



University of
St Andrews

FUNDAMENTALS OF PSYCHOLOGY

PS1001 & PS1002

FIRST YEAR PSYCHOLOGY HANDBOOK

School of Psychology & Neuroscience

2018 – 2019

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Dr Paula Miles (Course Controller)
pjm11@st-andrews.ac.uk

Fundamentals of Psychology: PS1001 & PS1002

FIRST YEAR PSYCHOLOGY HANDBOOK

1. INTRODUCTION

Welcome to the School of Psychology & Neuroscience and the First Year Psychology course: Fundamentals of Psychology (PS1001 and PS1002). We hope that you will enjoy the course as much as we enjoy bringing it to you! This handbook is your guide to first year. It provides important information about the content of the course, how the course is assessed, key contacts within the School, and general administration and rules regarding studies at the University of St Andrews.

I am available to help with any queries or problems you may have regarding the course. Please don't hesitate to contact me. My details are as follows:

Paula Miles (Course Controller): pjm11@st-andrews.ac.uk, Rm 0.52 School of Psychology & Neuroscience Main Building, St Mary's Quad, Office Hours: Mondays 10.30-11.30am and Thursdays 1.15-2.15pm.

Modern Psychology

Misconceptions about the nature of modern psychology abound, and its popular image is still often that of Freudian psychoanalysis, and the treatment of pathology. In fact, to deal with issues surrounding mental health it is necessary to understand how the *ordinary person* and the *ordinary mind* work, and the discoveries made by a scientific approach to these issues over the last few decades constitute a major part of the psychology taught at St Andrews, as in most modern psychology departments.

Thus our psychology course includes the answers yielded by scientific methods applied to a variety of questions such as: "how do we remember things?"; "what are the roles of inheritance and experience in determining mental abilities?"; "how do nerves transmit information?"; "how do we perceive colour?"; "why does conflict occur between social groups?"; as well as questions about pathology, like "how does brain damage affect memory?".

Course Content

The aims of first year psychology are:

- 1) Familiarity with a wide range of the theoretical and empirical underpinnings of modern psychology, through the detailed study of classic and contemporary literature;
- 2) A solid grounding in the empirical approach to provide the necessary basis for conducting research in psychology;
- 3) An appreciation of the diversity of psychology and its practical applications in modern society.

Psychology Courses at St Andrews

Psychology can be taken as a first year subject in either Arts or Science Faculties. The first year psychology modules can form an interesting and useful component of an Honours

degree in many subjects and can also be taken at any stage of an ordinary degree. More advanced modules can be taken in second year and students who do well in these can go on to take the two-year Honours psychology programme, either as a single subject or jointly with one of a wide range of alternatives.

Subsequent Careers

A Single Honours degree in psychology (and some Joint Honours degrees with other subjects) are recognised by the British Psychological Society as a professional qualification in psychology. This provides openings to a wide range of careers in health and social welfare (Clinical Psychology, Educational Psychology, Social Work, etc.).

For further information about careers you can contact:

The British Psychological Society

St Andrews House

48 Princess Road East, LEICESTER, LE1 7DR

Web: <http://www.bps.org.uk/>

Email: enquiries@bps.org.uk

Telephone: 0116 2549568

2. GENERAL ADMINISTRATION

Please read and become familiar with the following sections of the Handbook (presented in alphabetical order) as they provide specific information relating to our course, incorporating important information from the University of St Andrews student policies. For full details regarding the student experience at St Andrews please see:

<https://www.st-andrews.ac.uk/students/>

Absence Reporting

Absence from Classes:

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in your losing the right to be assessed in that module. Please ensure that you are familiar with the 'Academic Alert' policy as stated elsewhere in this handbook. If you have missed timetabled classes/events or any other compulsory elements of the module due to illness or an unavoidable pre-arranged event or appointment, you must complete a Self-Certificate of Absence Form as soon as possible. Please go to <http://mysaint.st-andrews.ac.uk/>; the relevant section can be found under 'My Details'.

Under certain circumstances, Schools may request further documentation in addition to the Self-Certificate. In this case, students should contact Student Services in order to organise the appropriate documentation. If you submit more than three Self-Certificates in a single semester, or if the period of absence extends more than two weeks, you may be contacted by Student Services, the relevant Pro Dean, or by an appropriate member of staff in your School.

Completion of a Self-Certificate is not an acceptable substitute for contacting your tutors well in advance if you have to be absent. Advance notice of absence is acceptable only for a good reason (for example, a hospital appointment or job interview). It is your responsibility to contact the appropriate member of staff to complete any remedial work necessary. If you are an international student (non-EEA nationals only), you will be affected by changes introduced by the UK in relation to immigration rules and visas. The University is now legally

bound to report to the UKVI any student who fails to enrol on a module or programme of study, or who fails to attend, or who discontinues their studies.

Absence from Examinations:

Absence from Examinations due to illness or any other unavoidable reason should be reported by submitting a Self-Certificate of Absence Form as soon as you are able to do so, preferably before the examination is due to take place and, in any case, no later than three days after the examination. You must also complete the online Notification of Student Problems Form available on the First Year Psychology Moodle page and on the School of Psychology & Neuroscience website on the 'Current Students' page. You are only required to notify the University Examinations Officer if there is a problem submitting the above two forms.

