

# Syllabus

for course at first level

**Psychology II**  
**Psykologi II**

**30.0 Higher Education  
Credits**  
**30.0 ECTS credits**

<b>Course code:</b>	PS2211
<b>Valid from:</b>	Autumn 2008
<b>Date of approval:</b>	2007-06-12
<b>Changed:</b>	2008-05-09
<b>Department</b>	Department of Psychology
<b>Subject</b>	Psychology
<b>Specialisation:</b>	G1F - First cycle, has less than 60 credits in first-cycle course/s as entry requirements

## Decision

Psychology II, 30 credits, is ratified by the department board at the Department of Psychology, Stockholm University, 12-06-2007.

## Prerequisites and special admittance requirements

Psychology I, 30 credits with a minimum of 22.5 credits completed or Basic Course in Psychology, 20 points, with at least 15 points completed. Alternatively, Economic Psychology I, 15 credits and Economic Psychology II, 15 credits (fully completed).

## Course structure

<b>Examination code</b>	<b>Name</b>	<b>Higher Education Credits</b>
2ARB	Work Psychology	7.5
2GEN	Gender Psychology	7.5
2BAR	Developmental Psychology	7.5
2GRU	Group Psychology and Interview Methods	7.5
2KLI	Introduction to Clinical Psychology	7.5
2KOG	Cognitive psychology	7.5
2MET	Scientific Methods and Statistics	7.5
2MOT	Motivation and Emotion	7.5
2NEU	Neuropsychology	7.5
2ORG	Organizational Psychology	7.5
2PER	Personality Theories	7.5
2PRC	Perception and Psychophysics	7.5
2SOC	Social Psychology	7.5
2STR	Stress & health	7.5
3FOR	Special Work	7.5
2RAT	Forensic psychology	7.5

## Course content

The course comprises a number of modules, each 7.5 credits, of which Scientific Methods and Statistics, 7.5 credits, is obligatory. Students are required to choose 3 other course modules. A selection of the following modules is given each semester. Admission to some modules is limited. The modules are:

1. Neuropsychology, 7.5 credits

Aspects of the neural basis of human behaviour and mental function. The brain and nervous system structure and function are addressed in detail as well as the methods and theories of functional neuroanatomy and cognitive neuropsychology. This module is divided into a general part that everyone reads and a more specialised part related to the student's own interests.

2. Cognitive psychology, 7.5 credits

This module concerns different cognitive functions, in particular attention, learning, memory, problem-solving, and decision-making. Connections between the brain and cognitive disorders also form a part of this module. Various methods used to study cognitive processes (for example, think-aloud-methodology and latency measurement) are introduced.

3. Motivation and emotion, 7.5 credits

On the one hand, this module focuses on motivation in terms of processes underlying certain driving forces and the regulation of human behaviour such as action-consequences and thinking. On the other hand, this module focuses on the study of emotion in terms of emotional reactions and sentiment. Traditionally, the study of emotions involves certain interactions between three components; namely, the cognitive, the physiological, and the expressive component.

4. Perception and psychophysics, 7.5 credits

This module aims to provide a basic understanding of perception and psychophysics. Both the child's perceptual development and the adult's ability to function in a complex environment will be discussed, together with certain theoretical models. Research applications will be presented in terms of ergonomics and interaction of the 'human-physical' environment. The module is divided into two parts; a general part that everyone reads and a more specific part related to the student's own interests in the area.

5. Group psychology and interview methods, 7.5 credits

An aim of this module is to further students' theoretical and practical knowledge of small groups, group processes and interview methods. Different theoretical perspective will be highlighted and discussed during lectures and seminars. Practical group dynamics will form an element of this module, in the form of a group-development study on the basis of students' participation in their own interview group, or in the form of external observation of group processes.

In relation to the teaching of groups, group processes, and interview methods, different issues will be considered that affect interpersonal processes and their importance for interviews and other interpersonal meetings. Emphasis is placed on individual active participation in interview-group-work, particularly in terms of being able to contribute and accept constructive criticism.

6. Personality theories, 7.5 credits

The focus here is on certain representative theories of personality. Different perspectives, personal development, the structure, dynamics and pathology of personality will be presented and compared. An overview of theories, their historical development, and scientific underpinnings, will provide a framework for the elected examples.

