

## **VI. COURSE OUTLINES FOR THE MAJOR/MINOR IN PSYCHOLOGY**

**CODE AND TITLE: PSYC 1003: INTRODUCTION TO PSYCHOLOGY**

**LEVEL: I**

**CREDITS: 3**

**PRE-REQUISITE: NONE**

### **INTRODUCTION**

PSYC 1003 Introduction to Psychology is a compulsory one-semester course for students registered on the Major/Minor programmes in Psychology.

This course provides a broad-based introduction to the study of adult human thinking and behaviour. You will be provided with an introduction to some of the major theoretical perspectives and key thinkers and findings in the various branches of psychology. By the end of the course you should be able to summarise and criticise the key theoretical arguments in relation to each of these branches so that you have a sound basis for progression to courses in Psychology at Levels 2 and 3.

### **OBJECTIVES**

Upon successful completion of this course you should be:

- (i) Aware of fundamental issues in Psychology;
- (ii) Familiar with the key theoretical approaches in various branches of Psychology;
- (iii) Conversant with basic research methodologies and techniques;
- (iv) Able to describe some of the classic research findings in adult human Psychology

### **CONTENT**

1. The history and scope of Psychology;
2. Research paradigms and methodology in Psychology;
3. The biology of behaviour;
4. The fundamentals of learning theory;

- 2
- 5 Sensation and perception;
7. Thinking and reasoning;
6. Models of memory;
8. Intelligence;
9. Language;
10. Motivation;
11. Personality;
12. Emotion and aggression.

### **TEACHING METHODS**

Lectures (two hours per week) and tutorials (one hour per week).

### **ASSESSMENT**

#### **Coursework:**

One 1,500 word essay on the topic:

“Does Psychology have any more to tell us about ourselves than does common sense?”

(To be handed in at the end of Week 8)

[40%]

One two-hour examination consisting of four short-answer questions and one essay-type question chosen from a selection of three.

[60%]

### **READING LIST**

Although this course is not rigidly tied to any one text, a recommended text for the course is the following:

Rathus, S. A. (1997). *Essentials of Psychology*. Orlando, Florida: Harcourt Brace.

As all introductory level textbooks contain sufficient material for this course, however, if you have a personal preference for another (or already possess one) then please feel free to rely on that.

# **TITLE: PSYC 1004: INTRODUCTION TO SOCIAL PSYCHOLOGY**

**LEVEL: I**

**CREDITS: 3**

**PREREQUISITES:** Students should have previously taken **EDPS 1001: INTRODUCTION TO HUMAN DEVELOPMENT**

## **OBJECTIVES**

To enable students to:

- (i) understand some of the major conceptual and theoretical approaches to the study of interpersonal behaviour and the development of social roles;
- (ii) understand, use and evaluate research techniques for the scientific study of the social attitudes and behaviour, and the functioning of groups;
- (iii) develop greater self-awareness of their own functioning in interpersonal situations.

## **CONTENT**

### **MODULE 1: THE PSYCHOLOGY OF INTERPERSONAL BEHAVIOUR**

Achievement, affiliation, and other social motives. Social and interpersonal attraction. Interpersonal perception and the psychology of non-verbal communication. Categorical treatment of persons; stereotyping, discrimination and prejudice.

### **MODULE 2: SOCIAL GROUPS AND SOCIAL ROLES**

Acquisition of sex roles and the social construction of gender. Leadership and authority; social power and social status. Analyzing communication processes in small groups. Social norms and conformity, compliance and coercion.

### **MODULE 3: ATTITUDES AND ATTITUDE CHANGE**

The nature and measurement of attitudes. Attitude formation and attitude consistency. The process of attitude change.

## **TEACHING METHODOLOGY**

Lectures and group discussion. Three hours per week for 13 weeks.

## **ASSESSMENT PROCEDURES**

One coursework assignment	[40%]
One two-hour written examination	[60%]

## **CODE AND TITLE: PSYC 1008: INTRODUCTION TO SPORT PSYCHOLOGY**

**LEVEL: II**

**CREDITS: 3**

**PREREQUISITE: PSYC 1003 INTRODUCTION TO PSYCHOLOGY**

### **COURSE DESCRIPTION:**

This course introduces students to the study of human behaviour in the context of sport and physical activity. The course will enable students to explore the effect of the interaction between individual differences and socioenvironmental factors on the Caribbean sportsperson. Students will be guided in the application of psychological theory to the examination of exercise and sport performance. The main focus of the learning experiences offered in this course will be the creation of a foundational framework for the integration of current scientific knowledge in the field, with a Caribbean perspective of sport performances.

