

FOURTH LEVEL (SENIOR HONOURS) PSYCHOLOGY & BEHAVIOURAL STUDIES COURSES

(Degrees of BSc and MA)

MEMBER OF STAFF IN CHARGE: Dr Cleland and Dr Martin

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NOTE: In addition to the information provided here, please refer to the separate **school handbook** for additional information on university policies. This includes information about **MyAberdeen, feedback on assessments, class representatives, graduate attributes, co-curriculum, class certificates, plagiarism policies and medical certificates.**

AIMS OF THE COURSES

The Senior Honours courses provide further opportunity for individual and independent study. By selecting courses from a set of options, students are able to pursue particular interests in depth. In addition to the course work specified below, students are expected to undertake considerable reading in their chosen areas of study. The overall aims of the courses are to develop independent learning skills and to facilitate detailed study in chosen topic areas.

Learning Outcomes are given for each course.

LECTURES

Single Honours Psychology and Behavioural Studies students select **three** options in PS4030 and PS4530, Combined Honours Psychology and Combined Honours Behavioural Studies students select **two** options in PS4029 and PS4529, in each half-session from those available:

First half-session

Applications of Cognitive Neuroscience
Visual Awareness
Advanced Topics in Language
Abnormal Psychology
Human Factors

Second half session

Brain and Body
Cultural Evolution
Neuroscience of Music
Human Neuropsychology
Forensic Psychology

Details of the courses are provided in the following pages. Each course consists of either twelve one-hour lectures or six two-hour lectures.

Note that further details on the University regulations for undergraduate courses can be obtained on the Registry website:

<http://www.abdn.ac.uk/registry/quality/index.shtml>.

CRITICAL REVIEW TUTORIALS

There will be a compulsory tutorial and review course running throughout the year. The program is a *completely separate component* of the Psychology and Behavioural Studies level 4 courses, contributing one unit of assessment in each half session to the final degree spectrum. *The tutorials are not linked to the options that you may select.* You will produce two critical reviews (one in the first half session and one in the second half session), with two different tutors. The critical reviews are 3000-4000 words in length (2000-3000 for students taking Combined Honours Psychology courses, PS4029 and PS4529). Further information about the critical reviews is available in a separate handout.

Tutorials will take place in weeks 3, 5, 7 and 12. Further details regarding the critical review tutorial timetable and the review titles will be available on MyAberdeen at the start of term. **Two identical word-processed copies of each review should be handed into the School Office by the deadline. A copy of your review should also be submitted electronically to Turnitin.** Late submission of the paper or electronic copies without an acceptable reason will be subject to a deduction of one point from the 20-point scale for each day (or weekend) after the deadline and the tutor may decline to provide written feedback. There are **no extensions** on the critical review course. If you submit your critical review late, you need to submit supporting **written** medical or good cause information to explain your late submission and this will be taken into consideration.

An additional compulsory lecture on the critical review course will be scheduled for the start of the session. You will be told when and where this lecture will take place at Registration.

FINAL EXAMINATIONS: THE OVERALL GRADE SPECTRUM

For **Single Honours Psychology students**, **eighteen** elements of assessment are used to determine the overall Class of Honours Degree based on the University's Grade Spectrum for Honours Classification (see the Table below) but examiners retain the final discretion in the award of Honours Classes. Eight of these elements are the Level 3 course assessments and ten are the Level 4 assessments made up of the following:

- **Examinations (6 elements):** Each option will be examined by means of one ninety-minute examination and will contribute one element. Students will be examined on the three first half-session options in January and the three second half-session options in May/June.
- **Tutorial Reviews (2 elements):** Each critical review will contribute one element.
- **Thesis (2 elements):** The marks for the poster and the thesis will be combined (poster 5%, thesis 95%) and the overall mark will count as two elements.

For **Single Honours Behavioural Studies students**, **sixteen** elements of assessment are used to determine the overall Class of Honours Degree based on the University's Grade Spectrum for Honours Classification (see the Table below) but examiners retain the final discretion in the award of Honours Classes. Six of these elements are the Level 3 course assessments and ten are the Level 4 assessments made up of the following:

- **Examinations (6 elements):** Each option will be examined by means of one ninety-minute examination and will contribute one element. Students will be examined on the three first half-session options in January and the three second half-session options in May/June.
- **Tutorial Reviews (2 elements):** Each critical review will contribute one element.
- **Thesis (2 elements):** The marks for the poster and the thesis will be combined (poster 5%, thesis 95%) and the overall mark will count as two elements.

For **Combined Honours Psychology Students** (e.g. Psychology with French), **sixteen** elements of assessment are used to determine the final Class of Honours Degree based on the University's Grade Spectrum for Honours Classification (see the Table below) but examiners retain the final discretion in the award of Honours Classes. Eight of these elements are the Level 3 course assessments and eight are the Level 4 assessments made up of the following:

- **Examinations (4 elements):** Each option will be examined by means of one ninety-minute examination and will contribute one element. Students will be examined on the three first half-session options in January and the three second half-session options in May/June.
- **Tutorial Reviews (2 elements):** Each critical review will contribute one element.
- **Thesis (2 elements):** The marks for the poster and the thesis will be combined (poster 5%, thesis 95%) and the overall mark will count as two elements.

