Second Year Psychology: PS2001
COURSE HANDBOOK

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Paul Gardner (Course Controller)
plg@st-andrews.ac.uk
(with thanks to Paula Miles)
MODULE HANDBOOK: Second Year Psychology PS2001

1. INTRODUCTION

Welcome to the School of Psychology & Neuroscience and the Second Year Psychology course. We hope that you will enjoy the course as much as we enjoy bringing it to you! This handbook is your guide to second 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:

Paul Gardner (Course Controller): plg@st-andrews.ac.uk, Rm 1.01 School of Psychology & Neuroscience Main Building, Office Hours: Wednesday 13.00 – 14:00 and Friday 12.00-13.00.

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 second year psychology are:

a) Familiarity with a wide range of the theoretical and empirical underpinnings of modern psychology, through the detailed study of classic and contemporary literature;
b) A solid grounding in the empirical approach to provide the necessary basis for conducting research in psychology;
c) 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 second year subject in either the Arts or Science Faculties after successful completion of the first year modules PS1001 AND PS1002. The second year Psychology modules can form an interesting and useful component of an Honours degree in many subjects. Students who do well in second year 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/](http://www.bps.org.uk/)
email: enquiries@bps.org.uk
ph: 0116 2549568

**2. GENERAL ADMINISTRATION**

Please read and become familiar with the following sections of the Handbook as they provide specific information relating to our course, incorporating important information from the University of St Andrews Student Handbook. For full details covered in the Student Handbook please see: [http://www.st-andrews.ac.uk/studenthandbook/](http://www.st-andrews.ac.uk/studenthandbook/).

**Advice and Support**
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 (ASC), North Street, 01334 462020, theasc@st-and.ac.uk.

**Academic Alert**
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 either the Director of Teaching, Director of Postgraduate Studies, Module Coordinator or School administrator 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/Academic%20Alerts.pdf](http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/Academic%20Alerts.pdf)

**Students should note that the compulsory module elements for PS2001 and PS2002 are:**
1) attendance at all lab classes;
2) completing and passing 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).

**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 (through e-Vision) as soon as possible. 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 to fifteen working days, 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 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 recent 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 (through e-Vision) 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 24 hours after the examination. You must contact the School responsible for the module being examined in order to request alternative arrangements, which are at the discretion of the School. You are only required to notify the University Examinations Officer if there is a problem submitting the self-certificate.

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

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](http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/gap.pdf)); Non-Academic Misconduct is dealt with under separate procedures.

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 judgment 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 462700
Email: inc@st-andrews.ac.uk
Academic Prizes: Deans’ List and School Awards
The Deans’ List is an annual 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. The criteria for the award are strict. 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. Study abroad is excluded from the scheme, although incoming students from other universities will be eligible, provided they meet all other criteria. 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 120 credits taken part-time over no more than three academic sessions. 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.

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 Debby Sargent, Department of Sport and Exercise (email dls4) or see: http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/sports%20flexibility.pdf.

Progression Thresholds
Successful progression to Second Year Psychology modules requires a pass in both PS1001 and PS1002 (i.e., a minimum of 7 in each module).

Passing both modules and obtaining an average grade of 11 across both semesters (on your first attempt) in second year (modules PS2001 and PS2002) guarantees you access to Honours level Psychology; students with grades lower than this will not be permitted to take Honours Psychology.

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

Degree Regulations
A regulatory structure determined by Senate and Court governs the award of all degrees. Undergraduate and Postgraduate Resolutions and Regulations are available at https://www.st-andrews.ac.uk/students/rules/ugsenateregulations/ and https://www.st-andrews.ac.uk/pgstudents/rules/pgsenateregulations/
Deferred Assessment
For the University policy on Deferred Assessment please see: https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/deferrals.pdf

Termination of Studies on Academic Grounds – Undergraduates
If your academic performance is unsatisfactory, i.e. you have gained insufficient credits to progress to the next stage of your degree programme, your studies may be terminated. You will then be notified by the Dean or the Pro Dean (Advising) that your studies are terminated and you will normally have no longer than five working days within which to submit a request for review of the decision using an appropriate form. This should be supported by documentary evidence specifying the reasons for your unsatisfactory performance. If you do not submit a request for review of the decision you will have your studies automatically terminated. This decision is taken by the Dean in accordance with Senate Regulations. Your full student record is taken into account for any review, including any instances of non-academic misconduct.