### **COURSE OBJECTIVES:**

This course enable students to:

- 1) Understand the purposes, origin, and development of the branch of psychology referred to as Sport and Exercise Psychology.
- 2) Relate theories of mainstream psychology to the sport content.
- 3) Understand the roles that individual differences, social and environmental factors play in the acquisition and performance of sport skills.
- 4) Recognise the importance and need for psychological intervention strategies in facilitating peak sport performance.
- 5) Demonstrate understanding of the main research findings in Sport Psychology.
- 6) Apply psychological principles to critically analyse local and regional examples of sport behaviour.

### **COURSE FORMAT**

The format of the course will include lectures and tutorial discussions. Learning experiences will include interactive methods of integrating theory with practical examples.

### **ASSESSMENT PROCEDURES:**

One major coursework assignment	40%
One two-hour written examination	60%

**CONTENT:**

1. Definition, historical perspective and development of the discipline.
2. Contextual application, links to other disciplines, research methods, and testing in Sports Psychology.
3. Research emphasis and findings for target groups:- coaches, spectators, female, black, problem, high-risk sport, wilderness users, youth, elite athletes.
4. Psychological learning theories, factors affecting sport skill acquisition.
5. Personality theory and Sport.
6. Arousal, anxiety, stress and performance relationships.
7. Motivation - Theories and measurement in sport.
8. Player attributions in sport.
9. Peak performance and altered states of consciousness.
10. Psychological skills training - Concentration, Goal Setting, Arousal Regulation, Imagery, Mental preparation.
11. Player aggression.
12. Psychological development through Sport.
13. Leadership and challenges to sport and exercise adherence.

**Required Text:**

Weinberg, R.S., Gould, D. (2003) **Foundations of Sport and Exercise Psychology**. 3rd Ed. Champaign, Illinois; Human Kinetics.

**Recommended Texts:**

Anshel, M.H. (2003) **Sport Psychology: From theory to practice**. 4th Ed. Boston: Benjamin Cummings.

Butler, R.J. (Editor). (1997) **Sport Psychology in performance**. Oxford Butterworth-Heinemann.

Horn, T. (Editor). (2002) **Advances in Sport Psychology**. 2nd Ed. Champaign, Illinois: Human Kinetics

Wann, D. (1999) **Sport Psychology**. New Jersey: Prentice-Hall.

**CODE AND TITLE: PSYC 2003: PHYSIOLOGICAL PSYCHOLOGY****LEVEL: III****CREDITS: 3****PREREQUISITE:** None**INTRODUCTION**

PS20A: Physiological Psychology is a compulsory one-semester course for students registered in the Major/Minor programmes in Psychology.

As the course title suggests, it addresses issues relevant to psychological study from a physiological (or biological) perspective. Physiological Psychology explores the bodily basis of our experience and behaviour - the ways in which bodily states and processes produce and control behaviour and cognition and the ways in which behaviour and cognition influence bodily systems.

As the course develops, however, we shall look ever more critically at explanations of human behaviour which rely solely on physiological concepts.

**OBJECTIVES**

Successful completion of this course will enable you to:

- (i) describe the macro and micro anatomical features and properties of vertebrate and invertebrate nervous systems;
- (ii) outline the functions of the brain and human nervous system;
- (iii) be aware of the limitations of solely physiological explanations of human behaviour and be able to evaluate alternative explanations of higher mental functions.

**CONTENT**

1. The macro structure of the nervous system;
2. Nerve cells and their properties;
3. Communication within the nervous system;
4. The basic input (sensory) and motor (output) functions of the central nervous system;

5. Physiological explanations of basic behavioural phenomena;
6. Physiological explanations of higher mental processes.

## **TEACHING METHODS**

Lectures and tutorials.

## **ASSESSMENT**

Coursework [40%]

A mid-semester 40-item multiple choice test that will be administered in the lecture slot of Week 8.

One two-hour examination consisting of four short-answer questions and one essay-type question [60%]

## **READING LIST**

There is one key text for the course:

Carlson, N.R. *Physiological* (5<sup>th</sup> Ed.). Boston: Allyn and Bacon.

Although most information you will need can be found in this text, as the course progresses, further references will be provided.

Increasingly, there is a growing amount of academic information available on the Internet and a particular reliance will be placed upon these.

A key site that you should refer to is:

<http://www.genetics.gla.ac.uk.ac/neil/index.html>

This is the United Kingdom mirror site for Neurosciences on the Internet, and to date is probably the most comprehensive site on the web.