For **Combined Honours Behavioural Studies Students** (e.g. Behavioural Studies with French), **fourteen** elements of assessment are used to determine the final Class of Honours Degree based on the University's Grade Spectrum for Honours Classification (see the Table below) but examiners retain the final discretion in the award of Honours

Classes. Six of these elements are the Level 3 course assessments and eight are the Level 4 assessments made up of the following:

- **Examinations (4 elements):** Each option will be examined by means of one ninety-minute examination and will contribute one element. Students will be examined on the three first half-session options in January and the three second half-session options in May/June.
- **Tutorial Reviews (2 elements):** Each critical review will contribute one element.
- **Thesis (2 elements):** The marks for the poster and the thesis will be combined (poster 5%, thesis 95%) and the overall mark will count as two elements.

For **Joint Honours students**, eight elements of assessment are used to determine the Psychology component of the overall Class of Honours Degree based on the University's Grade Spectrum for Honours Classification (see the Table below) but examiners retain the final discretion in the award of Honours Classes. Seven of these elements are the lecture course assessments (including those taken at Level 3 and at Level 4) and one element comes from the Level 4 Research Project.

Honours classification (see <http://abdn.ac.uk/registry/quality/appendix7x4.pdf>):

Class of Honours	Requirements (Numbers are CAS points)
First	18 or better in half the total assessments; and 15 or better in three-quarters of the total assessments; and Normally 12 or better in all assessments.
Upper Second	15 or better in half the total assessments; and 12 or better in three-quarters of the total assessments; and Normally 9 or better in all assessments.
Lower Second	12 or better in half the total assessments; and 9 or better in three-quarters of the total assessments.
Third	9 or better in three-quarters of the total assessments.

REQUIREMENTS FOR THE AWARD OF AN HONOURS DEGREE

All students who are admitted to an Honours programme, from 2004/05, will be required to achieve 480 credit points, including at least 180 at levels 3 and 4, of which at least 90 must be at level 4. This change to the requirements for the award of an Honours Degree was made by the Senate to ensure that Honours degrees are awarded in compliance with the Scottish Credit and Qualifications Framework (SCQF). This is a common national Framework for all awards in Scotland. Further information is available at www.scqf.org.uk. **Accordingly, students failing to meet this credit requirement will require to make-up any credit shortfall before graduating.** General Regulation 21, as outlined below, sets out the procedures available to enable students to make up this credit shortfall.

In the case of a candidate who has failed to complete satisfactorily an element of Honours degree assessment at the time prescribed, then the appropriate procedure from (a) to (e) below shall apply:

- a) If, but only if, the failure is on account of illness or other good cause, the candidate shall be required to submit themselves for assessment at the next available opportunity, and shall be permitted to count the result of that assessment towards Honours classification.
- b) If the failure is the result of absence or non-submission for any other cause, the candidate shall be awarded zero for the assessment concerned and shall be required to submit themselves for assessment at the next available opportunity, but shall not be permitted to count the result of that assessment towards Honours classification.
- c) For courses at level 4 and above only, if the candidate has completed the assessment but been awarded a mark on the Common Assessment Scale between 6 and 8 inclusive, they shall be awarded the same amount of unnamed specific credit, not exceeding 30 credit points in total, at level 1.
- d) If the candidate has completed the assessment, but the course is at level 3, or the course is at level 4 or above and the mark awarded on the Common Assessment Scale is

less than 6, the candidate shall be required to submit themselves for assessment at the next available opportunity, but shall not be permitted to count the result of that assessment towards Honours classification. Alternatively, for courses at level 4 and above only, such candidates may elect to attend and submit themselves for assessment in another course or courses of equivalent credit value, which may be at any level.

e) If any of options (a), (b) or (d) above would normally apply, but medical advice indicates that it would be unreasonable to require a candidate to appear for assessment on a subsequent occasion, and if the candidate's past record provides sufficient evidence that they would have obtained Honours, the examiners may recommend the award of an Aegrotat degree, but only after obtaining the consent of the candidate. The award of an Aegrotat degree will debar candidates from counting towards Honours degree assessment any result achieved thereafter.

Notes:

(i) For courses at level 4 and above, the timing and format of the assessment required under any of sub-sections (a), (b) or (d) above shall be determined by the Academic Standards Committee (Undergraduate) on the recommendation of the Head of the relevant School.

(ii) The options to achieve or be awarded credit under (b), (c) and (d) above shall not be available to candidates who have accumulated less than 90 credit points at level 4 or who have failed to complete satisfactorily the assessment for a course which, on the recommendation of the Head of the relevant School, has been prescribed by the Academic Standards Committee (Undergraduate) as compulsory for the award of a degree with Honours. Such candidates will be able to qualify for a non-Honours degree only.

Further guidance is also available in the **Guidance Note for Students who either Fail, or who Fail to Attend or Complete, an Element of Prescribed Degree Assessment** which can be accessed at:

<http://www.abdn.ac.uk/registry/quality/section7.shtml>

The Henry Prize

The Henry Prize is awarded each year to the student gaining the highest marks in the Final Honours examinations. The Rev James Henry MA, of New Zealand, left money in his will in 1939 for four prizes, to be awarded to the best student each year in Mental Science, Logic, Political Economy, and Ethics, these students to be determined by the Heads of Department of Comparative Psychology, Logic, Political Economy, and Moral Philosophy, respectively, on the basis of class work, 'and/or such additional test or tests as they may severally prescribe.'

Marking Scale

Unless you are told otherwise (see note below) all work submitted for Level 4 courses will be marked according to the following criteria.