Contact:

Examinations Officer
The Old Burgh School, Abbey Walk
Telephone: 01334 464100
Email: examoff@st-andrews.ac.uk

Academic Alerts and Early Academic Intervention

Academic Alerts are a way of helping students who are having trouble coping with their studies, such as missing deadlines for handing in work, or missing compulsory tutorials. The aim of the Alert system is to help students by flagging up problems before they seriously affect students' grades. Academic Alerts will be issued by email from a member of staff within the School and will tell students what is wrong and what they are required to do (e.g. attend classes in future). The Alerts will also tell students what support the University can offer. If students do not take the action required they will get another Alert, and eventually will automatically get a grade of zero and will fail that module. The system is designed to help and support students in order to remedy any problems or issues before these lead to failing a module. Alerts will never appear on a student's permanent transcript. For more information on Academic Alerts and details on how the categories work, see:

<http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/AlertsStudentGuide.pdf>

To complement the Academic Alerts process, which is applied at a module level, the University operates an academic intervention process at an overall degree programme level. The principle is to help students recognise when their academic progress may be at risk, at a sufficiently early stage so that they have opportunities to take action to address any underlying problems. Risks to studies include module results below those consistent with satisfactory academic progress, failure to progress on a student's degree programme of choice, and in the most severe cases, termination of studies. To find out more about Early Academic Interventions please see:

<https://www.st-andrews.ac.uk/media/proctor/documents/early-intervention.pdf>

Students should note that the compulsory module elements for PS1001 and PS1002 are:

- 1) attendance at all workshops;
- 2) completing and submitting all continuous assessments;
- 3) obtaining an average grade of at least 7 across the continuous assessment; and
- 4) passing the final examination (obtaining a minimum grade of 7).

Failure to meet these requirements will result in Academic Alerts and Early Academic Interventions.

Academic Appeals, Complaints and Disciplinary Issues

The University is committed to ensuring as high a quality student experience as possible while studying at St Andrews. Occasionally things may go wrong and if you are experiencing a difficulty, or are dissatisfied with your academic experience, you should raise concerns as soon as possible. This allows effective resolutions to be worked out quickly.

Such issues normally fall into one of three categories:

- **An appeal requesting a formal review of an academic decision** - where, for example, the University has made a judgement about your assessed work or progression within a course of study which you have grounds to query (see the relevant [Policy on Student Academic Appeals](#));
- **Complaints** - where you are dissatisfied with the quality or standard of service that you have received from any part of the University, either academic or non-academic (see the University's [Complaints Handling Procedure](#));
- **Disciplinary cases** - where the University has grounds to believe that you have conducted yourself in an unacceptable manner in either an academic or non-academic context. Academic Misconduct is dealt with under the Good Academic Practice Policy (<http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/gap.pdf>); Non-Academic Misconduct is dealt with under separate procedures: (<https://www.st-andrews.ac.uk/students/rules/appeals/non-academicmisconduct/>).

If there are extenuating personal circumstances that may affect your academic performance or impact on your progression you **must** bring these to the attention of an appropriate member of staff (for example your Academic Adviser, module coordinator or the appropriate Pro Dean) as soon as possible and normally prior to completing any assessment. If you base a subsequent academic appeal on such extenuating personal circumstances, you will be required to provide valid reasons to explain why you failed to notify the examiners or other relevant persons of these circumstances prior to completing the assessment.

Using the Right Procedure:

If you are unsure whether to use the Appeals procedure or the Complaints procedure, there is a key question to ask yourself. What kind of outcome are you seeking? If you are seeking to have an academic decision changed (such as a mark or grade, or a decision about progression or termination of studies), then you **must** use the Appeals procedure. The permissible grounds for submitting an appeal are clearly detailed therein. If you are

dissatisfied with the level of service you have received from the University, or if you believe that a service needs to be improved, or that the University has failed (for example) to follow one of its administrative processes properly, then the Complaints procedure is normally more appropriate. For matters involving teaching in general, there are also feedback opportunities through Staff-Student Consultative Councils, module questionnaires and School Presidents.

You can make both a personal Complaint and an Appeal, by using both the Appeal and Complaints procedures, but it must be emphasised that changing an academic judgement or decision is not one of the outcomes from the Complaints procedure used alone.

Further guidance and support:

The Students' Association provides independent and confidential help and advice for students who are contemplating submitting an academic appeal, complaint or are having discipline proceedings taken against them. The Students' Association employs Iain Cupples, the Student Advocate (Education), whose job it is to ensure that you receive help with writing and submitting a submission. Iain can also accompany you to any hearing. He should be your first point of contact as soon as you feel you need help.

Contact:

Iain Cupples
Student Advocate (Education)
Telephone: 01334 462726
Email: inc@st-andrews.ac.uk

Academic Flexibility for Students with Recognised Sporting Talent

There is a policy which allows eligible students (with the permission of the School and Sports Performance Manager) to have time off from their studies in order to participate in key sporting tournaments and competitions. Further information is available from Pete Burgon, Department of Sport and Exercise (email: peb7) or visit:

<http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/sports%20flexibility.pdf>

Academic Prizes: Deans' List and School Awards

There is an award for academic excellence, promoted by the Deans of the University. Undergraduate students who achieve an outstanding overall result in the course of an academic year have their names inscribed on the Deans' List, an honour which will also appear on their University transcript. Only students taking no fewer than 120 credits counting towards an approved degree programme over the course of an academic year will be eligible and all credits have to be taken within the four Faculties of the University of St Andrews. Any student who meets all the criteria and who obtains a credit-weighted mean grade of 16.5 or above for the year will be recorded on the Deans' List. The rules will be adapted for part-time students, who must achieve the minimum credit-weighted mean of 16.5 in the pro rata equivalent of 120 credits over the course of an academic year. Full details of all the criteria and conditions for the Deans' List are available at:

<http://www.st-andrews.ac.uk/students/academic/awards/universityprizes/deanslist/>

In addition to the Deans' List, the School of Psychology & Neuroscience awards a *Psychology Prize* for performance in the First Year Psychology course. This prize is awarded to the top student across the PS1001 and PS1002 classes.

