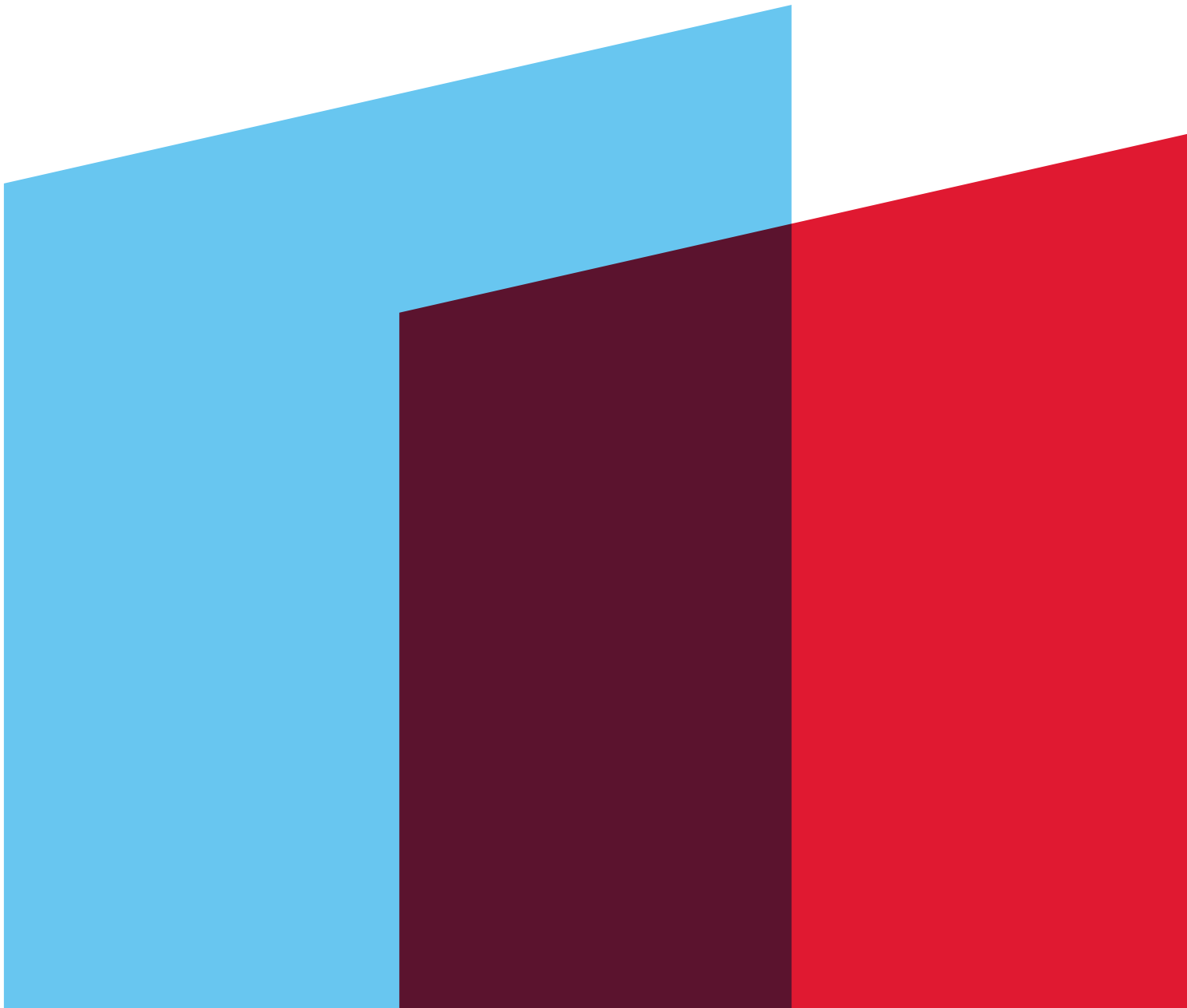MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

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AND LEARNING IN HIGHER EDUCATION

# Introduction to Psychology Assessment Handbook

# Introduction to Psychology Assessment Handbook AY2021-2022

# Margaret Finch

# Course Descriptor

| | |
|---|---|
| **Module Title:** | Introduction to Psychology (PSYC61001) |
| **Credits:** | 5 |
| **Level:** | Level 6 |
| **Duration:** | 1 Semester |
| **Department Assigned To:** | Social Sciences |

| | |
|---|---|
| **Module Description/Aims:** | The module is intended as a general introduction to psychology for students with no previous familiarity with the subject. It provides a foundation for subsequent psychology modules by introducing the scientific nature of psychology, exploring theoretical approaches and specialisms within psychology, and investigating a variety of topics related to human psychological development. |