If your request for review is successful, the Dean will contact you with conditions for your return to studies. If you do not meet these conditions (e.g. do not pass the specified amount of credits within the time period given by the Dean) your studies may be terminated again. If your request for review 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 additional information, see the University’s Policy on Student Academic Appeals at: http://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, Students’ Association, 9 St Mary’s Place
Telephone: 01334 462720
Email: studentservices@st-andrews.ac.uk

Withdrawal from Studies
If you are considering withdrawing from your studies at the University you should discuss the matter with your Adviser of Studies 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 the appropriate Pro Dean 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.
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.

Disability Support
If for disability reasons you require support (e.g. teaching and exam arrangements), please contact the Disability Team from the link below. Student Services provides 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/

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.pdf

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. 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 fire. All students should familiarise themselves with this information. The School Safety Officer is Mary Latimer. 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 entrance hall 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.
School President
The School of Psychology & Neuroscience Student President is Jessie Li (psychpresident@st-andrews.ac.uk).

Key Contact Information

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Telephone (01334) (46)</th>
<th>Email (@st-andrews.ac.uk)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year Course Controller</td>
<td>Mr Paul Gardner</td>
<td>2075</td>
<td>plg</td>
</tr>
<tr>
<td>Head of School</td>
<td>Prof Keith Sillar</td>
<td>2071</td>
<td>psyhos</td>
</tr>
<tr>
<td>Deputy Head of School</td>
<td>Prof Stephen Reicher</td>
<td>3057</td>
<td>sdr</td>
</tr>
<tr>
<td>Director of Teaching</td>
<td>Dr Mike Oram</td>
<td>2062</td>
<td>mwo</td>
</tr>
<tr>
<td>Director of Postgraduate Studies</td>
<td>Dr Ines Jentzsch</td>
<td>3060</td>
<td>ij7</td>
</tr>
<tr>
<td>Director of Research</td>
<td>Prof Julie Harris</td>
<td>2061</td>
<td>jh81</td>
</tr>
<tr>
<td>Disability Co-ordinator</td>
<td>Dr Reiner Sprengelmeyer (Psych)</td>
<td>3049</td>
<td>rhs3</td>
</tr>
<tr>
<td>Disabiliy Co-ordinator</td>
<td>Dr Wenchang Li (Neuro)</td>
<td>3579</td>
<td>wl21</td>
</tr>
<tr>
<td>Examinations Officer</td>
<td>Dr Dhanraj Vishwanath</td>
<td>2074</td>
<td>dv10</td>
</tr>
<tr>
<td>Health &amp; Safety Officer</td>
<td>Mrs Mary Latimer</td>
<td>2052</td>
<td>ml4</td>
</tr>
<tr>
<td>Sub-Honours Advisers: Science</td>
<td>Mr Paul Gardner</td>
<td>2075</td>
<td>plg</td>
</tr>
<tr>
<td>Sub-Honours Advisers: Science</td>
<td>Mrs Paula Miles</td>
<td>2089</td>
<td>pjm11</td>
</tr>
<tr>
<td>Sub-Honours Advisers: Arts</td>
<td>Dr Barbara Dritschel</td>
<td>3047</td>
<td>bd9</td>
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<tr>
<td>Sub-Honours Advisers: Arts</td>
<td>Dr Dhanraj Vishwanath</td>
<td>2074</td>
<td>dv10</td>
</tr>
<tr>
<td>Sub-Honours Adviser: Neuroscience</td>
<td>Dr Daniela Balslev</td>
<td>2097</td>
<td>db87</td>
</tr>
<tr>
<td>SONA: Research Participation System</td>
<td>Dr Gayle Doherty</td>
<td>3611</td>
<td>ghm</td>
</tr>
<tr>
<td>Additional Contact Information</td>
<td></td>
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</table>

School Office: Monday – Friday, 8:45am – 5:00pm, Ph: 01334 462157

Student support and guidance advice: [http://www.st-andrews.ac.uk/students/advice/]
3. LECTURES

Second Year Psychology is taught in two modules (PS2001 in Semester 1 and PS2002 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 Methods lectures which complement the laboratory classes. 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, 10.10-10.55,(Monday, Tuesday, Wednesday and Friday).