**TITLE: LEARNING THEORY AND PRACTICE****CODE: PSYC 2009:****LEVEL: II****CREDITS: 3****PREREQUISITES: PSYC 1003 : INTRODUCTION TO PSYCHOLOGY****INTRODUCTION**

ED 20B: Learning Theory and Practice is a compulsory one-semester course for students registered on the Major/Minor programmes in Psychology.

The course is designed to present the main features of theories of human learning and to place them in their appropriate historical context. As the course progresses links between learning theory and educational practice will be examined.

**OBJECTIVES**

Upon successful completion of this module, students will be able to:

- (i) Describe and evaluate some of the techniques for the formal study of learning;
- (ii) Evaluate the key major theories of learning;
- (iii) Understand the relationships between aspects of learning theory and their applications in the educational process.

**CONTENT**

The topics listed below will be covered either in lecture sessions, tutorial sessions, or both.

1. Definitions of, and approaches to the study of learning;
2. Historical accounts of learning;
3. Functionalist theories of learning;
4. Associationistic theories of learning;
5. Hebb's neurophysiological theory of learning;
6. Cognitive theoretical approaches;
7. Evolutionary theory of learning;
8. Learning theory and educational applications.

## TEACHING METHODS

Lectures and tutorials.

Classes will consist of lectures and tutorials on the topics listed above. Tutorial time will be used to expand on and clarify concepts from the lectures and for discussion of set topics. Students are responsible for making sure that they have access to all material presented in class and should obtain notes from classmates for any classes missed.

## ASSESSMENT

Coursework	[40%]
A two-hour examination	[60%]

## READING LIST

There is one key text for this course:

Hergenhahn, B. R., & Olson, M. H. (2001). **An introduction to theories of learning.** (6th Ed.). New Jersey: Prentice Hall.

Page references associated with course topics will be given out during relevant lecture sessions. Additional references to Internet sites will be made as the course progresses.

## **CODE AND TITLE: PSYC 2010: STATISTICS AND RESEARCH DESIGN I**

**LEVEL:** 2

**CREDITS:** 3

### **PREREQUISITES:**

### **INTRODUCTION**

PSYC 2010: Statistics and Research Design I is a core course for students registered on the major route in Psychology and provides a preparation for PSYC 3011 Research Paper on Issues in Psychology.

The emphasis is on quantitative methodology and the course will focus upon experimental and correlational research methods, data analysis, and interpretation.

### **OBJECTIVES**

Upon successful completion of this course, students will be:

- (i) able to design and conduct a piece of experimental research;
- (ii) able to design and conduct a piece of correlational research;
- (iii) able to conduct and interpret the results of univariate and bivariate statistical analyses;
- (iv) conversant with the SPSS for Windows data analysis package;
- (v) able to write a research report in American Psychological Association (APA) format.

### **CONTENT**

1. Correlational research designs;
2. Experimental research designs;
3. Measures of relationship;
4. Measures of difference;
5. Use of the computer in the analysis and presentation of data;
6. APA style conventions.

## TEACHING METHODS

Teaching will be via Lectures (13 hours) and Workshops (26 hours).

## ASSESSMENT

Coursework	60%
Examination	40%

The coursework consists of a piece of independent psychological research using one of the research designs covered in the course. The research should be reported in an APA format report with a maximum word length of 2,000 words.

The examination consists of a number of short answer questions covering all aspects of the course.

## READING LIST

### Essential

Howell, DC (1999). *Fundamental Statistics for the Behavioural Sciences* (4th ed.). Boston: PWS.

Kinnear, P. A. & Grey, C. D. *SPSS for Windows made Simple*. Release 10. Andover: Psychology Press, Taylor & Francis.

### Web References

#### David Howell's home page

<http://www.uvm.edu/~dhowell/StatPages/StatHomePage.html>

#### Tutorials to accompany *Fundamental Statistics for the Behavioural Sciences*

<<http://psych.utoronto.ca/courses/cl/packtoc.htm>>

#### Data sets to accompany *SPSS for Windows made Simple*

<<http://www.psypress.co.uk/kinneargray/datasets.html>>

#### APA style guide home page

<<http://www.apastyle.org/electref.html>>

#### Wadsworth's publishing company research methods workshops

<http://psychology.wadsworth.com/workshops/workshops.html>

## **CODE AND TITLE: PSYC 2014: STATISTICS AND RESEARCH DESIGN II**

**LEVEL: II**

**CREDITS: 3**

**PREREQUISITES: PSYC 2010: Statistics and Research Design I**

### **INTRODUCTION**

This is a core course for students registered on the major route in Psychology and, in conjunction with PSYC 2010: Statistics and Research Design I, provides a preparation for PSYC 3011: Research Paper in Psychology.