***Learning Outcomes - On successful completion of the module the learner will be able to:***

| No. | Learning Outcomes |
|---|---|
| 1 | Distinguish scientific psychological knowledge from subjective experience as relevant to social care practice. (1.23, 3.5, 5.1, 5.4, 5.5, 5.6, 5.7, 5.10, 5.17) |
| 2 | Explain and distinguish between a variety of theoretical approaches to social, cognitive, Personality, Intellectual, Social and moral development. (1.23, 2.17, 3.5, 5.1, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10, 5.17) |
| 4 | Describe the origins, measurement and consequences of individual psychological differences. (1.23, 2.17, 3.5, 5.1, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.17) |
| 5 | Demonstrate course/profession-related learning and scholarship skills through his/her academic work and participation. (1.23, 3.5, 5.1, 5.4, 5.5, 5.6, 5.7, 5.17) |

***Indicative Syllabus Content***

| No. | Content | % Alloc | Detail |
|---|---|---|---|
| 1 | What is psychology; what is the nature of psychological research? Relevance to social Care | 20 | Overview of the scientific method The research process: observation; theory; hypothesis-testing Research designs: Observational, Correlational, Experimental, Relevance to informed social care practice |
| 3 | Theories of cognitive development | 20 | Introduction to Piaget and Vygotsky |
| 4 | Theories of social and moral development | 20 | Erikson Kohlberg |
| 5 | Personality | 20 | Theories: - Trait - factor - Psychodynamic - Learning (social and behaviourist) - Humanistic - Cognitive Influences on personality development: - Genetic: evidence - Environmental: evidence Impact on life outcomes |
| 6 | Intelligence | 20 | Nature and definition Measurement Influences: - Genetic: evidence - Environmental: evidence Impact on life outcomes |

# CORU Proficiencies

## Safety and Quality Graduates will:

5) Be able to demonstrate sound logical reasoning and problem solving skills to determine appropriate problem lists, action plans and goals

## Professional Knowledge and Skills Graduates will:

1) Know, understand and apply the key concepts of the domains of knowledge which are relevant to the profession

4) Demonstrate a critical understanding of relevant biological sciences, human development, social and behavioural sciences and other related sciences, together with a knowledge of health and wellbeing, disease, disorder and dysfunction relevant to the role of social care worker

5) Know and understand the principles and applications of scientific enquiry, including the evaluation of intervention efficacy, the research process and evidence-informed practice

6) Demonstrate skills in evidence-informed practice, including an understanding of competing theories, concepts and frameworks underpinning social care work and demonstrate an ability to apply the appropriate method in professional practice

7) Demonstrate an understanding of the theories of individual and social development across the lifespan and contexts and within different cultures including the knowledge required to work with individuals, children, vulnerable adults, families and marginalised groups

8) Understand the role and purpose of building and maintaining relationships as a tool in the delivery of social care across the lifespan in a variety of contexts

9) Have a critical understanding of the dynamics of relationships between social care workers and service users and the concepts of transference and counter-transference

10) Be able to identify, interpret, record and respond appropriately to patterns of behaviours displayed by service users in a variety of settings

17) Demonstrate ability to participate in or lead clinical, academic or practice-based research

# 100% Continuous Assessment (CA)

**2 Structured Essays  50%  each**

**CA1 due 8<sup>th</sup> of November**

**CA2 due 13<sup>th</sup> December**

**Each assignment must be submitted through Ouriginal and by email**

**Deadlines must be kept.   Late submissions without approved extensions will incur a loss of 10% from grade achieved**

**Ensure you follow university academic writing guidelines and module instructions**

As an university student you are expected to be able to use and produce information, rather than just memorizing it. Students are also expected to independently manage their own learning and proactively acquire information from a range of sources.

**Some General Guidelines on Approaching Academic Essay Writing**

- Ensure you have made sense of the task, title, question.
- Research the subject well before writing up the assignment.
- Refer to relevant textbooks and journals.
- The Introduction is important. This is where you make your first impression on the reader/examiner. Try to capture the reader's attention. Each subsequent paragraph should deal with one of the issues you wish to address. The first sentence in a paragraph introduces what you wish to say. The rest of the paragraph then develops the issue or argument.
- There should be continuity and flow through the body of the essay to hold the reader's attention.
- Use references to research findings or other authorities to reinforce your argument and cite the name, date, and page number.
- Having addressed the issues or argument, summarize them in your conclusion. While it is important to sum up what has already been said, it is critical that you do not simply repeat your paragraph sentences. A good concluding statement can tie together, and mention specifically, all the main themes the essay has discussed in a slightly novel or original way and state where current thinking stands, if possible. This is your last opportunity to impress the reader.
- Do not personalize - use the third person for example 'This assignment explores two examples'.
- Indent one tab space to indicate a new paragraph when using double spacing.
- When there is a word limit, do not waffle. Every word should add value.
- List a minimum of five references you have consulted.
- Proof read.
- Keep a copy for reference and revision.