CAS mark Qualities evident in work

20, 19, 18 **First Class**

Direct and penetrating in answering the question, drawing on a wide range of relevant material. Fluent, reasoned and sustained argument, with excellent use of supporting evidence. Consistently excellent, critical and comprehensive understanding of current concepts, debates and/or issues that demonstrates a command of subject matter and, where applicable, alternative philosophical or methodological approaches. Answer consistently demonstrates critical ability, with clear evidence of insight, perceptiveness and originality. Extensive, in-depth information base. Impressive knowledge of recent research papers in academic journals, or equivalent. Large 'value added' to material from lectures and prescribed reading; perhaps some 'value-added' to research literature.

17, 16, 15 **Upper Second Class (2.1)**

Direct in answering the question, drawing on a range of relevant material. Reasoned and sustained argument, with effective use of supporting evidence. Firm understanding of current concepts, debates and/or issues. Shows obvious critical ability with some indications of insight or perceptiveness. Wide and sound information base. Effective use of relevant literature, including recent research papers in academic journals, or equivalent. Considerable 'value added' to material from lectures and prescribed reading.

14, 13, 12 **Lower Second Class (2.2)**

Answers the question set, but draws on a limited range of relevant material. Some signs of ability to develop reasoned and sustained argument, with adequate use of supporting evidence. Satisfactory understanding of established concepts, but limited awareness of contemporary debates or limited evidence of critical ability. Adequate information base. Some use of relevant literature but limited or no awareness of recent research literature. Little 'value-added' to material from lectures and prescribed reading.

11, 10, 9 **Third Class**

Attempts to answer the question, but may digress at times or shows limited awareness of the implications of the question. Argument not always fully reasoned or sustained, with limited use of supporting evidence. Limited understanding of concepts and contemporary issues. Little or no sign of critical ability. Limited and/or shaky information base. Little awareness of relevant literature, with no obvious reference to the recent research literature. No significant 'value-added' to material from lectures and prescribed reading. Structural weaknesses or poor quality presentation.

8, 7, 6 **Marginal Fail**

Does not answer the question directly, or does so with weak or simplistic arguments. Ignorance or misunderstanding of relevant concepts or issues. Poor information base, perhaps with factual errors. Serious structural weaknesses or serious deficiencies in presentation.

5, 4, 3, 2 **Clear Fail**

Answer is largely or wholly inaccurate, irrelevant or incoherent; answer is seriously incomplete or ignores academic conventions.

Note

- 1) Normally all criteria must be met for a piece of work to be placed in a particular class.
- 2) Some types of coursework (e.g., dissertations, some presentations or practical assignments) use different mark criteria. Marking criteria specific to the critical review course will be available on MyAberdeen.

Progression

In comparison with your work at Level 3, you are now expected to demonstrate:

- A critical understanding of concepts and current issues, to include reference to the discipline's history, philosophical/methodological diversity or other professional contexts
- Effective use of recent research literature

I am unhappy with my marks. Can I appeal?

Academic appeals will only be considered on grounds where:

i) it is believed that the University's procedures were not followed;

or

ii) it is believed that the person or body making the decision did not have the authority to do so;

or

iii) it is believed that the person or body making the decision did not act impartially;

and

iv) a student considers that they have suffered, or could suffer, material disadvantage as a result.

Those involved in considering academic appeals will not pursue an appeal that does nothing more than question the academic judgement exercised. For example, a student cannot appeal simply because they are unhappy or disagree with a CAS mark awarded. Academic judgement is a matter solely for the relevant School(s) and the Examiners.

If you feel that you need more feedback to understand why you were awarded a particular mark, we encourage you to contact your tutor directly and meet with him/her to discuss your work. If, following this, you wish to appeal your mark, you should follow the procedures described above, indicating in writing the grounds on which you are appealing.

PLAGIARISM

The University **definition of plagiarism** is:

"the use, without adequate acknowledgement, of the intellectual work of another person in work submitted for assessment. A student cannot be found to have committed plagiarism where it can be shown that the student has taken all reasonable care to avoid representing the work of others as his or her own."

Any instance of plagiarism in student work will be treated extremely seriously. All essays and the thesis have to be submitted to TurnitinUK.

TurnitinUK

TurnitinUK is an online service which compares student assignments with online sources including web pages, databases of reference material, and content previously submitted by other users across the UK. **The software makes no decision as to whether plagiarism has occurred;** it is simply a tool which highlights sections of text that have been found in other sources thereby helping academic staff decide whether plagiarism has occurred.

As of Academic Year 2011/12, TurnitinUK will be accessed directly through MyAberdeen. Advice about avoiding plagiarism, the University's Definition of Plagiarism, a Checklist for Students, Referencing and Citing guidance, and instructions for TurnitinUK, can be found in the following area of the Student Learning Service website www.abdn.ac.uk/sls/plagiarism/.

SCHOOL OF PSYCHOLOGY RESEARCH SEMINARS

The School organises a series of seminars on current research in psychology. Some of these seminars are given by members of the School staff and describe research projects being carried out in Aberdeen. Several of the seminars are given by guest speakers from elsewhere in the UK or abroad. Research findings can take up to two years (and more) to appear in print in journals or in books. Therefore these seminars provide an opportunity to hear about the leading edge of many research areas and can provide valuable background information related to lecture courses, review or thesis topics. Also the speakers often summarise research in their topic area, highlighting key points which might otherwise take several hours to glean from background reading or library searches. Finally, several of the speakers will be people whose work you will have heard about in lectures or have encountered in reading lists. Following the seminar, students have an opportunity to ask questions of the speaker, or to discuss aspects of their thesis if it is in a relevant topic area.