7. Introduction to clinical psychology, 7.5 credits

This module concerns psychological and biological theories of mental illness, as well as various diagnostic techniques and related therapies. Various forms of treatment and prevention will be discussed in terms of mental health care within the family and more generally in society. Some clinical measurement methods will also be presented.

8. Developmental psychology, 7.5 credits

This focus here is on aspects of children and young people's development and their relationships with other children, adolescents and adults. In this module, the development process is discussed in terms of the interplay between a variety of factors both within and outside the individual. Biological, psychological, and social factors interacting in any developmental process allow for a multi-faceted approach by which to consider individual factors, interpersonal processes, environmental factors, and their relative importance in an individual's development. Key cognitive, psychodynamic, and socio-psychological theories will be presented which aim for a holistic approach to understanding children's and young people's development and that relate to the whole life-going process. Account will be taken of perception, learning, memory and problem solving processes, including spatial thinking and language development.

Personal development will be discussed from different theoretical perspectives, including, among others, psychosexual, psychosocial, object-relational, and self-developmental. Emphasis is placed on models and theories that regard the child as an active and interactive party in a dynamic process. Certain space will be given for elective study of a limited older-age-period. Methods for observation and assessment of children

and adolescent development will be touched upon throughout.

**9. Organizational psychology, 7.5 credits**

This module aims to provide a framework for thinking about various aspects of organizational psychology by highlighting certain phenomena studied extensively in the organizational psychology research literature.

Organisational conditions and organizational change will be studied from both the perspective of the individual and in terms of the organizations structure. Emphasis is placed on factors that influence organizational structure, management of organizations, organizational change, and how individuals operate in organizations. In addition, this module will provide an orientation to theories of organizational psychology in a scientific context. Particular attention is paid to the comparison and integration of different theoretical models of what organizations are, how they work, and how they can be described.

**10. Work psychology, 7.5 credits**

Aspects of basic psychological knowledge as applied to working life. Emphasis is placed on basic knowledge derived from social, organisational, and physiological psychology. Psychological and social conditions are analysed as well as their impact on performance, job satisfaction and stress, learning and professional development. Applications in personnel-work and work environment operations will be presented. Research will be introduced and examples of measurement and analytical methods discussed.

**11. Stress and Health, 7.5 credits**

This module concerns aspects of psychological, biological, and social factors central to the field of stress and health. Within this remit, this module includes description and discussion of various topics such as the concepts of stress and health; psychobiological mechanisms, the interaction between stress and (un)health, burnout, lifestyle, pain and chronic illness, drug addiction and interaction between users and providers, prevention, treatment, rehabilitation and, primary and secondary prevention. Gender, age, socioeconomic status, culture, and various lifestyle factors will also be considered. Main research methods will be introduced with examples from current research projects.

**12. Social Psychology, 7.5 credits**

An aim of this module is to impart an understanding of certain key social psychological areas, such as, interpersonal perception, social cognition and social influence, aggression, prejudice, altruism, and social psychological methodology. Students will be given the opportunity to choose a specific area for further study.

**13. Gender psychology, 7.5 credits**

An aim of this module is to provide basic knowledge of the psychology of sex differences. Themes addressed include different ways of looking at gender and beliefs about femininity and masculinity. Emphasis is on issues of gender-identity development, body perception, health, sports, family, and sex as a society structured principle. Gender research will be discussed in terms of scientific and methodological aspects illustrated on the basis of ongoing research projects.

**14. Forensic psychology, 7.5 credits**

An aim of this module is to provide a basic orientation to forensic psychology and its sub-disciplines. Emphasis is placed on child and adult witnesses' ability to process and communicate memories of traumatic events. This module will also deal with knowledge of psychopathology with an emphasis on antisocial development and psychopathology. Other topics to be discussed include interview techniques in connection with the police, witness confrontation, and methods of testimony verification. Finally, this module will also include an orientation to criminal profiling, what it is used for, and how this area has come to grow and develop. Throughout, the reactions and treatment of people affected by crime will be highlighted.