Advice, Wellbeing and Support for Students

As a University of St Andrews student, you are on a journey of learning. The person you arrived as will be different from the one who leaves. This change will reflect the knowledge and skills you will gain, and the experiences you will have throughout your time here. It is unlikely that your journey will always be smooth, but dealing with the unexpected challenges you encounter along the way will help you develop the skills you need to make you a better scholar and better able to cope with life beyond university.

Key areas to focus on during your St Andrews journey include:

1. *Developing independence.* This means that you actively seek out information, take charge of finding the right balance between your study and personal life and take responsibility for your behaviour.
2. *Facing challenges.* It's perfectly normal to find things challenging in your academic studies and general student life. Some challenges may lead to disappointment or even failure. The important thing to remember is that you will be strengthened by these challenges, developing important life-skills such as problem-solving and resilience.
3. *Being involved.* As a student at St Andrews you are part of several communities, and you have the opportunity to become involved with them. You are part of the community within your academic school, part of the broader University community and part of the wider community of the St Andrews town. You are encouraged to make the most of the academic, social, societies and sports opportunities on offer as a way to positively build knowledge, skills, support networks, and physical and mental wellbeing.

For advice and support on any issue, including academic, financial, international, personal or health matters, or if you are unsure of who to go to for help, please contact the Advice and Support Centre, 79 North Street, 01334 462020, theasc@st-andrews.ac.uk, <https://www.st-andrews.ac.uk/ask-a-question/>.

You are also welcome to contact the School's Student Wellbeing Officer for support (Paula Miles: psyneuro_wellbeing@st-andrews.ac.uk).

Deferred Assessment

For the University policy on Deferred Assessment please see:

<https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/APP.pdf>

Degree Regulations

A regulatory structure determined by Senate and Court governs the award of all degrees. Undergraduate Resolutions and Regulations are available at:

<https://www.st-andrews.ac.uk/students/rules/ugsenateregulations/>

Disability Support

If you require support for disability reasons, (e.g. teaching and exam arrangements), please contact the Disability Team in Student Services who can provide support for a wide range of disabilities such as: learning difficulties, visual and hearing impairments, mobility difficulties, Asperger's, mental health, long standing medical conditions and much more. See:

<http://www.st-andrews.ac.uk/students/advice/disabilities/>

Health and Safety

A first-aid box is located in the School Office and at the Janitor's desk in the main foyer of the School of Psychology & Neuroscience Main Building. Notices are posted throughout the School indicating who the current First Aiders are and how to contact them. Notices are also displayed detailing your exit routes and assembly points in the event of a fire. All students should familiarise themselves with this information. The School Safety Officer is Shona Deigman (psycsman@st-andrews.ac.uk). Any hazards or safety-related incidents should be reported to the School Safety Officer or the School Office immediately. Students are reminded that the misuse of any Safety, Fire or First Aid equipment will result in discipline.

Notice Board and Virtual Learning Environments

The main notice board for First Year Psychology is in the foyer of the School of Psychology & Neuroscience Main Building. This will be used for posting contact details for your student representatives, student support within the university and other notices: keep an eye on it. You can get further details about psychology courses and the School of Psychology & Neuroscience at our web site: <http://www.st-andrews.ac.uk/psychology/>

Individual marks, useful resources, lecture notes etc., will be provided via Moodle and MMS – virtual learning environments which you will be introduced to during the academic session.

Progression Thresholds

Passing both First Year Psychology modules PS1001 and PS1002 (i.e., gaining a minimum of 7 in each module) guarantees successful progression to Second Year Psychology.

Passing both Second Year modules PS2001 and PS2002 and obtaining an average grade of 11 across both semesters guarantees you access to Honours level Psychology.

See: <http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/honsentry.pdf>

Recording Devices in Lectures

If you have a disability or some medical condition which means that you are unable to take notes in lectures, you may seek permission from Student Services to use a voice recorder or other computer-based device to record lectures and/or tutorials. If you are not authorised by Student Services to record lectures then you must request permission from the relevant academic member of staff prior to the lecture taking place. For more information see:

<https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/recording-lectures-policy.pdf>

<https://www.st-andrews.ac.uk/media/proctor/documents/lecture-capture-studentguide.pdf>

Student Feedback and Academic Audit

In order to pursue our goal of providing high quality teaching, we collect regular feedback from students. This takes two main forms:

(i) Student representatives (one Arts student and one Science student), elected by you, attend the Staff-Student Consultative Committee meetings once each semester. At these meetings, student concerns are discussed and where appropriate the issues are passed to a meeting of the School of Psychology & Neuroscience Staff Council for debate the following week. Minutes of the Staff-Student Consultative Committee are automatically passed to the Deans of Faculties, and its role is taken seriously.

(ii) A formal University Audit questionnaire is administered at the end of each semester. The information generated by this audit is processed and discussed within the School and scrutinized centrally within the University.

Termination of Studies on Academic Grounds

If your academic performance is unsatisfactory (i.e. you have gained insufficient credits to progress to the next stage of your degree programme or breached conditions of your probation), your studies may be terminated. You will then be notified by the Pro Dean (Advising) that your studies are terminated and you will have five working days to appeal this decision using the appropriate form. This should be supported by documentary evidence specifying the reasons for your unsatisfactory performance. If you do not submit an appeal, you will have your studies automatically terminated in accordance with Senate Regulations. Your full student record is taken into account in any review, including any instances of non-academic misconduct, during the Termination of Studies Cross-Faculty Board; however, in the first instance, only your credits attained in a relevant number of semesters are taken into account. For more information, please see: <https://www.st-andrews.ac.uk/media/proctor/documents/ug-regs-18-19.pdf> - termination of studies is covered by items 44 and 45 and: <https://www.st-andrews.ac.uk/students/academic/intervention/termination-of-studies/>

If the appeal is successful, the Dean will contact you with conditions for your return to studies. If you do not meet these conditions (e.g. you do not pass the specified amount of credits within the time period given by the Dean) your studies may be terminated again.