Attendance at these seminars is not a class requirement, but **students are strongly encouraged to attend** because a wide knowledge of, and additional reflection on, the topic area can enhance the quality of an examination answer.

<http://www.abdn.ac.uk/psychology/events/seminars.shtml>

THE BRITISH PSYCHOLOGICAL SOCIETY (BPS)

The British Psychological Society is the principal organisation representing academic and professional psychologists in the United Kingdom. It was founded in 1907, received its Royal Charter in 1965 and now has over 36,000 graduate and student members. Its organisation reflects the main roles of psychologists in the UK. There are numerous subgroups within the Society representing specialised interests: History and Philosophy; Developmental; Cognitive and so on. Several members of the lecturing staff in the School serve on the BPS Boards and on Committees of the various subgroups in the Society. The Society is also represented by groups in the regions. The Scottish Branch of the BPS has over 700 members and holds regular meetings throughout Scotland. Most of them are one day Scientific Meetings devoted to a particular theme or topic though there is also a three day residential Conference once a year. In recent years the BPS Scottish Branch has organised a one day conference for final students which you might be interested in attending.

If you are pursuing the Honours course in psychology, you can apply to become a student subscriber to the BPS. Advantages of membership include:

- The monthly magazine 'The Psychologist' containing news of psychology and psychologists in Britain and short articles on current debates and controversies.
- The monthly **Appointments Memorandum**, the most comprehensive round-up of job vacancies for psychologists.
- Information about the Society's Scientific Meetings at both National and Regional levels, and use of the Society's London library.
- The opportunity to purchase at cheaper rates the scientific journals run by the Society, including the **British Journal of Psychology**.

Application forms for membership can be obtained from the School Office (G1).

Their website: <http://www.bps.org.uk/>

PSYCHOLOGY SENIOR HONOURS TIMETABLE

FIRST HALF-SESSION

App of Cognitive Neuroscience	Monday	10-11	King's College G7
Visual Awareness	Tuesday	10-11	King's College F8
Advanced Topics in Language	Wednesday	10-11	New King's 1
Abnormal Psychology	Thursday	10-12 (wks 1-6)	King's College G7
Human Factors	Friday	12-2 (wks 1-6)	King's College G7

SECOND HALF SESSION

Brain and Body	Monday	10-12 (wks7-12)	St Mary's 105
Cultural Evolution	Tuesday	10-11	King's Quad G5
Neuroscience of Music	Wednesday	10-11	St Mary's 105
Human Neuropsychology	Thursday	10-11	New King's 1
Forensic Psychology	Friday	10-12 (wks 1-6)	King's College F8

Tutorial meetings are held in weeks 3, 5, 7 and 12. Timetable details will be available on MyAberdeen.

THESIS

You must complete a thesis as part of your degree, although the exact nature of your thesis will depend upon your degree programme.

Single and Combined Psychology Honours students take the **PS4019 Psychology Thesis**, worth 30 credit points.

Single and Combined Behavioural Studies students take the **PS4034 Library-Based Thesis**, worth 30 credit points.

Psychology Joint Honours students take the **PS4507 Research Project** joint honours project, worth 15 credit points.

Behavioural Studies Joint Honours students take the **PS4509 Library-based Thesis**, worth 15 credit points.

Further information regarding your thesis is available in the relevant thesis handbook. It is crucial that you read this carefully. There will be a lecture during the first few weeks of term to familiarise you with the thesis process (time and place to be announced at Registration).

FIRST HALF-SESSION

SENIOR HONOURS PSYCHOLOGY A

This course is compulsory for Single Honours Psychology and Behavioural Studies students

Aims

- To understand and critically evaluate three areas of Psychology chosen from the course options outlined.
- To develop skills of critical evaluation of research papers.

Learning Outcomes

By the end of the course the student should be able to:-

- Understand and evaluate the key theories and findings of the three chosen areas.
- Describe and evaluate techniques and constructs from the three chosen areas.
- Critically evaluate recent research papers in Psychology from a broad range of topics.

Transferable skills

Carrying out this course should result in the acquisition of the following transferable skills:

- Ability to evaluate published information in an objective and critical manner.
- Ability to express arguments coherently and concisely in writing.

Staff

Dr. Cleland (Year Convenor);

Various course lecturers for the chosen areas

Assessment

Continuous assessment (critical review). (25%).

3 ninety-minute written examinations, one for each chosen option. (75%).

Teaching Methods

Lectures and seminars as arranged; tutorials.

Lecture Syllabus

See details below.

PSYCHOLOGY A FOR COMBINED DEGREE**Aims**

- To understand and critically evaluate two areas of Psychology chosen from the course options outlined.
- To develop skills of critical evaluation of research papers.

Learning Outcomes

By the end of the course the student should be able to:-

- Understand and evaluate the key theories and findings of the two chosen areas.
- Describe and evaluate techniques and constructs from the two chosen areas.
- Critically evaluate recent research papers in Psychology from a broad range of topics.

Transferable skills

Carrying out this course should result in the acquisition of the following transferable skills:

- Ability to evaluate published information in an objective and critical manner.
- Ability to express arguments coherently and concisely in writing.

Staff

Dr. Cleland

Various course lecturers for the chosen areas

Assessment

Continuous assessment (critical review) (33%).

