 and PS 1509 course assessments.

## **6.1 Examinations**

### **6.1.1 Scoring the multiple-choice examination**

The examinations in January and in May each include 100 multiple-choice questions. The total comprises thirty-three questions from each of the three lecture courses.

### **6.1.2 Advice on how to prepare for a multiple-choice examination**

**TOP TIP 1:** A multiple-choice examination requires accurate and wide-ranging knowledge across the whole range of the course. It is not difficult to do well in the examination so long as you attend lectures, do the recommended reading, and regularly review your notes from both lectures and your reading. Distributed learning rather than last-minute "cramming" is the way to succeed.

**TOP TIP 2:** Early in the half session have a good look at previous multiple choice exam papers at: <http://www.abdn.ac.uk/library/examdb/>. Note that the previous to 2010/11 the courses had different codes: PS1008 and PS1508. Also note that the content of the course has been changing over the past few years so the previous year's questions may not always be relevant to the exact course content this year. The past papers are still really useful though, because they allow you to see the type of questions that are asked.

**TOP TIP 3:** Most of your course lecturers will provide you with questions relevant to their material during the course, either during lectures or via MyAberdeen. Use these to help your revision.

### 6.1.3 Advice how to do the multiple-choice examination

The multiple-choice examination is done by marking boxes with pencil on a specially printed multiple-choice scoring sheet:

**UNIVERSITY OF ABERDEEN**

Name: CAREY

Forename(s): DAVID

Assessment/Course Code: PS 1009 Date: 19/01/09

**INSTRUCTIONS**  
 Use an **HB** or **2B PENCIL** ONLY  
 Rub out any errors thoroughly  
 Please mark your answers like this:   
 Do NOT mark like this:

**ANSWERS**

1 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	31 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	61 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	91 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
2 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input type="radio"/> E	32 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	62 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	92 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input type="radio"/> E	33 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	63 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	93 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
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7 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	37 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	67 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	97 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
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10 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input type="radio"/> E	40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	70 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	100 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	41 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	71 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	101 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E

Note that this student has written his name as well as providing his student number in the box to the right. It is essential that you take your student card with you to every examination. Note how he has indicated his chosen response for the first ten questions by filling in one and only one alternative with a **HEAVY** black pencil mark.

Note that these are four alternative questions so your answer for each will be one of A, B, C or D. Don't ever choose E!

### 6.1.4 Missing a tutorial or examination - need for documentation

If you are unable to attend a tutorial or sit an examination for good reason (e.g. illness, family bereavement), you must obtain a doctor's notification or some other documentation to explain your non-attendance and **this must be submitted within one week of the date of the missed class or exam**. Failure to do so may result in you being withdrawn from the course. See the section **Notification about absence for medical reasons or other good cause** in the School Handbook for details.

## **7. MERIT AWARDS**

A First Class Merit award for a course (PS1009 or PS1509) will be recorded on your Academic Record if your overall course CAS assessment is 18 or more. The corresponding CAS scores for a Second Class Merit award is 15-17. Merit awards enhance your *Curriculum Vitae* when you leave University.

## **8. CHANGE OF TERM-TIME ADDRESS**

Please notify the School and the Registry of any change in your term-time address. It is vital we have an up-to-date address in case we have to contact you.

## **9. GETTING IN TOUCH WITH A MEMBER OF STAFF**

You can contact staff in the following ways:

- Speak to the staff member at the end of a lecture or practical.
- Send an e-mail message (e-mail addresses are listed on the School website).
- Make an appointment by email or telephone
- Leave a message in the appropriate pigeonhole in the School Office (G1).

If you want to leave a message about non-attendance at a workshop or exam, contact the Level 1 Secretary, Ms Forrest, at [karen.forrest@abdn.ac.uk](mailto:karen.forrest@abdn.ac.uk) or phone 272227.

## **10. CLASS REPRESENTATIVES**

Students will be selected as class representatives to take part in School staff-student meetings concerned with discussing ways of improving the course, and identifying any problems occurring with the PS1009 or PS1509. It is important to know who your representative is in case you want them to raise a suggestion or a matter of concern at the Year Committee. Their names and means of communicating with them (preferably their e-mail addresses) will be displayed on the Level 1 noticeboard in the foyer of the William Guild Building.