**15. Special work, independent study of modules 1-14, 7.5 credits**

An aim of this module is to provide training in the analysis and comparison of theories, and evaluation/application of research results within a chosen area. In exceptional cases, the focus may be on theoretical work alone. This module will also provide training in oral and written presentations. Work may be conducted individually or in a group of a maximum of two students. Students are expected to present their own ideas about how further study should take place (inclusive literature representing some 600 to 700 pages, or empirical work, etc.). There are no ready made departmental suggestions or rough outlines; it is up to each student to identify an appropriate subject area, relevant literature and so on.

**16. Scientific Methods and Statistics, 7.5 credits (OBLIGATORY)**

This module is intended to highlight and explain the differences between various types of research (both quantitative and qualitative methods are discussed). Basic principles for scientific work, and the various steps included in the research process (identification and problem formulation, methodology and design choice,

analysis, interpretation and explanation) will be dealt with in detail. Descriptive statistics and statistical analysis (hypothesis testing) using t-tests and one-way analysis of variance will form a part of this module. An important component concerns the practical use of existing statistical programmes. A laboratory exercise which culminates in a short scientific report shall be conducted by small groups of two to four students.

### **Learning outcomes**

After completing the course the student is expected to:

- have complementary and advanced knowledge of theories, methods, and results in some important areas of psychology.
- have knowledge of the possible applications of theories, methods, and results in certain areas of psychology.

### **Education**

Certain elements are obligatory, further information will be provided in each module plan. In regard to laboratory work, training will be given in writing reports. As psychology rests on scientific grounds it is essential that students have an insight into the processes that generate new scientific knowledge within this field. In this respect, students are required to act as participants in studies and experiments conducted at the department. A requirement is that such participation extends to at least 3 hours during the course.

### **Forms of examination**

Attainment of the course objective will be assessed by written reports, comprising both independent and group work and laboratory-reports. More precise details will be given in the module plans.

The adopted marking system is a 7-point goal related grading scheme with the letters A to E denoting a pass and the letters Fx and F a fail.

A-Excellent  
B-Very Good  
C-Good  
D-Satisfactory  
E-Sufficient  
Fx-Insufficient  
F-Fail

The marks shall be goal-related, which means that the grades should reflect how well the student achieved the expected study results (course objectives) as detailed in the syllabus and respective module plan. Each module is marked separately, which taken altogether comprise the final grade for the course. The principle is that the course grade constitutes a weighted average of the grades of the modules, i.e., the grade for every module is transformed to a five point scale (A=5p, B=4p...E=1p) and, is then, weighted with the other points from each module, after which an average score is calculated. This average score is rounded to the nearest whole number (0.5 and upwards are rounded to the closest higher point) and transformed back to their related letters.

This calculation is expressed in the following formula;  $\text{course grade} = (P1 \cdot K1 + P2 \cdot K2 + P3 \cdot K3 \dots) / (P1 + P2 + P3 \dots)$ , where K1, K2 are the grades for the respective module (on the scale 1-5) and P1, P2 are the total available points for each module.

If certain elements in the modules are not graded the grade is calculated on the module elements that are graded (given that 50% of the total points on the course are graded).

For students that do not pass by way of the ordinary test occasion, further examination may be arranged in close proximity to the failed examination. Students that do not pass after two attempts, on some of the modules, have the right to request a different tutor be appointed to grade the module. The request shall be made to the director of studies responsible for the course.

### **Misc**

The course provides a suitable basis for those who want to continue working with investigations and studies in various areas. By allowing students to choose various modules the course can be attuned to professionals in other areas such as health care, education and upbringing, administration within companies and management. The course satisfies the entry requirements of Psychology III.

The course may not be included in an degree together with other continuation courses in psychology with the exception of Extended Psychology II or the Extended Intermediate Course in Psychology.

This course is not intended for students pursuing legitimacy as an authorized psychologist.

According to a decision made by the faculty board, 31-05-2007, when the course is not run or the content has changed substantially students have the right, once per term for a three term period, to be examined according to this syllabus.

**Required reading**

The literature used on the course is decided by the teaching staff on commission of the board of the Department of Psychology. For the current literature - see attached.