2 ninety-minute written examinations, one for each chosen area (66%).

Teaching Methods

Lectures and seminars as arranged; tutorials.

Lecture Syllabus

See details below.

COURSE DESCRIPTIONS

APPLICATIONS OF COGNITIVE NEUROSCIENCE

Aims

To describe how psychophysiological measures of brain function have been applied in real-life settings with healthy and clinical populations.

Learning Outcome

Be able to discuss and critically evaluate in 2 examination essays the empirical evidence and theories concerning use of neuroscientific methods as evidence-based measurement of brain function and behaviour.

Staff

Dr Philip Benson (philip.benson@abdn.ac.uk)

Assessment

One ninety minute written examination (100% of assessment).

Teaching Methods

Lectures, multimedia.

Lecture Syllabus

Topics will include:

- Diagnostic uses of ERPs and eye movements, their measurement and analysis.
- The quest for trait markers of the psychoses and cognitive decline.
- Aetiology of schizophrenia and related disorders, and methods of assessment.
- Biomarkers for illnesses, problems with diagnostic practice in relation to phenotypes.

General Reading

Reading sources will be mainly provided in lectures and on MyAberdeen/web pages. Some relevant background reading includes portions of:

Andreasen, N.C. (2001). *Brave New Brain: Conquering Mental Illness in the Era of the Genome*. Oxford: Oxford University Press.

Seligman, M.E.P., Walker, E.F. & Rosenhan, D.L. (2001, 4e) *Abnormal Psychology*. London: W.W. Norton & Co.

VISUAL AWARENESS

Aim

To understand and critically evaluate a range of disorders of high level vision and conscious visual perception.

Learning Outcomes:

Academic Excellence:

By the end of the course the student should have a detailed knowledge of the following:

- Neuropsychological disorders following lesions of visual areas.
- The contribution of the principal regions of the posterior cerebral cortex and subcortical structures to the processing of visual information.
- The main cortical areas involved in visual awareness.

Critical thinking and effective communications:

The field of rehabilitation of disorders of vision has been controversial for over one hundred years. Evidence for some of the issues will be provided and students are encouraged to evaluate the evidence in order to separate facts from fiction.

Learning and personal development:

To be able to evaluate effectively the new research findings publicised in media in relation to occipital brain injury.

Active citizen:

- To understand the ethical issues in relation to
- interventions after brain injury in humans
 - animal models of the effect of brain injury.

Staff

Prof. A. Sahraie (a.sahraie@abdn.ac.uk)

Dr. Jasna Martinovic (j.martinovic@abdn.ac.uk)

Assessment

1 ninety-minute written examination (100%).

Teaching Methods

Lectures and tutorials, written and oral work as arranged.

Lecture Syllabus

- Residual visual function in Blindsight and Hemispherectomised subjects
- Visual pathways involved in mediating residual vision
- Properties of multiple visual areas: evidence from human and non-human primate studies.
- Neuropsychological deficits following lesions of occipital cortex (i.e. akinotopsia and achromatopsia)
- Two streams of visual processing in cerebral cortex and their role in visual awareness.
- Disturbances in spatial awareness (hemi-neglect)
- Unconscious processing in visual agnosia and hemi-neglect.
- Role of the temporal and parietal lobes in visual awareness

Recommended reading:

L. Weiskrantz (1986) ***Blindsight: a case study and implication*** (new paperback edition published in 1998). Also, ***Consciousness lost and found: A neuropsychological exploration*** (1997). Both from Oxford University Press.

A.D. Milner and M.A. Goodale (1995). *The visual brain in action*. Oxford University Press

Unilateral neglect: Clinical and experimental studies, Edited by I.H. Robertson and J.C. Marshall. Lawrence Erlbaum Associates Publishers (1993).

Several articles will be referred to in lectures, many of which can be found in journals in the QML or Foresterhill library.

More recent developments in areas covered in the lectures can also be found in the latest editions of the following journals.

Held in the current periodical section of QML:

Nature
Proceedings of the Royal Society Biological Transactions series B
Neuropsychologia
Cortex
Cognitive Neuropsychology

In Foresterhill Library:

Current Opinion in Neurobiology
Brain
Experimental Brain Research

ADVANCED TOPICS IN LANGUAGE

Aims

By the end of the course, students will have a greater understanding of a range of advanced topics in language research. These include dyslexia, bilingualism, deafness and sign language, and advanced sentence processing.

Learning Outcomes

- Understand the likely mechanisms underlying dyslexia; in particular the role of phonological representations
- Understand the way in which language is represented and processed by bilingual speakers
- Understand the historical issues associated with sign language and Deaf culture.
- To gain an in-depth understanding of psycholinguistic research in to sign language production and the cognitive similarities and differences between sign and speech production.
- Understand how eye tracking and computational simulations can inform us of the mechanisms underlying sentence processing

Staff

Sandie Cleland (a.cleland@abdn.ac.uk) – Lectures 1-6 (dyslexia, bilingualism)

Matt Green (mjgreen@abdn.ac.uk) – Lectures 7-9 (sentence processing)

Emily Nordmann (emily.nordmann@abdn.ac.uk) – Lectures 10-12 (sign language)

Assessment

1 ninety-minute written examination (100% of assessment).

Teaching Methods

Lectures.