Matters of an individual or personal nature should be discussed with Dr Scott (course convenor) or if appropriate Director of Teaching (Dr Bull), the Head of School (Prof Macrae), or your Adviser of Studies rather than at a Year Committee Meeting.

## **11. STUDY OVERSEAS**

If you wish to study overseas in Level 2 please contact the School Erasmus officer, Dr Jasna Martinovic. Level 2 course assessments are used to select students for Honours Psychology, and so studying overseas might put progression at risk. The inclusion of Level 3 & 4 course marks for the British Psychological Society's accreditation mean that it is not possible to study abroad during these years and gain an accredited Psychology degree. Students who wish to study overseas during Level 2 need approval from the Head of School.

**ERASMUS.** This is a programme sponsored by the European Community in which Universities offer exchange studentships in specific areas of study. The School has links with various European countries. A high level of fluency in the language of the country chosen is necessary to benefit from a visit. Those students who are interested in going to Europe for one or other half-session at Level 2 should contact the University's European Student Office.

Please note:

It is the student's responsibility to find out about the courses they are allowed to take in their chosen University (chosen from the list of approved institutions). They need to



supply this information in English to the School ERASMUS co-ordinator. They also need to discover when the examinations are taking place in that chosen University. They need to ensure that they will be back in Aberdeen for the start of the semester (the second semester preferably).

## **12. ADMISSION TO HONOURS**

Offer of Honours entry in Psychology will be made on the basis of average CAS performance of Level 2 Psychology performance. This selection happens after the May examinations. Students must also satisfy all other degree requirements (e.g. passing 240 credits) *before* they can be admitted to Level 3 (Junior Honours). Students not wishing to continue to Honours Psychology or failing to reach the prescribed standard for admission to Honours can still continue with Psychology at Level 3 for a Designated (non-Honours 3 year degree) or Behavioural Studies (4 year Honours degree) provided they have passed both Level 2 courses.

## **13. GRIEVANCES, ADVICE and APPEALS**

If you have a complaint about the course or want advice about it, you should in the first instance, approach the lecturer giving the course in which the problem occurs. If the matter is not resolved, it should then be taken to the course co-ordinator. If the matter remains unresolved, it should be taken to the Director of Teaching, or in urgent cases, the Head of School.

### **Unsatisfactory progress**

Students who fail to attend two (out of the six) workshops without good cause will be classified as "at risk" and will be required to see their Advisor of Studies. Any assessed workshop/exam will require medical information explaining the absence. A student who fails to contact their Advisor thereafter, or misses further classes will be "deemed to have withdrawn" from the course and will be withdrawn from the course by their Advisor.

### **Appeals procedure**

A student who wishes to appeal against the "at risk" classification must contact the Head of Psychology and must do so in writing within 7 days of receipt of the notification. If an appeal to the Head of Psychology is unsuccessful, a student has the right to lodge an appeal with the Convener of the Undergraduate Programme Committee within the same fourteen day period. Once a student has lodged an appeal with the Head of Psychology or the Convener, he or she may appear for assessment while the appeal is still under consideration.

Attendance at workshops is recorded by students signing their names on Attendance Registers.

**It is the responsibility of students to ensure that they sign in.**

**14. TIMETABLE AND PLACE OF LECTURES**

Psychology is the systematic study of behaviour and mental processes. The discipline is usually divided into sub-areas. In the Level 1 Psychology course, we cover some of the major areas of enquiry: cognitive psychology, perceptual psychology, lifespan development, biological psychology, social psychology, and animal learning and behaviour.

**Lectures take place in the Arts Lecture Theatre**

	<b>COURSE PS1009</b> Week 1 - 12	<b>COURSE PS1509</b> Weeks 1 -12
Monday 11-12	PERCEPTUAL PSYCHOLOGY Dr. A Hunt & Prof B. Jones	COGNITIVE PSYCHOLOGY Dr. D. Pearson
Tuesday 1-2	LIFESPAN DEVELOPMENT Dr J. Hosie & Prof L. Phillips	SOCIAL PSYCHOLOGY Dr D. Martin
Thursday 11-12	BIOLOGICAL PSYCHOLOGY Dr. R. Swainson	ANIMAL LEARNING AND BEHAVIOUR Dr. K. Mearns

**LEVEL 1                      PS1009                      CREDITS 15**  
**INTRODUCTORY PSYCHOLOGY I: CONCEPTS AND THEORY**

**Aims**

The aims are to introduce Psychology as the science of behaviour and mental processes. This is done by looking at knowledge gained from experiments and other scientific methods across a wide spectrum of the subject, examining some of the theoretical models derived from this knowledge, and discussing the methods used to obtain this knowledge.