If your appeal is unsuccessful, you may have a further right of appeal to the Senate of the University. Appeals to Senate are admissible only on limited grounds and the process cannot be used to challenge matters of academic judgment. To make a Senate submission, you must complete and submit to the Senate Office a Stage 2 appeal form within 10 working days of the date stated on your termination letter. Late submissions may not be considered further by the University. For further information, see the University's Policy on Student Academic Appeals at: <https://www.st-andrews.ac.uk/students/rules/appeals/policy/>

International students here at St Andrews on a Tier 4 visa should be aware that any terminations will be reported to the UKVI and their visa curtailed.

Contact:

Student Services, The ASC

79 North Street, KY16 9AL

Telephone: 01334 462020

Email: theasc@st-andrews.ac.uk

Undergraduate Research Assistantship Scheme (URAS)

This programme was introduced to promote projects that emphasise the many ways in which Research and Teaching can come together and to give undergraduate students the opportunity to gain experience doing independent research. The URAS is open to any undergraduate student matriculated at the University of St Andrews. URAS funding (currently at £50 per 6 hours of work, up to £2,000 per School) cannot be used to support research for a credit-bearing programme. The programme is administered by the Proctor's Office. For full details of the application process visit:

<https://www.st-andrews.ac.uk/students/academic/internships/researchassistantscheme/>

Withdrawal from Studies

If you are considering withdrawing from your studies at the University you should discuss the matter with Student Services in the first instance. You should arrange to do this as early as possible as there are often alternative options open to you that would not require the final step of permanent withdrawal from the University. If you do decide you wish to withdraw from your studies you must contact your Registry Support Officer who will be able to offer guidance on your options and who will ensure that the process is completed correctly. You should be aware that there are fee implications, as well as implications to your leave to remain in the UK if you are an overseas student, when you withdraw from your studies part of the way through an academic year. You should therefore ensure you contact the Money Adviser and the International Adviser in Student Services to obtain early advice on the final implications of your decision before you complete your withdrawal. Further information is available at: <https://www.st-andrews.ac.uk/students/academic/academic-advising/glossary/withdrawal/>

3. CONTACT INFORMATION

Position	Name	Telephone (01334) (46)	Email (@st-andrews.ac.uk)
First Year Course Controller	Dr Paula Miles	2089	pjm11
Student President	Ms Winnie Li	n/a	psychpresident
Head of School	Prof Gareth Miles	2050	psyhos
Deputy Head of School	Prof Josep Call	3608	jc276
Director of Teaching	Dr Mike Oram	2062	mwo
Director of Postgraduate Studies	Dr Ines Jenzsch	3060	ij7
Director of Research	Prof Julie Harris	2061	jh81
Disability Co-ordinator	Dr Reiner Sprengelmeyer	3049	rhs3
Examinations Officer	Dr Akira O'Connor	2077	aro2
Academic Misconduct Officer	Dr Dhanraj Vishwanath	2074	dv10
Student Wellbeing Officer	Dr Paula Miles	2089	pjm11

Health & Safety Officer and School Manager	Mrs Shona Deigman	2092	psyscman
Sub-Honours Advisers: Arts	Dr Barbara Dritschel Dr Dhanraj Vishwanath Dr Daniela Balslev	3047 2074 2097	bd9 dv10 db87
Sub-Honours Advisers: Science	Dr Justin Ales Mr Paul Gardner Dr Paula Miles	3043 2075 2089	jma23 plg pjm11
Sub-Honours Adviser: Neuroscience	Dr Gayle Doherty	3611	ghm
SONA: Research Participation System	Dr Akira O'Connor Toni Ellen	2077 2070	aro2, tse3 or psychsona

Additional Contact Information:

School Office: Monday – Friday, 8:45am – 5:00pm, Telephone: 01334 462157
Student support and guidance advice: http://www.st-andrews.ac.uk/students/advice/
Reporting absence from classes and exams: http://www.st-andrews.ac.uk/students/rules/selfcertification/
Contact for advice on requesting deferrals: Toni Ellen, Teaching Administrator, Telephone: 01334 462070, Email: tse3@st-andrews.ac.uk

4. KEY DATES

Please note: Orientation Week is an integral part of the semester and students are expected to participate in the activities. Students are also expected to be available for the entire examination period.

Semester 1: Martinmas Semester (Monday 17 September 2018 - Friday 21 December 2018)

Week	Week beginning	Events
Pre-Sessional	Monday 10 September 2018	Orientation Week Events
Week 1	Monday 17 September 2018	First full week of teaching
Week 2	Monday 24 September 2018	
Week 3	Monday 1 October 2018	
Week 4	Monday 8 October 2018	
Week 5	Monday 15 October 2018	
Week 6	Monday 22 October 2018	Independent Learning Week (IWL)
Week 7	Monday 29 October 2018	
Week 8	Monday 5 November 2018	
Week 9	Monday 12 November 2018	
Week 10	Monday 19 November 2018	
Week 11	Monday 26 November 2018	
Week 12	Monday 3 December 2018	Revision period
Week 13	Monday 10 December 2018	Semester 1 Examinations
Week 14	Monday 17 December 2018	Semester 1 Examinations

Semester 2: Candlemas Semester (Monday 28 January 2019 - Friday 31 May 2019)

Week	Week beginning	Events
Week 1	Monday 28 January 2019	Teaching begins
Week 2	Monday 4 February 2019	
Week 3	Monday 11 February 2019	
Week 4	Monday 18 February 2019	
Week 5	Monday 25 February 2019	
Week 6	Monday 4 March 2019	
Week 7	Monday 11 March 2019	
Vacation	Monday 18 March 2019	Spring vacation
Vacation	Monday 25 March 2019	Spring vacation
Week 8	Monday 1 April 2019	Teaching resumes
Week 9	Monday 8 April 2019	
Week 10	Monday 15 April 2019	
Week 11	Monday 22 April 2019	
Week 12	Monday 29 April 2019	Revision Period
Week 13	Monday 6 May 2019	Revision period; Exams begin 11 th May
Week 14	Monday 13 May 2019	Semester 2 Examinations
Week 15	Monday 20 May 2019	Semester 2 Examinations

5. LECTURES

Fundamentals of Psychology is taught in two first year modules: PS1001 in Semester 1 and PS1002 in Semester 2. It is the objective of each module to provide introductory education in three component lecture courses spanning the major areas of psychology. Integrated into the lecture course are Research Methodology lectures which complement the workshops. It is strongly recommended that you attend lectures. The reading, which is encouraged, is supplementary and does not replace attendance at lectures.