Lecture Syllabus

- Lectures 1-6 cover a range of topics, including
 - Pattern of impairment in dyslexia
 - Role of phonological impairment in dyslexia
 - Representation of language in bilingual speakers
- Lectures 7-9
 - Sentence processing: theory and data
 - Sentence processing: computational models
- Lecture 10-12
 - The history of sign language
 - Sign language and models of language production
 - The development of sign language production in children

Recommended Reading

Note: More detailed reading lists will be available in lectures

1. Harley, T. (2008). *The Psychology of Language: From Data to Theory*. Psychology Press.
2. Hulme, C., & Snowling, M.J. (2009). *Developmental Disorders of Language, Learning and Cognition*. Wiley-Blackwell.
3. Sutton-Spence, R. & Woll, B. (1999). *The Linguistics of British Sign Language: An Introduction*. Cambridge University Press.
4. Thompson, R., Emmorey, K., & Gollan, T.H. (2005). "Tip of the fingers" experiences by Deaf signers: Insights into the organization of a sign-based lexicon. *Psychological Science, 16* (11), 856-860.
5. Baus, C., Gutiérrez-Sigut, E., Quer, J., & Carreiras, M. (2008). Lexical access in Catalan Signed Language (LSC) production. *Cognition, 180*, 856-865.

ABNORMAL PSYCHOLOGY

Aims: With an emphasis on adult psychopathology, theories of abnormal human behaviour will be introduced and the empirical evidence in support of these theories examined. Students will describe and evaluate competing and complementary approaches to abnormal human behaviour.

Learning Outcomes:

- Have a contextual understanding of past and present influences on theories of abnormal behaviour
- Have a capacity for attentive exchange, informed argument, and reasoning about abnormal psychology with peers and professionals
- Can effectively communicate theories of abnormal behaviour and has knowledge of the empirical evidence in support of those theories
- Develops an ongoing interest in pursuing further study and/or research in the field of abnormal psychology

Staff: Dr. Dannette Marie (dannette.marie@abdn.ac.uk)

Teaching Methods: Lectures 6 X 2 hour lectures

Assessment: 1 ninety-minute written examination (100% of assessment).

Lecture Syllabus: The lectures will cover a range of topics including:

- Historical conceptions of abnormal behaviour
- Conceptualising psychopathology – assessment, classification, treatment
- Dimensional models
- Theories of gene X environmental interaction
- Specific disorders (i.e., mood, anxiety, schizophrenia)
- Treatment and therapeutic interventions

Texts

Bennett, P. (2011). *Abnormal and clinical psychology*. Maidenhead: Open University Press

Barlow, D.H. & Durand, V.M. (2012). *Abnormal psychology: an integrative approach* (6th ed). Wadsworth Cengage Learning

Required and recommended readings

Required reading lists will be provided in lectures. For background reading, students may want to access some of the following journals:

- Archives of General Psychiatry
- Clinical Psychology Review
- Journal of Abnormal Psychology

HUMAN FACTORS

Aims

‘Human factors refer to environmental, organisational and job factors, and human and individual characteristics which influence behaviour at work in a way which can affect health and safety’ (HSE, 1999)

The aim of this course is to introduce students to the subject of human factors and to consider psychological aspects of this approach to studying human and organizational performance.

Learning outcomes

- To understand the application of psychological theories and models in human factors science and practice.
- To critically evaluate human factors methods for studying human performance and equipment design
- To be able to discuss the benefits and limitations of developing a human factors approach to the measurement and management of human performance and equipment design, especially in higher risk workplace settings.

Staff

Professor Rhona Flin (Course co-ordinator, r.flin@abdn.ac.uk)

Dr Amy Irwin (a.irwin@abdn.ac.uk)

Assessment

1 ninety-minute written examination (100% of assessment)

Teaching methods

Lectures (6 x 2 hour format) incorporating video examples and case studies.

Lecture Syllabus

Topics will include human error, equipment design and usability, performance shaping factors (e.g. fatigue), workplace and patient safety, non-technical skills/ Crew Resource Management, situation awareness and decision making, human factors methods of assessing human performance and equipment design. Applications in a range of higher risk work settings, (e.g. industrial, military, and healthcare) will be featured.

Recommended Reading

Wickens, C. Et al (2004) *An Introduction to Human Factors Engineering* (2nd ed) Pearson.

Background Reading

Flin, R., O'Connor, P., & Crichton, M. (2008) *Safety at the Sharp End: A Guide to Non-Technical Skills*. Ashgate.

Norman, D. (2002) *The Design of Everyday Things*. Basic Books.

References for specific topics will be given in lectures.

SECOND HALF-SESSION

SENIOR HONOURS PSYCHOLOGY B

This course is compulsory for Single Honours Psychology and Behavioural Studies students

Aims

- To understand and critically evaluate three areas of Psychology chosen from the course options outlined.
- To develop skills of critical evaluation of research papers.

Learning Outcomes

By the end of the course the student should be able to:-

- Understand and evaluate the key theories and findings of the three chosen areas.
- Describe and evaluate techniques and constructs from the three chosen areas.
- Critically evaluate recent research papers in Psychology from a broad range of topics.

Transferable skills

Carrying out this course should result in the acquisition of the following transferable skills:

- Ability to evaluate published information in an objective and critical manner.
- Ability to express arguments coherently and concisely in writing.

Staff

Drs. Cleland & Mearns (Year Convenors);

Various course lecturers for the chosen areas

Assessment

Continuous assessment (critical review). (25%).

3 ninety-minute written examinations, one for each chosen option. (75%).

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Teaching Methods

Lectures and seminars as arranged; tutorials.