**Suggested Texts**

Bernstein, D. A., Nash, P. W., Penner, L. A., Roy, E. J., & Clarke-Stewart, A. (2002). Essentials of Psychology. Boston: Houghton Mifflin.

Linfienfeld, S. O., Lynn, S. J., Namy, L. L., & Woolf, N.J. (2010). Psychology: A framework for everyday thinking, Boston: Pearson.

Martin, G. N., Carlson, N. R. & Buskist, W. (2007). Psychology. 3rd ed. Harlow: Prentice Hall.

Santrock, J. W. (2003). Psychology, 7th ed. Boston, MA: McGraw-Hill.

Weiten, W. (2007). Psychology: Themes and variations, 7th ed. Belmont, CA: Thompson / Wadsworth.

**Suggested Journals**

American Psychologist

Psychological Review

The Irish Journal of Psychology

## Explanation of Assignment Marking Criteria Below are some guidelines indicating what would be an excellent or good essay, a satisfactory essay or an essay that needs more/much more work.

1. Whole essay Excellent/good: The whole essay is relevant to the question by addressing every word in that question. Satisfactory: Only some aspects of the question have been considered. Needs more/Much more work: Answer bears little relevance to the question.

2. Introduction Excellent/good: Introduction to the essay shows a sound grasp of the question and provides an outline of the scope of the essay. Satisfactory: Introduction rambles and scope of essay is not defined. Needs more/Much more work: Launches straight in with no attempt to introduce and define the topic.

3. Logical development of the essay Excellent/good: The body of the essay shows a logical development of arguments and ideas which are clearly expressed. Satisfactory: Could be better organized by sequencing some of the material more appropriately. Needs more/Much more work: Fails to develop a clear theme or line of argument.

4. Insight and originality Excellent/good: There is evidence of insight into the issues concerned and some original contributions to the discussion. Satisfactory: Some insight/originality displayed. Needs more/Much more work: Fails to display insight into issues and poor evidence of original thinking.

5. Use of evidence Excellent/good: There is a critical and wide ranging use of relevant current sources in the literature showing evidence of thorough reading and/or use of additional sources. These sources are used to illustrate the arguments and are correctly referenced in the body of the essay. Satisfactory: Likely sources and material are covered, but sources and arguments are not well related. Needs more/Much more work: Little evidence of supportive reading and inadequate preparation. Sources are not related to arguments.

6. Understanding of topic Excellent/good: Understanding of topic is demonstrated, all main issues are explored and evaluated. Conclusions are justified. Satisfactory: Most main issues are explored with some analysis and evaluation. Needs more/Much more work: Only a few or some irrelevant issues are explored. There is little critical evaluation or analysis.

7. Conclusion to essay Excellent/good: Good concluding section which draws together the various important points made. Satisfactory: Rather brief and formalized conclusion. Needs more/Much more work: The essay ends abruptly and/or simply rephrases the introduction.

# Contacts of Support in Department of Social Sciences

My Contact

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School Administrator

Aoife.nolan@mtu.ie

Head of Department

Aisling.sharkey@mtu.ie

## General Areas Marks Lost or Improvements Needed by Past Students of Module

Did not follow submission instructions

Did not include college cover sheet

Need to develop stronger research skills, must have a range of academic sources books, papers and journals.

Did not support statements with evidence (authors of influence, published academic data)

Ensure you understand rules of extension requests and late submissions and know and use all college forms and documents.

'Justify' format of essays

UKEssays not an acceptable sources

Use academic essay, report writing, reflective writing formats always to avoid your work reading like a random series of points

When 'evidence' is required (evidenced is always required to present an informed opinion) it must be cited and referenced

Simply Psychology cannot be only source

Make clear links to essay titles

Avoid repetition.

Develop sentence structure to improve expression of thought.

Proof Read for spelling and grammar errors

Only include historical, information on if it has an influence on the context in which you are writing

Verywellmind.com not an academic source

Don't need to always use full names of theorists

Don't use initials in citations

Do not write in first person

Always give dates when citing

Youtube not academic source for essays

No citing class notes or lecturer unless you citing a publication by lecturer

Dictionaries and encyclopaedias are not valid academic sources for psychology

Essays must have introduction, discussion, conclusion these are not sub headings

Full title must be addressed

Develop introduction and conclusion styles.  Introduction should be more than a list of what each paragraph will be about.  Conclusion should pull together key themes discussed to address the title.  It is last opportunity to show your informed opinion.