Location

Physics Lecture Theatre A, North Haugh

Time

12.10pm – 12.55pm (Monday, Wednesday, Thursday and Friday)

Course Content

The First Year course gives you an opportunity to experience psychology from a wide range of perspectives, from internal factors to external influences. PS1001 will focus on the evolutionary, developmental, and social dimensions of mind and behaviour. PS1002 takes a more inward approach looking at sensory systems, cognition, behavioural neuroscience and perception.

PS1001 Content Summaries

History, Developmental & Evolutionary Psychology: Dr Juan-Carlos Gomez and Prof Malinda Carpenter

We will start with a brief historical sketch of what psychology is and how it came to establish itself as a science, discussing some key historical milestones and basic notions. We will then continue with how and why psychologists study the origins of mind and behaviour; both their evolutionary origins (how the human mind came about in evolution) and its development (how mind and behaviour unfold from birth to adulthood).

Humans are not born as finished organisms. Babies have to undergo a process of physical growth and psychological development to become adult, mature organisms. Developmental psychologists study how this development takes place, not merely describing how behaviour and mental skills change with age, but trying to explain and understand the principles and mechanisms underlying these changes. This part of the course will address the main theoretical approaches and challenges to understanding child development, exploring examples from different developmental domains such as language, social cognition, morality, and intelligence.

The development of complex forms of behaviour and cognition in humans is the result of a long evolutionary history. Evolution is the ultimate explanation of why the human mind is the way it is, and we cannot fully understand it without understanding its evolutionary history and the evolutionary forces that shaped it. Alongside child development, we will therefore discuss the principles of evolutionary theory and their application to psychology, paying special attention to what we can learn about human psychology by comparing our mental and behavioural skills with those of other animals, especially nonhuman primates.

Social Psychology: Prof Stephen Reicher

Social Psychology is concerned with the way in which social contexts shape human understanding and action. It traces the way these processes operate at several levels of human interaction: between individuals, within groups and between different groups. This course will start by looking in general terms at the way in which human behaviour is shaped in and by society. We will then look at the classic studies which have shaped the modern discipline. Finally, we will address a series of topics that illustrate the different levels of interaction between the individual and the social. These will include helping behaviour; social influence and conformity; leadership; discrimination, prejudice and prejudice reduction; crowd action and mass violence.

PS1002 Content Summaries

Sensory Systems: Dr Thomas Otto

Without appropriate senses, we basically know nothing about the world around us. This component of the module will cover the human sensory systems that are the part of the human nervous system responsible for receiving and processing sensory signals, which leads to vision (seeing), audition (hearing), somato-sensation (touching), gustation (tasting) and olfaction (smelling). The lectures will outline fundamental principles in the transduction processes that translate sensory signals in the physical world to neuronal activity in the

brain. Understanding these processes is connected to the challenging question of how our mind builds a holistic view of the world.

Cognitive & Behavioural Neuroscience: Dr Michael Oram

Increasingly over the last two decades, cognitive and behavioural processes that have always been of interest to psychologists have been analysed in terms of the brain processes that underlie them. This part of the module will begin to examine the structure of the brain – its constituent cells and its anatomical structure – as well as how the brain regulates such diverse processes as emotion, learning and memory. This knowledge will then be applied to understand the cause and treatment of deficits in these psychological processes.

Perception & Cognition: Prof David Perrett

All the information we have about the world outside us reaches us through our senses. Without this information, other aspects of behaviour such as thinking, language and social interaction are impossible. The study of perception is concerned with how sensory information is selected, analysed and interpreted by the brain. The most extensively studied sense is vision, so we will study the biology and psychology of seeing. The lectures will examine how the complex pattern of light that reaches our eyes is transformed into the stable world of meaningful objects, people, their actions and emotions that we perceive. We will study how perception interfaces with cognition in the use of context and experience to guide interpretations, the limitations of attention, the empathic link between self and others, and the control of actions.

6. WORKSHOPS

To provide training for the research element of psychology, both PS1001 and PS1002 modules include a specialised Research Methodology workshop that runs parallel to the lecture courses and illustrates the different measurement techniques and statistics appropriate to the different areas of psychology. The objective of the workshops is to introduce methods of scientific research including experimental design, analysis and interpretation of results. In addition, it aims to teach the basic writing skills involved in objective reports of scientific research.

Location

Old Library, School of Psychology & Neuroscience Main Building, St. Mary's Quad

Time

In orientation week students will nominate their preferred workshop time on MMS (sign up opens on MMS on Friday 14th September 2018). If students have any problems selecting an appropriate time due to timetable clashes they must email Paula Miles (pjm11), clearly stating the workshop times they can attend.