Lecture Syllabus

See details below.

PSYCHOLOGY B FOR COMBINED DEGREE**Aims**

- To understand and critically evaluate three areas of Psychology chosen from the course options outlined.
- To develop skills of critical evaluation of research papers.

Learning Outcomes

By the end of the course the student should be able to:-

- Understand and evaluate the key theories and findings of the two chosen areas.
- Describe and evaluate techniques and constructs from the two chosen areas.
- Critically evaluate recent research papers in Psychology from a broad range of topics.

Transferable skills

Carrying out this course should result in the acquisition of the following transferable skills:

- Ability to evaluate published information in an objective and critical manner.
- Ability to express arguments coherently and concisely in writing.

Staff

Drs. Cleland & Mearns

Various course lecturers for the chosen areas

Assessment

Continuous assessment (critical review) (33%).
2 ninety-minute written examinations, one for each chosen area (66%).

Teaching Methods

Lectures and seminars as arranged; tutorials.

Lecture Syllabus

See details below.

BRAIN AND BODY

Aims

How does perception guide action? How do action and the state of the body influence perception? In this class we will discuss theories of perception that are rooted in its role in controlling behaviour, and critically evaluate research on this topic, with a specific focus on perception in the service of the control and perception of our own bodies and actions.

Learning Outcomes

- To understand classic and contemporary theories of perception in the context of goal-driven behaviour
- To interpret current research from the perspective of these theories
- To critically evaluate research methods and conclusions
- To contrast and integrate results and ideas across subtopics

Staff

Dr. Amelia Hunt (a.hunt@abdn.ac.uk)

Assessment

1 ninety-minute written examination (100% of assessment).

Teaching Methods

Lectures.

Lecture Syllabus

- Actions in the service of perception (eye movements, haptics)
- Action's impact on perception: self-monitoring and error correction
- Body schema (phantom limbs, illusory embodiment, alien limbs)
- Perception of body states – e.g. hunger and satiety

Recommended Reading

Lists of specific required readings will be given in lectures. Readings will be mostly journal articles. Here are two key papers we will discuss. They are a good place to start if you are looking for background reading:

6. Gibson, J.J. (1958). Visually controlled locomotion and visual orientation in animals. Reprinted in the British Journal of Psychology, 100, 259-271. (2009).
7. Blakemore, S.J., Wolpert, D.M & Smith, C.D. (2002). Abnormalities in the awareness of action. Trends in Cognitive Sciences, 6, 247-242.

CULTURAL EVOLUTION

Aims

Information is continuously changing as it passes from person to person. The manner of this information change can have fundamental consequences for us as individuals and for society as a whole. Drawing on diverse examples of human culture, this course will examine the social and cognitive processes that underlie how and why information changes as it is socially transmitted.

PLEASE NOTE: This course will not consist of lectures and will be examined by a different exam format from other Level 4 options (see below for details).

This course is designed for those who want to further develop:

An openness to work independently and an interest in self-directed study

A capacity for independent, conceptual and creative thinking

An intellectual curiosity and a willingness to question accepted wisdom

A capacity for attentive exchange, informed argument and reasoning

A capacity for problem identification, evidence collection, synthesis and analysis

Learning Outcomes

- To understand the process of biological evolution by means of natural selection
- To demonstrate knowledge of cultural evolution
- To understand the social and cognitive factors that drive cultural evolution
- To critically evaluate research methods and conclusions
- To contrast and integrate results and ideas across subtopics

Staff

Dr Doug Martin (doug.martin@abdn.ac.uk)

Assessment

1 ninety-minute examination consisting of multiple choice questions (33%) and a written examination (67%).

Multiple choice questions: The MCQs will assess the breadth of your knowledge of the required reading from across the entire course.

Written examination: The written examination will assess your ability to combine your knowledge of the required reading with additional knowledge you have gained from your independent study. You will be required to answer one essay question from a choice. The questions will be very broad in nature and will require you to think on your feet to generate an answer that integrates your knowledge from multiple themes across the course.

Teaching Methods

There will be a weekly class that will take the form of a reading/discussion group. You will be given a list of required readings for each of the classes and it is expected that you will have read these before attending the class. The weekly class will consist of a discussion of the readings and the opportunity to ask questions. There will be no formal lectures on this course, no lecture recordings and no powerpoint slide handouts.

Lecture Syllabus & Recommended Reading

Full details of the class themes and required readings will be provided on MyAberdeen and in the classes. The following book will act as a good primer for the overall course

Mesoudi, A, (2011). Cultural Evolution: How Darwinian theory can explain human culture and synthesize the social sciences. University of Chicago Press, London.

NEUROSCIENCE OF MUSIC

Aim

To understand and critically evaluate the factors involved in music perception and music performance from a neuroscientific perspective.

Learning Outcomes:

Academic Excellence:

By the end of the course the student should have a detailed knowledge of the following:

- Understanding the basic structure of music as a system that involves sounds organised into syntactically and semantically complex structures
 - The neural substrate of music processing in humans and how it overlaps with other high-level functions such as language, emotion and memory
 - The insights into human perception and performance music research provides as a highly-skilled sensorimotor behaviour that can be acquired at different points in life

Critical thinking and effective communications:

Music is a ubiquitous human activity and will provide students with an opportunity to learn how to communicate neuroscientific findings on a topic that is inherently close to them. There are also lots of myths about musical ability, e.g. whether it is inherited or developed through practice. Students will be encouraged to evaluate the neuroscientific evidence in order to separate facts from fiction.