Do not leave references as live links

Develop strong online and live library researching skills

Develop noting taking skills for classes and reading.

Review your notes regularly to organise your learning

When taking notes from academic sources always record full reference

# Link to library Services

https://library.ittralee.ie/

## Finding Articles-Social Media and Health Promotion
https://docs.google.com/presentation/d/13JkVDO9sDzCBpnvVIS-MWJnCEaNLqNDq1woJZ5QkzZY/edit?usp=sha

## Guide to Academic Search Complete
https://docs.google.com/presentation/d/1ccb1wxPPJs_E_rU9jd1E0mrCdl4SJHlBrf-PPYPMd8c/edit?usp=sharing

## Boolean Operators/Synonyms
https://docs.google.com/presentation/d/10OM-CblqR4ppjptJGjRdw2JcXtbk5qkWA1TzwbjOWJw/edit?usp=sharing

## Finding Articles - Searching Science Direct
https://docs.google.com/presentation/d/1lBXCnB7yl9IrBgNhXrm5-N7yRX91dTXk7TGLIrsGHj4/edit?usp=sharing

## Using Ebsco Ebooks
https://docs.google.com/presentation/d/1k6likkDEoCsli7FOiCX4urezBm5DZtTfCkap11xA1yk/edit?usp=sharing

## Early Childhood Education and Healthy Lifestyle
https://docs.google.com/presentation/d/1AOWjKT5Qf4sM-eYxkiHWRo7pdFgVv4F1seQqh1P43FU/edit?usp=sharing

**ASSIGNMENT FEEDBACK SHEET**

**Department of Social Sciences**

**Munster Technological University**

This section is to be completed by the student before submission. Use block capitals.

Student's Name: …………………………………… T Number: …………………

Course: ……………………………………… Module Code and Title: …………………………

Assignment Title: …………………………….. Date of submission: ……………………...

I confirm that this is my own work:

Student's Signature: ……………………………………………………

Conditions:

- There will be deductions of up to 10 marks for work, which is greater than 10% over or under the word limit.
- Errors in referencing will be reviewed in association with the relevant marking grid.
- Any instances of potential academic dishonesty will be addressed in accordance with the Institute's Anti-Plagiarism Policy
- Work for continuous assessment purposes will not be accepted from a student for grading after the due date except in exceptional circumstances where an extension has been approved.
- Assessors of student work are mindful of the balance between the student's right to confidentiality, and assessor's professional obligation to maintain client safety as underpinned by legal and ethical principles. Therefore confidentiality of written work is not absolute. Assessors will exercise professional judgement in the sharing of information. Students will be informed prior to any disclosure.

**General Comments (continue overleaf if required):**

Lecturer's Signature: …………………………………………Mark:…………………...

**Any mark indicated here is provisional until after the examination board**

**Department of Social Sciences**

**Munster Technological University**

*Title of Assignment*

*Student Name and T Number*

*Title of the Course and Year*

*Date of Submission*

*Actual Word Count*

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'Declaration of Originality Form' – **Department of Social Sciences, Munster Technological University**

This form **must** be completed and signed and submitted with all assignments.

Please complete the information below (using BLOCK CAPITALS).

Name ................................................................................................................

T Number .........................................................................................................

Class Group .....................................................................................................

Assignment Title..............................................................................................

**Students are advised to inform themselves of the University's Anti-Plagiarism Policy.**

**I confirm that this assignment is my own work and that I have:**

Familiarised myself with the University's Anti-Plagiarism Policy ☐

Used the University's approved referencing style throughout ☐

Clearly referenced, in both the text and the bibliography or references, all sources used in the work ☐

Not made use of the work of any other student(s) past or present without acknowledgement.  This includes any of my own work, that has been previously, or concurrently, submitted for assessment, either at this or any other educational institution ☐

Not sought or used the services of any professional agencies to produce this work ☐

In addition, I understand that any false claim in respect of this work will result in disciplinary action in accordance with Institute regulations ☐

**DECLARATION:**

I am aware of and understand the University's policy on plagiarism and I certify that this assignment is my own work, except where indicated by referencing, and that I have followed the good academic practices noted above

Signed ................................................................................................................................

## CA 1 due 8th November 2021

Identify and examine three pieces of research that have influenced how research is carried out today.  Explore the range of ethics that are now considered.

## Min 1000 words max 1500 words

## Please include both a Reference and Bibliography List

## CA2 due 13th December 2021

Examine the work of Erickson and Kohlberg on Moral development.  How do they differ? How do these theories help us to interpret peoples' behaviour?

## Min 1000 words max 1500 words

## Please include both a Reference and Bibliography List