The course introduces students to advance quantitative methods and statistical analyses, and also introduces basic qualitative approaches to research.

### **OBJECTIVES**

Upon successful completion of this course, students will be:

- (i) able to conduct research involving advanced experimental designs;
- (ii) be familiar with multivariate research techniques and statistical analyses;
- (iii) able to perform a content analysis;
- (iv) conversant with some of the more advanced features of the SPSS statistical package;
- (v) familiar with the key strategies of qualitative research;
- (vi) able to write up the results of qualitative research in an appropriate format.

### **CONTENT**

1. Analysis of variance for multifactorial designs;
2. Advanced experimental research designs;
3. Multiple regression;
4. Factor analysis
5. Loglinear analysis;
6. Content analysis;
7. Observational methods;
8. Research interviewing;
9. Repertory grid analysis.

## TEACHING METHODS

Coursework	60%
Examination	40%

The coursework consists of two pieces of independent psychological research using a) quantitative methodology and b) qualitative methodology. The research should be reported in APA format reports, each with a maximum word length of 1,500 words.

The examination consists of a number of short answer questions covering all aspects of the course.

## READING LIST

### Quantitative methods

Howell, D.C. (2002). *Statistical Methods for Psychology*. Boston: PWS

### Qualitative methods

Becker, H. (1986). *Writing for the Social Sciences*. Chicago: University of Chicago Press.

Briggs, C. (1986). *Learning How to Ask*. Cambridge: Cambridge University Press.

Fielding, N.G. and R.M. Les. (1998). *Computer Analysis and Qualitative Research*. Thousand Oaks, Sage.

Hammersley, M. and Atkinson, P. (1995). *Insider accounts: listening and asking questions*. In: *Ethnography: Principles in Practice*, 2nd ed. London, Routledge.

Johnson, R.B. (1997). Examining the validity structure of qualitative research. *Education*, 118, 282-292.

Lather, P. (1993). Fertile obsession: Validity after poststructuralism. *Sociological Quarterly*, 34 (4), 673.693.

Weaver, A. and Atkinson, P. (1994). *Microcomputing and Qualitative Data Analysis*. Aldershot UK: Avebury.

## Web References

### Quantitative research sites

<[http://www.eastern.ohiou.edu/academic/casebolj/www/psy\\_221/howlinks.htm](http://www.eastern.ohiou.edu/academic/casebolj/www/psy_221/howlinks.htm)>

<<http://www.uvm.edu/~dhowell/StatPages/StatHomePage.html/>>

### Qualitative research sites

<<http://kerlins.net/bobbi/research/qualresearch/>>

<http://writingcolostate.edu/references/research/content/index.cfm>>

## **CODE AND TITLE: PSYC 3004: EXPERIMENTAL AND APPLIED PSYCHOLOGY**

**LEVEL**                **III**

**CREDITS**            **3**

**PREREQUISITES:** **PSYC 1003 Introduction to Psychology**

### **INTRODUCTION**

PSYC 3004: Experimental and Applied Psychology is a compulsory one-semester course for students registered on the Major/Minor programmes in Psychology.

Originally the term experimental psychology was used to denote just a few selected topics in psychology, such as perception, attention, and learning. Nowadays, experimental methods are applied to the study of a diverse range of phenomena including social interaction, child development, environmental psychology, and personality. The emphasis within experimental psychology has therefore shifted from content to methodology and this change in emphasis will be reflected within this course. Notwithstanding that, however, a range of real-life illustrations of the use of a variety of experimental techniques will be covered in the course in order to provide a meaningful context for their application.

### **OBJECTIVES**

Upon successful completion of this module, students will be able to:

- (i) comprehend a range of methodologies used by experimental psychologists;
- (ii) apply the techniques encountered to the investigation of real-world issues;
- (iii) demonstrate awareness of the differing contexts in which experimental techniques are applied;
- (iv) report the results of an empirical investigation in conventional scientific format.

### **CONTENT**

The topics listed below will be covered either in lecture sessions, tutorial sessions, or both.

- 1. Historical perspectives of experimental psychology;
- 2. Explanation in scientific psychology;
- 3. Measurement issues and problems;
- 4. Experimental and correlational research techniques;

5. Issues in statistical reasoning;
6. Ethics in experimental research;
7. Reporting psychological research;
8. Psychophysical principles and methods;
9. Issues in perception and memory;
10. Issues in attention and reasoning;
11. Issues in individual differences and development;
12. Issues in social influence.

### **TEACHING METHODS**

Lectures, tutorials, and independent research.

Classes will consist of lectures and tutorials on the topics listed above. Tutorial time will be used to expand on and clarify concepts from the lectures and for guidance on the research project that constitutes the coursework assessment. Students are responsible for making sure that they have access to all material presented in class and should obtain notes from classmates for any classes missed.