Learning and personal development:

To be able to evaluate effectively the new research findings publicised in media in relation to the neural basis of music processing.

Active citizen:

To understand and develop a positive attitude towards people with disorders of music processing and performance in humans

To understand that through being hardwired in the brain music operates as a tool for rehabilitation and therapy of psychological and neurological disorders

Staff

Dr Constanze Hesse (c.hesse@abdn.ac.uk)

Dr Jasna Martinovic (j.martinovic@abdn.ac.uk)

Assessment

1 ninety-minute written examination (100%).

Teaching Methods

Lectures and tutorials, written and oral work as arranged.

Lecture Syllabus

- Elements of music and their similarity/difference to elements of language
- Phylogenetic and ontogenetic development of music
- Music perception and its neural basis
- Congenital amusia as a disorder of music perception
- The role of motor control in music performance

- Acquisition of music performance skills in terms of hand movement or voice control and mental practice
- Musician's cramp: the loss of motor control in musicians
- The peculiarities of the musicians brain as a window into neural plasticity brought about by training

Recommended reading:

-Brain and Music, by S Koelsch, Publisher: Wiley-Blackwell

-This Is Your Brain on Music: The Science of a Human Obsession by D Levitin, Publisher: Plume books

- Music, Motor Control and the Brain by E. Altenmueller, M. Wiesendanger & J. Kesselring, Publisher: Oxford University Press

Several articles will be referred to in each of the lectures, most of which can be found in journals in the QML or Foresterhill library.

More recent developments in areas covered in the lectures can also be found in the latest editions of the following journals.

HUMAN NEUROPSYCHOLOGY

Aims

To introduce students to advanced topics in neuropsychology; both aspects of theory and method in neuropsychology (cognitive neuropsychology) and applications (clinical neuropsychology). The emphasis will be on the underlying rationale and methods employed in research and practice in this area.

Learning Outcomes

- To understand the rationale and methods underlying building and testing of theory in neuropsychology
- To understand the rationale and methods underlying the application of neuropsychology in healthcare
- To gain sufficient knowledge to be able to offer critiques of theory, method and practice in neuropsychology

Staff

Professor John R Crawford (Course co-ordinator & lecturer, j.crawford@abdn.ac.uk)
Dr Fiona Summers & Dr Maggie Whyte (lecturers)

Teaching methods

Lectures.

Assessment

1 ninety- minute written examination (100% of the assessment)

Lecture Syllabus

Topics will include the logic and method of dissociations; the human executive system; a general overview of clinical neuropsychology; the rationale of deficit measurement; neuropsychology of traumatic brain injury; models and methods of neuropsychological rehabilitation

Reading

A full reading list will be provided for each lecture. The following books provide useful background reading:

Ellis, A. W., & Young, A. W. (1996). Human cognitive neuropsychology: A textbook with readings. Hove, UK: Psychology Press.

Goldstein, L. H., & McNeil, J. (Eds.). (2004). Clinical neuropsychology: A practical guide to assessment and management for clinicians. Chichester: Wiley.

Lezak, M. D., Howieson, D. B., Loring, D. W., Hannay, H. J., & Fischer, J. S. (2004). Neuropsychological Assessment (4th ed.). New York: Oxford University Press.

FORENSIC PSYCHOLOGY

Aims: This course will canvass a range of theoretical and applied issues in forensic and criminal psychology. Different philosophical traditions will be examined relative to their contemporary influence on how we think about and empirically investigate criminal offending and offenders. Typologies of offending will be examined such as juvenile offenders, violent and sexual offenders, and offenders with mental disorders. Specific issues such as the social context of criminal offending, profiling, detection and deception, criminal justice policy, and therapeutic jurisprudence will also be covered.

Learning Outcomes:

- Have a contextual understanding of past and present influences on the contemporary development of forensic and criminal psychology
- Have a capacity for attentive exchange, informed argument, and reasoning about forensic and criminal psychology with peers and professionals
- Can effectively communicate theories and models of criminal offending and offenders and has knowledge of the empirical evidence in support of those theories
- Develops an ongoing interest in pursuing further study and/or research in the field of forensic and criminal psychology (including police psychology)

Staff: Dr. Dannette Marie (dannette.marie@abdn.ac.uk) and Dr Lynden Miles (lynden.miles@abdn.ac.uk)

Teaching Methods: Lectures 6 X 2 hour lectures

Assessment: 1 ninety-minute written examination (100% of assessment).

Lecture Syllabus: The lectures will cover a range of topics including:

- Theories of criminal offending and typologies of offenders
- Deception and detection
- Psychopathy and the insanity defence
- Judges, juries, and the dynamics of decision making
- Risk assessment, dangerousness, and recidivism
- Criminal justice ideology, restorative justice, and therapeutic jurisprudence

Texts

There is no set text for this course, but students are encouraged to access an introductory text to provide baseline information on the topic such as:

Howitt, D. (2012). *Introduction to forensic and criminal psychology*. Pearson: Harlow, England.

Required and recommended readings

Required reading lists will be provided in lectures. For background reading, students may want to access some of the following journals (a far from exhaustive list):

- Aggression and Violent Behavior
- British Journal of Criminology
- Criminology
- Journal of Interpersonal Violence
- Legal and Criminological Psychology
- Law and Human Behaviour
- Psychiatry, Psychology & Law
- Psychology, Crime & Law
- Theoretical Criminology