Workshop times:

Day	Group	Time	Location
Monday	1	2.00pm -4.00pm	Old Library
Monday	2	4.00pm -6.00pm	Old Library
Tuesday	3	9.00am -11.00am	Old Library
Tuesday	4	11.00am -1.00pm	Old Library
Tuesday	5	2.00pm -4.00pm	Old Library

(Note: Workshops begin at 10 minutes past the hour and finish at 5 minutes to the hour)

Aims and Objectives of the Workshop Series

1) This course is intended to provide you with an introduction to a variety of psychological topics through the use of experiments, demonstrations, seminars, videos, and class discussions. These are related to topics introduced in the lectures and will complement the information presented therein.

2) The workshops will teach you how to do psychology. Most psychological theories, certainly nowadays, are based upon rigorous experimental research. It is therefore of the utmost importance that you learn the rudiments of experimental design and statistical analysis in order to fully understand the basis of the material covered in lectures, and be able to critically appraise your reading material.

3) Many students are surprised that while they have come to learn psychology they are also expected to learn statistics. It is important that you understand from the beginning of your course what modern psychology is all about: psychologists run experiments and studies and analyse data; they do not dream up theories in their heads without testing them. Furthermore, the statistics we teach will be put in the context of psychological research, and it will certainly not require you to be a mathematical genius!

4) You might question why you should have to learn these techniques when there are so many computer software packages capable of doing statistical analyses. The reason is that a computer statistics package is just a tool - in order to use it effectively, you must understand what you are doing. Computers do not think, and they will happily do any sort of analysis you ask them to, even if it is inappropriate for your data. So, you must learn the basic theory behind the tests so that you know which ones you should be using, and how to apply them correctly. In addition, there are certain instances (e.g. if you have a very small sample size) when the formulae used in the computer packages may be incorrect.

5) You will be given the experience of collecting psychological data and some feeling for the methodological problems involved in asking a question and designing an experiment to answer it. You will also learn how to apply elementary statistical procedures to summarise your data and evaluate the results. The course continues in the same manner through Second Year and Junior Honours, until you complete your own research project in Senior Honours.

Attendance at Workshops

Attendance at all workshops is **compulsory** and will be checked by **register** at the start of each class. It is your responsibility to ensure that your presence at a workshop has been recorded.

Each student must attend their allocated time. If you cannot attend a workshop at your usual time, please try to contact Paula Miles **prior** to the time at which your workshop is held and arrange to attend another workshop that week. If you are absent due to illness or other unforeseen circumstances then you must inform Paula **as soon as possible** and arrange to attend another workshop that week. If you miss all the workshop slots in a week (remember that workshops are held only on Mondays and Tuesdays), you must contact Paula in order to arrange alternative work. Under such circumstances you should follow the procedures for reporting absences as set out in the university guidelines.

7. READING MATERIAL

Students will probably find the texts recommended by lecturers worthwhile to buy, especially if you are planning to continue to study psychology beyond first year. If you are worried about cost, these do tend to keep their resale value. Some second-hand copies may be available and there are copies available on short term loan in the University Library.

PS1001 recommended textbooks:

- Gomez, J.C. (2004). *Apes, Monkeys, Children, and the Growth of Mind*. Harvard.
- Smith, J.R., & Haslam, S.A. (2017). *Social Psychology: Revisiting the classic studies* (2nd ed.). Sage. (The first edition from 2012 can also be used).
- McQueen, R.A., & Knussen, C. (2013). *Introduction to research methods and statistics in psychology* (2nd Ed.). Pearson.

PS1002 recommended textbooks:

- Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2014). *Cognitive Neuroscience: The biology of the mind* (International 4th ed.). Norton.
- McQueen, R.A., & Knussen, C. (2013). *Introduction to research methods and statistics in psychology* (2nd Ed.). Pearson.

Other texts referred to in the lectures will be available in the Main Library. Reading Lists with specific readings for each lecture can be accessed via Moodle and through the online reading lists on the Library website.

A workshop manual will be given to you at your first workshop. You should bring this manual (and a calculator) with you to every workshop thereafter as there are sections in the manual that you will need to complete during class, along with exercises/examples that we will work through together in class.

Additional textbooks (available in the library) that may be useful for the module are:

- Martin, G.N., Carlson, N.R., & Buskist, W. *Psychology* (4th or 5th ed.). Allyn & Bacon, Pearson Education Ltd.
- Howitt, D. & Cramer, D. (2011). *Introduction to Statistics in Psychology* (5th ed.). Prentice Hall, Pearson Education Ltd.
- Beech, J.R. (2009). *How to write in Psychology: A student guide*. Wiley-Blackwell.
- Wilson, S., & MacLean, R. (2011). *Research Methods and Data Analysis for Psychology*. McGraw Hill.

8. ASSESSMENT AND EXAMINATIONS

Performance in both PS1001 and PS1002 will be assessed with a combined mark obtained by the following weightings:

Written Assignments (x2)	15%
Class Test (based on workshops)	10%
Degree Exam	75%

Written Assignments

In each semester you will be required to complete written pieces of work including a lab report. You will find guidelines on how to write up a formal lab report on Moodle and in the workshop manual. The assessed reports will be marked on the basis of these guidelines so you should follow them to the letter. To provide you with as much feedback on your performance as possible, a marking scheme similar to the following will be used. For each element of the report, a tick indicates how well you have done. For example, a tick in the 17-20 box by the section 'Title' would indicate a concise, informative, and well-structured title, whereas a tick in the 11-13 box might result from an excessively wordy or poorly organised title.

Please note that all elements of the report are not weighted equally (e.g. the introduction and discussion are the most important sections), so the final mark out of 20 will not necessarily correspond to the overall distribution of ticks.

Example of Marking Scheme:

Guidelines: The following table outlines what we expect in each section of the lab report.