### **ASSESSMENT**

Coursework consists of an experimental research project on a topic of your own choosing. You are advised to collect the data for the project in groups of no more than three or four. Exceptionally, you may conduct the data collection alone, but because of the additional work involved you are strongly advised against doing this. The results of the experimental research should be written up in the form of a research report formatted according to the standards of the American Psychological Association (APA). There is no word limit on the research report but marks are more likely to be added for brevity than for length. The hand-in time and date for the report is 12 pm on Friday of Week 10.

**[50%]**

A one-hour examination consisting of a series of multiple choice questions.

**[50%]**

### **READING LIST**

Because of the scope of this course, there is no single textbook that will cover the material to be introduced. You should therefore ensure that you keep up with the references that will be given out on a week-by-week basis. Selected readings will be placed in a dossier in the library and frequent reference to Internet sites will be made.

**CODE AND TITLE: PSYC 3006: PHILOSOPHICAL PSYCHOLOGY****LEVEL: III****CREDITS: 3****AIMS**

Psychology attempts to explain phenomena such as perception, cognition, emotion and language learning. The goal of philosophy of psychology is to find out how such tasks are accomplished by psychology, with an emphasis on its theoretical tenets and methodology. Philosophy of psychology is generally concerned with philosophical questions that arise out of theories in psychology.

**OBJECTIVES**

The phrase ‘philosophy of ...’ is used where the intention is to provide explicit and systematic accounts of the theories and explanatory strategies exploited in a particular discipline, and to construct philosophically illuminating analyses or explications of central theoretical concepts invoked in that field. The objective is, therefore, to enable students to sort out the various ways in which philosophical assumptions appear in, affect, and illuminate psychology, and conversely how psychological insights impress on philosophical problems and positions.

**CONTENT**

Philosophy of psychology is such a vast area that one has to be highly selective in the choice of issues. Topics treated in the course will include subjects such as consciousness in evolution, folk psychology, methodological status of psychoanalysis, mental causation, modularity of mind, and mental representation.

**TEACHING ARRANGEMENT**

Lectures and Seminars

**METHOD OF ASSESSMENT**

One Essay (2,000-2,500 Words)	30%
One Seminar Presentation	10%
One Final Written Examination (2 Hours)	60%

**REQUIRED READINGS**

- Botterill, G. & P. Carruthers *The Philosophy of Psychology* (Cambridge University Press, 1999)
- O’Donohue, W. & R. Kitchener (eds.) *The Philosophy of Psychology* (SAGE, 1996)

**RECOMMENDED READINGS**

- Beakley, B. & P. Ludlow (eds.) *The Philosophy of Mind* (MIT Press, 1992)
- Bechtel, W. & G. Graham (eds.) *A Companion to Cognitive Science* (Blackwell, 1998)
- Bickerton, D. *Language and Species* (University of Chicago Press, 1990)
- Bickerton, D. *Language and Human Behavior* (University of Washington Press, 1995)
- Block, N. (ed.) *Readings in the Philosophy of Psychology* (Methuen, 1980)
- Block, N. et al. (eds.) *The Nature of Consciousness* (MIT Press, 1997), Chapter 13
- Christensen, S. & D. Turner (eds.) *Folk Psychology and the Philosophy of Mind* (Lawrence Erlbaum, 1993)
- Flanagan, O. *The Science of the Mind*, 2nd Edition (MIT Press, 1991)
- Fodor, J. *The Modularity of Mind* (MIT Press, 1983)
- Freud, S. *Introductory Lectures on Psychoanalysis* (George Allen & Unwin, 1952)
- Haugeland, J. (ed.) *Mind Design II* (MIT Press, 1997)
- Heil, J. & A. Mele (eds.) *Mental Causation* (Oxford University Press, 1993)
- Lycan, W. (ed.) *Mind and Cognition*, 2nd Edition (Blackwell, 1999)
- Macnamara, J. *Through the Rearview Mirror* (MIT Press, 1999)
- Rosenthal, D. (ed.) *The Nature of Mind* (Oxford University Press, 1991)
- Stich, S. & T. Warfield (eds.) *Mental Representations* (Blackwell, 1994)
- Valentine, E. *Conceptual Issues in Psychology* (Blackwell, 1992)
- White, P. *Psychological Metaphysics* (Routledge, 1993)
- Wilson, R. *Cartesian Psychology and Physical Minds* (Cambridge University Press, 1995)

## **CODE AND TITLE: PSYC 3011: RESEARCH PAPER IN PSYCHOLOGY**

**LEVEL:** III

**CREDITS:** 3

**PREREQUISITES:** SOCI 2006 Qualitative Research Methods;  
SOCI 2007 Survey and Design Analysis

### **INTRODUCTION**

This project should develop students' capacity to formulate a research topic in Psychology and to consolidate data collection and data analytic skills. Students are required to investigate a current issue in Psychology and to produce an American Psychological Association (APA) format report of the research.