**Learning Outcomes**

Be able to outline and discuss key terms and concepts, and to answer multiple-choice answer questions from material presented in lectures, practicals, and the prescribed textbook relating to the following areas:

- Biological Psychology
- Lifespan Development
- Perceptual Psychology

**Staff**

Prof Phillips & Jones, Dr Hunt, Swainson & Hosie (Course lecturers)  
Dr Scott (Course Convener) Various staff (Workshop tutors)

**Assessment**

1 one hour written examination	(75% of assessment)
Continuous assessment in the workshops	(25% of assessment)

**Teaching Methods**

Lectures and peer-assessed workshops.

**Lecture Syllabus**

- **Biopsychology (12 lectures) - Dr Swainson**
- **Lifespan Development (12 lectures) – Dr Hosie & Prof Phillips**
- **Perceptual Psychology (12 lectures) - Dr Hunt & Prof Jones**

For a summary of the course content see the expanded syllabi for the various sub-courses as described in the following pages.

**Recommended reading:**

Gleitman, H., Gross, J. & Reisberg, D. (2011). Psychology. (8<sup>th</sup> Edition: International Student Edition)). New York/London: W.W. Norton. ISBN 978-0-393-11682-3

**Other Information**

See the additional notes in MyAberdeen for lectures notes, workshop information, etc.

## **PERCEPTUAL PSYCHOLOGY**

Perceptual psychology will cover two major areas. First, we will consider the building blocks of sensation and perception (6 lectures by Dr. Hunt) and then we will turn our attention to 'higher' levels of perceptual processing and consider current issues in how we perceive faces (6 lectures by Prof Jones).

### **Sensation and Perception**

Your entire experience of the world around you is created by the biological machinery inside your brain. The subjective ease and unity of perception masks the complexity of the underlying processes. In six lectures we will cover the steps from sensory receptors to perceptual experience.

- Lectures 1&2: Sensory receptors and transduction. The sensory receptors in the eye, ear, skin, and other sense organs are sensitive to physical properties of the world, such as electromagnetic radiation (light), mechanical pressure (sound, touch) and chemistry (smell, taste). The first two lectures will describe the physical properties receptors are sensitive to, and how they transform these physical properties into neural signals.

- Lectures 3&4: The sensory brain. We'll look at some of the many pathways and brain areas involved in perception. The focus will be on the effects of different kind of damage and disruption, and what they can tell us about the way sensory information is encoded and interpreted in the brain.

- Lectures 5&6: From sensation to perception. With a special focus on vision, we'll look at how sensory information is interpreted and distorted to bring us a seemingly effortless experience of objects and depth. We'll also discuss the crucial role of attention in perception.

Additional readings will be available on the course website.

### **Face perception**

This series of six lectures by Prof Ben Jones will discuss the perception of faces.

Faces are an important source of many different types of information that influence social interactions. For example, facial appearance signals an individual's sex, age, attractiveness and emotional state. Facial attractiveness is particularly important since attractiveness influences many different social outcomes. For example, people prefer to mate and associate with attractive individuals and even prefer to hire and vote for individuals with attractive faces. Because facial attractiveness has such important effects on social outcomes, these six lectures will discuss the factors that influence judgments of facial attractiveness and outline the different theoretical frameworks that are applied to the scientific study of attraction.

The first lecture will focus on the reasons why facial attractiveness is an important topic for scientific research. This lecture will discuss the different social outcomes that are affected by facial attractiveness and the reasons why the study of facial attractiveness (rather than, say, the attractiveness of bodies) is particularly important.

The second, third and fourth lectures will discuss three of the facial characteristics that have been most widely studied with regard to attractiveness. The effects of facial symmetry (Lecture 2), averageness (Lecture 3) and masculinity-femininity

(Lecture 4) on attractiveness will be discussed in detail. These lectures will address how these parameters influence attractiveness, the different theories that have been proposed to explain these effects (the perceptual bias and evolutionary advantage accounts) and the experimental methods that are used to investigate their effects on attractiveness. While lectures 1-4 focus on the effects of facial characteristics that change little over time, lecture 5 will focus on the effects on attraction of facial characteristics that change rapidly, such as gaze direction and facial expressions.