Title	Title given in terms of IV-DV relationships
Abstract	Concise style; Brief introduction to the field / experimental question / method used; Brief summary of results and main conclusions.
Introduction	Display grasp of theory / main ideas underlying this study; Concise review of previous studies; Clear link to this study / justification; Statement of hypothesis /prediction.
Method	Appropriate information for: participants, apparatus, materials, design and procedure. Clear and comprehensive information allowing for replication of study.
Results	Descriptive statistics in written and graphical form. Correct presentation of inferential statistics.
Discussion	Summary of results in terms of experimental hypothesis; Explanation of results including a comparison of your findings to previous research / theories; Evaluation of study design (limitations); Suggestions for further work (design and theory).
References	Formatted correctly using APA style; minimum 4 references.
Appendix	Calculations for inferential statistics.
Style	Professional, formal, concise scientific writing style; work has been proofread.

Marking Grid:

Section	17-20 Very Good to Excellent	14-16 Good	11-13 Average	7-10 Below Average	0-6 Poor
Title					
Abstract					
Introduction					
Method					
Results					
Discussion					
References					
Appendix					
Style					

In line with Faculty requirements, your overall mark for each report will be on the 20-point scale as follows:

Distinction (1st): 17-20; High Merit (2.1): 14-16; Merit (2.2): 11-13; Pass (3rd): 7-10; Fail: 0-6

Deadlines for Submission of Assessed Workshops:

All assessed work must be submitted by the due date given. We believe that it would be unfair on those who submit their reports by the deadline for us to allow others to hand in late work (which presumably has had the benefit of extra time being spent on it). There will therefore be fixed penalties for late work for which you do not have an acceptable, and validated, excuse. The report will be assessed as normal but marks will be deducted from the overall total score according to the following scale:

1 mark will be deducted for each day late, or part thereof.

The School of Psychology & Neuroscience uses Option A for penalising late submissions. For more details see:

<https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/penalties.pdf>

In the context of electronic submission of assessed work, every day of the week will be considered as counting towards a late penalty. This rule will apply to all holidays (public and University) and includes weekends, with Saturday and Sunday counting as one day each.

If you miss the actual workshop that the piece of assessment relates to, due to illness or some other acceptable reason, then you must make an appointment with Paula, Course Controller, to receive a copy of the relevant material to produce a report. Extensions to the deadline may then be given, if appropriate to do so. Please note: missing a workshop because you were unable to return from holiday in time is not an acceptable excuse.

If you wish to apply for an **extension** for an assessed piece of work, you must complete and submit the online [Notification of Problems Form](#) which can be found in the top section of the module's Moodle page and on the 'Current Students' page on the School of Psychology & Neuroscience website:

https://standrews.eu.qualtrics.com/jfe/form/SV_81CS190ptBqxdD7

Please note that extensions are not granted for computer related issues such as breakdowns or file corruptions. It is your responsibility to routinely save and back up your work.

We aim to have marked reports handed back **three** weeks after the submission date.

Attention: It is a course requirement that you submit **all** coursework to a reasonable standard. Plan to spend AT LEAST a week writing up your report. Many students vastly underestimate the amount of time it will take to finish - two or three evenings, or one day's work will NOT be enough time. Last minute write-ups invariably result in low grades. Do not forget that you will also have assessed work from other courses, and you must budget your time so that you will be able to do them all. It is often the case that assessed work from different courses falls due in the same week – don't let yourself get swamped!

In exceptional circumstances, where coursework is incomplete, the student may be permitted to sit the module examination and defer coursework until the reassessment diet. A request should be made to the Course Controller with appropriate supporting information.

Length limitations (Word Count Restrictions) for Assessed Workshops:

If a length limitation has been outlined then an accurate word count must be noted on the front sheet for each piece of submitted work.

Marks will be deducted as follows: 1 mark for work that is over-length to any extent, then a further 1 mark per additional 5% over.

The School of Psychology & Neuroscience uses Option C for penalising work exceeding the word limit. For more details see:

<https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/penalties.pdf>

Word counts do not include the title, tables and table headings, figures and figure legends, reference lists, or appendices. All other words, including the abstract, in-text citations and sub-titles (e.g. Methods, Participants, Results etc) do count towards the overall work length.

Class Test

Near the end of each semester (during your assigned workshop) there is a class test that contributes 10% to your overall module grade. The test is multiple choice and will assess your understanding of research methodology and statistics as covered in the workshops and the associated research methodology lectures.

Degree Exams

The degree exams for PS1001 and PS1002 are held in the exam weeks at the end of Semester 1 and Semester 2 respectively. The multiple choice degree exam will last 2 hours and will consist of 90 questions in total (a specific breakdown of the exam will be given during class time). The exams are designed to test breadth of knowledge in the course. Wrong multiple choice answers will get zero score. This means you are not penalised for guessing multiple choice answers, and we recommend that you attempt every multiple choice question.

It is the responsibility of the students to report any evidence of exceptional circumstances (personal, medical, or otherwise), which may affect their performance to Student Services **BEFORE THE EXAMINATION OR ASSESSMENT**. By taking the exam, you are implicitly agreeing that you are in a fit state to take the exam, so this can no longer constitute grounds for an academic appeal.

All information relating to University examinations may be found at:

<http://www.st-andrews.ac.uk/students/academic/examinations/>

Access to Examination Scripts:

Where examinations are conducted by multiple choice questions, as they are in PS1001 and PS1002, these papers will not normally be made available to candidates.

Students who wish to obtain detailed feedback from a member of academic staff on an examination script should contact the Course Controller to arrange a suitable time. No fee will be charged for this feedback.