Students are *very* strongly urged to avoid contentious topics and must at all times adhere to ethical standards of psychological research. Although qualitative methodology may be employed, in previous years those students employing a quantitative approach have earned the highest grades.

### **OBJECTIVES**

Successful completion of this course will enable you to:

- (i) formulate a viable research topic in Psychology;
- (ii) relate your research to previous psychological literature;
- (iii) be aware of ethical principles of research;
- (iv) become competent in data collection and analysis;
- (v) report your research in standard APA format.

### **TEACHING METHODS**

Supervised independent research.

### **ASSESSMENT**

Coursework [100%]

A research report shall not exceed 10,000 words in length.

### **READING LIST**

Although there is no text associated with the course, students will be issued with a guide to reporting psychological research and a précis of APA guidelines. Students are also recommended to consult a research methods text during the data analysis phase of the project.

## **CODE AND TITLE: PSYC 3016: RESEARCH PROJECT IN PSYCHOLOGY (MINOR)**

**LEVEL**                **III**

**CREDITS**            **3**

**PREREQUISITES:**    **SOCI 2006 Qualitative Research Methods;**  
**SOCI 2007 Survey and Design Analysis**

### **INTRODUCTION**

This project should develop students' capacity to formulate a research topic in Psychology and to consolidate data collection and data analytic skills. Students are required to investigate a current issue in Psychology and to produce an American Psychological Association (APA) format report of the research.

Students are *very* strongly urged to avoid contentious topics and must at all times adhere to ethical standards of psychological research. Although qualitative methodology may be employed, in previous years those students employing a quantitative approach have earned the highest grades.

### **OBJECTIVES**

Successful completion of this course will enable you to:

- (i)    formulate a viable research topic in Psychology;
- (ii)   relate your research to previous psychological literature;
- (iii) be aware of ethical principles of research;
- (iv)  become competent in data collection and analysis;
- (v)  report your research in standard APA format.

### **TEACHING METHODS**

Supervised independent research.

### **ASSESSMENT**

Coursework [100%]

A research report shall not exceed 5,000 words in length.

### **READING LIST**

Although there is no text associated with the course, students will be issued with a guide to reporting psychological research and a précis of APA guidelines. Students are also recommended to consult a research methods text during the data analysis phase of the project.

**CODE AND TITLE: PSYC 3017: PERSONALITY THEORY II****LEVEL: III****CREDITS: 3****PREREQUISITES:** Students should have previously taken **PSYC 2004 PERSONALITY THEORY I****OBJECTIVES**

To enable students to:

- (i) examine, in depth, approaches to the study of personality;
- (ii) identify the main characteristics of key personality assessments, and their historical and theoretical context, in the study of personality;
- (iii) gain comprehensive knowledge of the assessment techniques used in the measurement of personality, and their application to treatment of psychopathology;
- (iv) develop the skills necessary to be able to draw on these theories to describe and explain an individual's personality or behaviour.

**CONTENT**

1. Introduction to Personality Theory & Assessment
2. Psychoanalytic Theory
3. Trait and Temperament Approaches to Personality Theory
4. Learning Theory
5. Cognitive Approaches to Personality Theory
6. Phenomenological/Humanistic Approach to Personality
7. Clinical Assessment
8. Personality Disorders
9. Objective Personality Assessment
10. Projective Tests
11. Behavioural Assessment
12. Cross-cultural and sex differences

**TEACHING METHODOLOGY**

Lectures and group discussion. Three hours per week for 13 weeks.

**ASSESSMENT PROCEDURES**

One coursework assignment [40%]

One two-hour written examination [60%]

## READING LIST

Hergenhahn, B.R. (1999). **An Introduction to theories of personality**. New York: Prentice-Hall.

Funder, D. C. (2001). **The personality puzzle** (2nd ed.). New York: Norton.

Funder, D., Parke, R., Tomlinson-Keasey C., and Widaman K. (Eds.), (1993). **Studying lives through time: personality and development**. Washington, D.C.: American Psychological Association, 289-313.

Pervin, L.A., & Oliver, J. P. (2000). **Personality theory and research**. New York: John Wiley.