The final lecture (lecture 6) will be a review lecture focusing on the key issues from the previous five lectures.

While there is no textbook for these 6 lectures, study notes and lecture slides are available at <http://www.faceresearch.org/students/>. In addition to downloading summary notes and lecture slides, you can also take part in online demonstrations of the key experiments covered in each lecture.

## **LIFESPAN DEVELOPMENT**

We are not born fully formed: emotion, cognition and behaviour unfold across the lifespan. In this course we will outline some of the key psychological changes that occur in infancy, across childhood and adolescence, and across the adult lifespan into old age.

Lectures 1 -6: Dr Hosie. Infancy and childhood

1. Introduction covering information about course structure and an introduction to some key topics: Nature versus Nurture; Maturation versus Learning; and, Plasticity.
2. Sensory & Perceptual Development
3. Language Development
4. Emotional Development
5. Sex differences in development
6. Cognitive Development (covering Piaget's developmental states into adolescence)

Lectures 7-11: Prof Phillips: Adolescence and adult aging

7. Brain changes and cognitive development in adolescence
8. Social and emotional in adolescence
9. Developmental psychopathology: psychological problems in childhood and adolescence
10. Brain changes in adulthood and aging and cognitive changes with age
11. Social and emotional development across the adult lifespan

Lecture 12: Dr Hosie & Prof Phillips: Revision; key themes; Quiz

## **BIOLOGICAL PSYCHOLOGY**

This course will introduce you to the relationship between your brain and your behaviour - from the workings of neurochemicals in single cells to the complex psychological disturbances which can result from brain injury.

1. Introduction to Biological Psychology; fundamental concepts
2. Methods of studying brains & brain function
3. Transmission of information within a neurone: the action potential
4. Transmission of information between neurones: synapses
5. Pathways, reflexes, flexibility of processing and plasticity
6. Brain structure and anatomy
7. Low-level vision and somatosensation
8. The frontal lobes; action and executive function
9. Neuropsychology of object-related & visuo-spatial function
10. Neuropsychology of language and memory
11. Cerebral asymmetries, the split brain and handedness
12. Revision and key themes

**LEVEL 1**    **PS 1509**    **CREDITS 15**  
**INTRODUCTORY PSYCHOLOGY II: CONCEPTS AND THEORY**

**Aims**

The aims are to continue the process of introducing Psychology as the science of behaviour and mental processes. This is done by looking at knowledge gained from experiments and other scientific methods across a wide spectrum of the subject, examining some of the theoretical models derived from this knowledge, and discussing the methods used to obtain this knowledge.

**Learning Outcomes**

Be able to discuss and reproduce key terms and concepts, and to answer multiple-choice answer questions from material presented in lectures, practicals, and the prescribed textbook relating to the following areas:

- Cognitive Psychology
- Social Psychology
- Animal learning and behaviour

**Staff**

Drs. Martin, Mearns and Pearson, (Course lecturers),  
Dr Scott (Course Convener) Various staff (Workshop tutors)

**Assessment**

1 one hour written examination    (75% of assessment)  
Continuous assessment in the workshops    (25% of assessment)

**Teaching Methods**

Lectures and workshops.

**Lecture Syllabus**

- **Social Psychology (12 lectures) – Dr Martin**
- **Animal learning and behaviour (12 lectures) - Dr Mearns/Ms Dennis**
- **Cognitive psychology (12 lectures) - Dr Pearson**

For a summary of the course content see the expanded syllabi for the various sub-courses as described in the following pages.

**Recommended reading:**

Gleitman, H., Gross, J. & Reisberg, D. (2011). Psychology. (8<sup>th</sup> Edition: International Student Edition)). New York/London: W.W. Norton. ISBN 978-0-393-11682-3

**Other Information**

See the additional notes in Blackboard for lectures notes, workshop information, etc.



## **SOCIAL PSYCHOLOGY**

Social psychology is the scientific study of how the behaviour, cognition and emotions of individual humans are influenced by other humans. The course will provide a beginners guide to understanding how we think about ourselves and other people, how other people influence us and how we can influence them. This will be achieved by exploring classic experiments and leading theoretical interpretations within the historical context that has influenced them.