Grading and Classification

The University uses a 20-point Common Reporting Scale for grades (i.e., a 20-point basic scale reported to one decimal point for the reporting of final module grades). Details of the Common Reporting Scale can be found at:

<https://www.st-andrews.ac.uk/staff/teaching/examinations/scale/>

Assessments by multiple choice questions (i.e. class test and module exam) are marked on a percentage scale. These marks are then converted into grades on the 20-point scale for reporting. For example, 50% correct on the class test or the module exam is equivalent to 7/20 (the passing grade on the 20-point scale). Continuous assessments by essay or laboratory report are marked directly on the 20-point scale. All assessment grades are technically provisional until endorsed at the final Module Board with the External Examiner. For further details see:

<https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/grades-definition.pdf>

Common Reporting Scale (Undergraduate):

20	First class honours
19	First class honours
18	First class honours
17	First class honours
16	Upper second class honours (2.1)
15	Upper second class honours (2.1)
14	Upper second class honours (2.1)
13	Lower second class honours (2.2)
12	Lower second class honours (2.2)
11	Lower second class honours (2.2)
10	Third class honours
9	Third class honours
8	Third class honours
7.0	Pass
6	Fail (with right to resit)
5	Fail (with right to resit)
4.0	Fail (with right to resit)
3	Fail (with no right to resit)
2	Fail (with no right to resit)
1	Fail (with no right to resit)
0	Fail (with no right to resit)

Module results reporting codes:

0X	No permission to proceed.
0D	Deferred assessment.
0Z	Result undecided: the result may be unresolved due to mitigating circumstances, or for some other valid reason. This is a temporary code and will be changed to one of the other definitive codes on the list as soon as the matter is resolved.
7.0 – 20.0	Pass.
4.0 – 6.9	Fail (with right to reassessment).
0 - 3.9	Fail (with no right to reassessment).
11.0	Threshold for progression to Honours.
E	Identification that modules taken were studied and assessed abroad and the final mark converted to the St Andrews reporting scale.

Feedback

Feedback will be provided throughout the module on assessed pieces of work (summative assessment), as well as in-class exercises and tasks (formative assessment). We put considerable effort into the feedback that we give you as we believe it is of vital importance to your academic development. Feedback will help you to reflect on your work and the processes you adopted in creating the work. We aim to provide you with sufficient feedback, at a level suitable, so that you can improve your understanding and performance. Please make sure that you read all feedback carefully and if you need any clarification just ask.

Good Academic Practice

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and no student will be allowed to unfairly take an advantage over others, to affect the security and integrity of the assessment process, or to diminish the reliability and quality of a University of St Andrews degree.

Academic misconduct includes the presentation of material as one's own when it is not one's own; the presentation of material whose provenance is academically inappropriate; and academically inappropriate behaviour in an examination or class test. Any work that is submitted for feedback and evaluation is liable for consideration under the University's Good Academic Practice Policy irrespective of whether it carries credit towards your degree. All work submitted by students is expected to represent good academic practice.

You should be aware that the University takes academic misconduct offences extremely seriously and any student found guilty of a repeat offence may be expelled from the University either temporarily or on a permanent basis.

All students are advised to familiarise themselves with the University's Guide to students and the University's Good Academic Practice Policy:

<http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/gap.pdf>

Students who are unsure about the correct presentation of academic material should approach their teachers, and may also contact CAPOD for training.

Anonymous Marking

All examination papers are marked anonymously. All coursework is also marked by matriculation number only.

9. GRADUATE ATTRIBUTES

The following list details the transferrable skills that you will gain through your involvement in the First Year Psychology Course (PS1001 and PS1002):

- Demonstrate original thought
- Construct a coherent argument or debate by demonstrating logical processing of complex information and deductive reasoning
- Apply critical analysis, evaluation and synthesis to solve complex problems
- Test hypotheses, theories, methods and evidence within their proper contexts
- Identify relevant techniques and concepts to solve advanced and complex problems
- Engage directly with current research developments and skills in the discipline
- Demonstrate active learning
- Demonstrate reflective learning, including the ability to engage with and learn from feedback
- Demonstrate creativity and curiosity
- Demonstrate independence of thought and reasoning
- Demonstrate skills in time management, self-discipline and self-motivation
- Demonstrate skills in quantitative methods of analysis

- Convey methods and statistical results in a manner understandable to the lay-person via written reports
- Work independently
- Work as part of a team
- Communicate in writing with clarity and accuracy
- Engage with the views and opinions of others
- Present work and findings in a professional manner, with attention to detail
- Learn and use research skills

10. RESEARCH PARTICIPATION

In addition to the lectures and workshops, we encourage students to participate in a number of research experiments taking place in the School of Psychology & Neuroscience. This is to allow you to get first-hand experience of research experiments in different areas of psychology. The experience will help you understand more fully both the nature and methods of research and the spectrum of the discipline of psychology. Your participation will also help maintain an excellent standard of research in the School.

There are two ways to organise your participation:

- a) Log on to our SONA system (link on Moodle) and sign up with your personal details. You can then choose which experiments you would like to participate in.
- b) Descriptions of different research projects on-going within the School are posted on the Participant Panel & Research Experiments Notice boards (in the foyer of the Main Building of the School). There are many research projects on-going in the School involving all aspects of psychology. You can choose from the research described there and sign up for individual experiments listed (on a first come first served basis). All experiment notices should carry a departmental stamp to demonstrate that the research is official and that the experiments have been approved by the Ethics Committee. Sign-up sheets often involve you providing a contact address/phone/email for the Experimenter to contact you and fit you into the experimental schedule. For other experiments, you can contact the Experimenter directly if he/she leaves a means of contact (room/phone number).

11. FINAL THOUGHTS

We very much want you to enjoy the course and make the most of it. Some of the course will, by necessity, be intellectually demanding as you would expect. We would like you to feel able to contact a member of the teaching team if you are experiencing any difficulties. Please know that we are here to help and support you through your studies.

So, if you have any questions about the content, the university more generally, or you just feel like having a chat (maybe about New Zealand 😊) please do visit us. (For New Zealand related chat, it is probably best to visit Paula!)

Good luck in your studies and we look forward to seeing you at graduation in four years!