## CODE AND TITLE: PSYC 3018: FORENSIC PSYCHOLOGY

**LEVEL:** III

**CREDITS:** 3

**PRE-REQUISITES:** PSYC 1003 INTRODUCTION TO PSYCHOLOGY,  
PSYC 1004 INTRODUCTION TO SOCIAL PSYCHOLOGY

### INTRODUCTION

Forensic Psychology is an optional one semester course which can be taken by students registered on the Major or Minor programmes in Psychology.

Forensic psychology is a rapidly developing field that can be defined in many ways. A basic working definition, however, is that it is the study and practice of psychology in criminological and legal contexts. In this course students will be introduced to the key areas of forensic psychology including detection and assessment of offenders, psychological processes in the courtroom, insanity and competency, and cognitive failures in recall.

### OBJECTIVES

Upon successful completion of this course, students will be able to:

- (i) Demonstrate an understanding of the scope of forensic psychology;
- (ii) Understand how general psychological theory may be applied to the specific concerns of forensic science;
- (iii) Draw up a profile of an offender who has perpetrated a real-life crime;

## CONTENT

The topics listed below will be covered either in lecture sessions, tutorial sessions, or both.

1. Nature and scope of forensic psychology
2. The roles of forensic psychologists
3. Psychological profiling
4. Detecting deception
5. Eyewitness testimony
6. Insanity and competency
7. Domestic violence
8. Rape
9. Child sexual abuse
10. Psychopathy

## TEACHING METHODS

Teaching will be delivered via lectures and tutorials. Classes will consist of lectures and tutorials on the topics listed above. Tutorial time will be used to expand on and clarify concepts from the lectures and for discussion of set topics. Students are responsible for making sure that they have access to all material presented in class and should obtain notes from classmates for any classes missed.

## ASSESSMENT

Assessment will be by coursework and examination. The coursework assessment will be in the form of a poster, which should be produced individually. Students will be given guidance in tutorials as to the layout and presentation of the poster, as well as the type of material that may be included in it. The poster will account for 40% of the total mark for Forensic Psychology.

Students may choose from three topics for the poster:

1. **Death Penalty Trials** – students should produce a poster that provides a summary of the differences between death penalty trials and other types of trial and that summarises the types of contribution Forensic Psychologists can make in capital trials.

2. **Psychological Profiling** – students should produce a poster which provides a summary of the types of cases in which a profile is useful (quoting case studies). One type of case study should be used to provide data on the accuracy of the profile.
  
3. **Psychology in the Courtroom** – This is a broad ranging topic and the poster should concentrate on one particular issue, for example, psychologists as expert witnesses (this can include areas such as eyewitness testimony, suggestibility and psychometric testing), decision making processes of individual jurors, extra-legal influences on jurors' decisions on guilt and sentencing (e.g., the attractiveness of a defendant), or group decision making in juries. The poster should summarise the relevant academic research on one of the areas and where appropriate it can be illustrated by inclusion of press reports of particular trials.

The examination will be two hours in length and will consist of four short answer questions and one essay-type question. The examination will count towards 60% of the marks for the course.

## READING LIST

There is one key text for this course:

Wrightsmann, L. (2001). *Forensic Psychology*. Belmont, CA: Wadsworth.

Web sites provide an increasingly useful source information and students will benefit from visiting the following sites:

<http://www.law.cam.ac.uk/crim/CRIMLINK.HTM>

<http://www.crimelibrary.com/index.html>

<http://flash.lakeheadu.ca/~pals/forensics/>

<http://faculty.ncwc.edu/toconnor/default.htm>

**Federal Bureau of Investigation (includes a listing of 10 of the most wanted fugitives in the US)**

<http://www.fbi.gov/>

Central Intelligence Agency

<http://www.cia.gov/>

The British Home Office

<http://www.homeoffice.gov.uk/index.htm>

Eyewitness research

<http://www-psy.ucsd.edu/~eebbesen/confidence.htm>

<http://www.libfind.unl.edu/psylaw/eye.txt>

<http://visualexpert.com/resources/mistakenid.html>

Bibliography of eyewitness studies

<http://www.libfind.unl.edu/psylaw/eye.txt>

Psychopathy

<http://www.hare.org>

Further references will be provided as the course progresses.

# **CODE AND TITLE: PSYC 3019: CLINICAL AND COUNSELLING PSYCHOLOGY**

**LEVEL: II/III**

**CREDITS: 3**

**PREREQUISITES:**

## **INTRODUCTION**

Clinical and Counselling Psychology is a one-semester course for students registered on the Major Programme in Psychology.

The goal of the course is to introduce students to some of the critical issues involved in the provision of clinical and counselling mental health services. The initiation, process and termination of psychotherapy will be analyzed with the aim of exposing students to the conditions necessary for effective treatment outcomes.