The course will include lectures on the following topics:

- Introduction to social psychology and commonly used methods
- Perceiving yourself as an individual
- Perceiving yourself as a member of social groups
- Perceiving other people
- Prejudice
- Learning from other people
- Aggression
- Obeying other people
- Conforming with other people
- Living with and loving other people
- Social neuroscience

Recommended and additional reading will be given in lectures, on a week-by-week basis, and posted on Blackboard. There will also be weekly practice MCQ quizzes on Blackboard.

## COGNITIVE PSYCHOLOGY

Cognitive Psychology will cover 2 main areas: Consciousness (Lectures 1 to 6) and Learning and Memory (Lectures 7 to 12). All lectures will be given by Dr Pearson.

### CONSCIOUSNESS

**Lecture 1: Introduction to Consciousness Studies.** This lecture will identify some of the main features of human consciousness, and review the different experimental techniques available to psychologists who are interested in studying it.

**Lecture 2: Levels of Conscious Awareness.** This lecture will examine evidence that there are different levels of consciousness, including Freud's theory of consciousness, placebo effects, and subliminal perception.

**Lecture 3: Hypnosis.** This lecture will examine the history and development of the concept of hypnosis, and critically examine different explanations as to what effect hypnosis has on consciousness.

**Lecture 4: Sleep.** This lecture will review evidence that sleep consists of different stages associated with distinct physiological changes in brain activity. Other topics examined will include: effects of sleep deprivation, Rapid-Eye-Movement (REM) sleep, psychological theories of the function of sleep.

**Lecture 5: Drugs and Altered Consciousness.** This lecture will examine the effect of drugs that alter conscious experience by altering synaptic transmission of neurotransmitter chemicals within the brain. Topics covered will include: effects of agonist and antagonist drugs, depressants, stimulants, hallucinogens.

**Lecture 6: Cognitive Theories of Consciousness.** The final lecture in the course will examine different psychological explanations for why consciousness exists, and the function that it performs in human cognition. Theories covered will include Baar's Global Workspace theory, Dennett's Multiple Drafts theory, and Shanon's consciousness theory.

### LEARNING AND MEMORY

Lectures seven to twelve of the Cognitive Psychology course will focus on how we learn and retain information in memory.

Lectures seven to twelve of the Cognitive Psychology course will focus on how we learn and retain information in memory.

**Lecture 7: Basic Learning Processes.** This lecture will introduce some basic concepts of learning, including habituation, sensitization, and classical (Pavlovian) conditioning.

**Lecture 8: Operant Conditioning.** This lecture will review more complex forms of conditioning, including the work of Watson and Skinner and the applications of operant conditioning to changing human behaviour.

**Lecture 9: Short-Term Memory.** This lecture will cover basic memory processes, including sensory memory and temporary memory for verbal and visual information.

**Lecture 10: Working with Memory.** This lecture will focus on how short-term and working memory processes operate to enable us to carry out a wide range of day-to-day tasks.

**Lecture 11: Improving Memory.** How can memory be improved? Techniques and strategies reviewed will include mnemonics (such as Pegword and Method of Loci) and dual-coding theory.

**Lecture 12: Long-Term Memory.** This lecture will cover the long-term storage of information in the human brain. Topics will include knowledge organisation, rates of forgetting, and practical applications of memory theories.

## **ANIMAL LEARNING AND BEHAVIOUR**

This series of 12 lectures covers aspects of Tinbergen's questions of causation, evolution, development and function in the study of animal behaviour and how this behaviour is studied. Aspects of neurobiology, physiology, psychology and behavioural ecology will be touched upon, although ultimately the course will reflect the behaviour of the whole animal in the context of its natural environment. Kathryn Mearns will cover lectures 1-9 and lecture 12 and Cath Dennis (School of Biology) will cover lecture 10 and 11. The 12 lectures are as follows:

1. Introduction – Studying behaviour
2. Evolution and behaviour
3. Development of behaviour
4. Stimuli and communication
5. Predators and prey
6. Social Organization
7. Mating and parental care
8. Motivation and decision making
9. Experience and learning
10. Abnormal behaviour
11. Training animals
12. Conclusions and revision

Recommended Reading: An Introduction to Animal Behaviour, 5th Edition by Aubrey Manning and Marian Stamp Dawkins, Cambridge University Press, 2010.

Additional reading: Animal Behaviour: Mechanism, Development, Function and Evolution by Chris Barnard, Pearson Prentice Hall, 2004.