## **OBJECTIVES**

Upon successful completion of this module, students will have:

- (i) a comprehensive knowledge of the contexts within which effective treatment will occur as well as the skills required to create such an environment.
- (ii) an appreciation for the complexity of ethical issues arising from the provision of clinical and counselling mental health services.
- (iii) a comprehensive knowledge of the helping process.
- (iv) understanding of key issues related to the assessment process as it pertains to the provision of effective treatment.

## **CONTENT**

1. Overview of Contexts of Effective Treatment
  - Client Characteristics
  - The Therapeutic Alliance
  - Essential Conditions of Effective Therapeutic Relationships
  - Important Clinician Skills, Training, and Experience
  - Personal Characteristics of the Effective Clinician
  - Demographic Characteristics of the Effective Clinician
2. Ethical Issues
  - Do No Harm (Maintain Client's Well Being)
  - Confidentiality
  - Duty to Warn

## Dual Relationships

Other Important Ethical Standards - Professional Training, Professional Regulation, Professional Independence, Perils of Professionalism

3. Building a Counselling Relationship
  - Factors that Influence the Counselling Process
  - Types of Initial Interviews
  - Conducting the Initial Interview
  - Exploration and Identification of Goals
  
4. The Helping Process
  - Basic Communication Skills I and II
  - Advanced Communication Skills I and II
  - Clients as Decision Makers
  - Best Fit Strategies for the Client
  - Client Choices and Commitment Strategies for Action
  
5. Working in a Counselling Relationship
  - Changing Perception
  - Leading
  - Multifocused Responding
  - Accurate Empathy
  - Self-Disclosure
  - Immediacy
  - Humour
  - Confrontation
  - Contracting Rehearsal
  - Transference and Countertransference
  
6. Assessment and Testing in Clinical and Counselling Psychology
  - The Assessment Process
  - The Goals of Assessment
  - Collecting Assessment Data - Observational data
  - Test data - Intellectual functioning, Ability Tests, Personality Tests, Tests of Attitude/Interests/ Preferences/Values
  - Processing Assessment Data
  - Communicating Assessment Data
  
7. Termination of Counselling Relationships
  - Reasoning Behind Termination
  - Timing of Termination
  - Issues Related to Termination - Terminating Individual Sessions, Terminating Counselling Relationship, Client or Counsellor Resistance, Premature Termination, Follow-up, Referral

## **TEACHING METHODS**

Lectures, Clinical/Counselling Laboratory and Tutorials.

Classes will mainly consist of lectures developed to meet the objectives detailed above. The information in the lecture will supplement the readings assigned from the text and where necessary provide required information not available in the text. Tutorial time will primarily be used to conduct clinical and counselling labs and also to clarify material presented in the text and in lectures.

## **ASSESSMENT**

Coursework	[40%]
One two-hour Examination	[60%]

## **REQUIRED TEXT**

Gladding, S. T., (2000). **Counselling A Comprehensive Profession**. New Jersey: Prentice-Hall Inc.

7. Issues in Educational Planning and Budgeting and Finance
8. UNESCO/ILO Status of Teachers: Teachers and Their Unions.

## **DELIVERY STRATEGIES**

Lecture/discussions, group-activities, role-play, simulation, case studies, visits to educational institutions, student presentations etc.

## **ASSESSMENT**

Coursework (Portfolios/case studies preparation/reflective writing) [40%]  
 Examination - 3 hours [60%]

## **READING LIST**

Castetter, W.B. (1999) **Human resource function in educational administration. The personnel function in educational administration.** Prentice Hall.

Capper, Colleen, A. (ed.) (1993). **Educational administration in a pluralistic society.** State University of New York Press.

Donmoyer, Imber, & Scheurich, (1995). **The knowledge base in educational administration - Multiple Perspectives.** The State University of New York Press, 1995.

Evers, C.W. & Lakomski, J. (1991). **Knowing Educational Administration - Contemporary methodological controversies in educational administration research.** Oxford, Pergamon.

Lawrence, C.E. & Vachon, M. (1995). **How to handle staff misconduct.** Corwin Press, CA.

Murphy, J. & Louis, K. eds. (1999). **Handbook of research on educational administration: A project of the American Educational Research Association.** Jossey Bass.

Lunenburg, R. & Ornstein, A. (1999). **Educational administration: concepts and practices.** Wadsworth Publishing.

Castetter, W. & Young, I. (1999). **Human resource function in educational administration.** Prentice Hall.

Smith, R. (2001). **Human resources administration: A school-based perspective.** Eye on education.