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Methodology</th>
<th>Tutorial Work</th>
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<td>12th Sept</td>
<td>Neuro</td>
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<td>Neuro</td>
<td>Stats</td>
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<tr>
<td>3rd Oct</td>
<td>Neuro</td>
<td>Neuro</td>
<td>Percept</td>
<td></td>
<td>Percept</td>
<td>Neuro labs</td>
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<td>Percept</td>
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<td></td>
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<td>Percept labs</td>
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</tr>
<tr>
<td>17th Oct</td>
<td>Independent Learning Week</td>
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<tr>
<td>24th Oct</td>
<td>Percept</td>
<td>Percept</td>
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<td></td>
<td>Percept</td>
<td>Percept Labs</td>
<td>Lab Report Deadline 28th October, 17:00</td>
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<tr>
<td>31st Oct</td>
<td>Percept</td>
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<td>Stats</td>
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<td>Stats</td>
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<td>Abnormal Labs</td>
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<tr>
<td>21st Nov</td>
<td>Abnormal</td>
<td>Abnormal</td>
<td>Abnormal</td>
<td></td>
<td></td>
<td>Stats Test</td>
<td>Tutorial 4</td>
</tr>
</tbody>
</table>

Course Content
The Second Year course gives you an opportunity to experience psychology from a wide range of perspectives, from internal factors to external influences. PS2001 will focus on cognitive neuroscience, abnormal psychology and perception. PS2002 will look at the social, cognitive and evolutionary dimensions of mind and behaviour.

Tutorials
Tutorials are held four times per semester and you will sign up for them during orientation week via MMS. For most tutors they will occur in weeks 2, 5, 8, 11 though the tutor may make arrangements with you if they are to occur at a different time/week. The tutorials
offer an opportunity to discuss current topics on the course and to learn the necessary skills that you will require for Honours Psychology. There is one piece of submitted assessed work and more details are available in the tutorial handbook. This assessed piece is worth 5% of the module.

4. LABORATORIES

To provide training for the research element of psychology, both PS2001 and PS2002 modules involve a specialised Methodology and Practical Laboratory course 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 this course 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 lab class time on MMS.

### Lab class times:

<table>
<thead>
<tr>
<th>Day</th>
<th>Group</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>1</td>
<td>2.00-5.00pm</td>
<td>Old Library</td>
</tr>
<tr>
<td>Thursday</td>
<td>2</td>
<td>10.00-1.00pm</td>
<td>Old Library</td>
</tr>
<tr>
<td>Thursday</td>
<td>3</td>
<td>3:00pm -6:00pm</td>
<td>Old Library</td>
</tr>
</tbody>
</table>

**Aims and Objectives of the Lab Course**

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

b) The practical course 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.

c) 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 just 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!

d) You might question why you should have to learn these techniques when there are so many computer software packages capable of doing statistical analysis. 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.

e) 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.

**Attendance at Laboratories**

Attendance at all laboratory classes 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 practical has been recorded. You should also ensure that you bring a calculator.

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

**5. 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 second 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.

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. There are links to Amazon below but Blackwell’s should also stock the core texts.

Cognitive and Behavioural Neuroscience (PS2001) – Dr Jamie Ainge  
**PHYSIOLOGY OF BEHAVIOR, 11TH EDITION**  
You also can buy access to the ebook for a year for a lower price by following this link: [Ebook version](#)

Abnormal Psychology (PS2001) – Dr Reiner Sprengelmeyer  
**Psychopathology: Research, Assessment and Treatment in Clinical Psychology (BPS Textbooks in Psychology)**
Evolutionary Psychology (PS2002) – Professor Dick Byrne  
*The Selfish Gene: 30th Anniversary edition* – Professor Byrne says you must read this before second semester.

*The Thinking Ape: The Evolutionary Origins of Intelligence by Byrne, Richard published by Oxford University Press, USA (1995)*

Social Psychology (PS2002) – Dr Sam Pehrson  
*Social Psychology*

Cognitive Psychology (PS2002) – Dr Barbara Dritschel  
*Cognitive Psychology: A Student’s Handbook*

Methodology (PS2001 and PS2002) Dr Akira O’Connor  
*Research Methods and Data Analysis for Psychology*

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


**6. RESEARCH PARTICIPATION**

In addition to the lectures and lab course, 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 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/Tel No).

7. ASSESSMENT AND EXAMINATIONS
Performance in both PS1001 and PS1002 will be assessed with a combined mark obtained by the following weightings:

<table>
<thead>
<tr>
<th>Assessed Laboratories</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Test</td>
<td>10%</td>
</tr>
<tr>
<td>Tutorial Essay</td>
<td>5%</td>
</tr>
<tr>
<td>Degree Exam</td>
<td>75%</td>
</tr>
</tbody>
</table>

Assessed Laboratories
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 Lab 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. Note that all elements of the report are not weighted equally (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:

<table>
<thead>
<tr>
<th>Section</th>
<th>Major issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Title given in terms of IV-DV relationships</td>
</tr>
<tr>
<td>Abstract</td>
<td>Concise style</td>
</tr>
<tr>
<td></td>
<td>Brief intro to the field / experimental question / design used</td>
</tr>
<tr>
<td></td>
<td>Brief summary of results and main conclusions</td>
</tr>
<tr>
<td>Introduction</td>
<td>Display grasp of underlying theory</td>
</tr>
<tr>
<td></td>
<td>Concise review of relevant literature</td>
</tr>
<tr>
<td></td>
<td>Clear link to the current study</td>
</tr>
<tr>
<td></td>
<td>Formal statement of hypotheses</td>
</tr>
<tr>
<td>Method</td>
<td>Breakdown of material into relevant subsections</td>
</tr>
<tr>
<td></td>
<td>Appropriate participants, materials &amp; design information</td>
</tr>
<tr>
<td></td>
<td>Clear and comprehensive procedure</td>
</tr>
<tr>
<td>Results</td>
<td>Descriptive stats (including written description)</td>
</tr>
<tr>
<td></td>
<td>Appropriate tables and graphs, each labelled properly</td>
</tr>
</tbody>
</table>
In line with Faculty requirements, your overall mark for each report will be on the 20-point scale as follows:

Distinction: 17-20 / High Merit: 14-16 / Low Merit: 11-13 / Pass: 7-10 / Fail: 0-6

**Deadlines for Submission of Assessed Laboratories:**
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 total 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 practical class that the piece of assessment relates to, due to illness or some other acceptable reason, then you must make an appointment with Paul, 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 practical because you were unable to return from holiday in time is **not** an acceptable excuse.

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 get 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 – do not 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 appropriate year controller with appropriate supporting information.

**Length limitations (Word Count Restrictions) for Assessed Laboratories:**
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.

Mark 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](https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/penalties.pdf)

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

**Lab Exams**
Near the end of each semester (during lab time) there is a lab exam that contributes 10% to your overall end of semester grade. The exam is multiple choice and will test your understanding of design and analysis issues, your ability to do the statistical tests covered in the course.

**Degree Exams**
The degree exam for PS2001 is held in the exam weeks at the end of Semester 1. The multiple choice degree exam will last 3 hours and will consist of 80 questions and one essay 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.

The proportion of students failing varies from year to year. In previous years 15-20% of students have failed the semester exams and have had to take re-sits in the summer – and pay for them. Not surprisingly, there is clear evidence that failure in exams is related to absence from lectures.

It is the responsibility of the students to report any evidence of exceptional circumstances (personal, medical, or otherwise), which may affect their performance to the Adviser of Studies or 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 PS2001) 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). Continuous assessments by multiple choice questions are marked on a percentage scale. These marks are then converted into grades on the 20-point scale for reporting. Continuous assessments by essay or laboratory report are marked directly on the 20-point scale. All continuous assessment grades are technically provisional until endorsed at the final Module Board with the External Examiner. See: https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/grades-definition.pdf

**Common Reporting Scale (Undergraduate):**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>First class honours</td>
</tr>
<tr>
<td>19</td>
<td>First class honours</td>
</tr>
<tr>
<td>18</td>
<td>First class honours</td>
</tr>
<tr>
<td>17</td>
<td>First class honours</td>
</tr>
<tr>
<td>16</td>
<td>Upper second class honours</td>
</tr>
<tr>
<td>15</td>
<td>Upper second class honours</td>
</tr>
<tr>
<td>14</td>
<td>Upper second class honours</td>
</tr>
<tr>
<td>13</td>
<td>Lower second class honours</td>
</tr>
<tr>
<td>12</td>
<td>Lower second class honours</td>
</tr>
<tr>
<td>11</td>
<td>Lower second class honours</td>
</tr>
<tr>
<td>10</td>
<td>Third class honours</td>
</tr>
<tr>
<td>9</td>
<td>Third class honours</td>
</tr>
<tr>
<td>8</td>
<td>Third class honours</td>
</tr>
<tr>
<td>7.0</td>
<td>Pass</td>
</tr>
<tr>
<td>6</td>
<td>Fail (with right to resit)</td>
</tr>
<tr>
<td>5</td>
<td>Fail (with right to resit)</td>
</tr>
<tr>
<td>4.0</td>
<td>Fail (with right to resit)</td>
</tr>
<tr>
<td>3</td>
<td>Fail (with no right to resit)</td>
</tr>
<tr>
<td>2</td>
<td>Fail (with no right to resit)</td>
</tr>
<tr>
<td>1</td>
<td>Fail (with no right to resit)</td>
</tr>
<tr>
<td>0</td>
<td>Fail (with no right to resit)</td>
</tr>
</tbody>
</table>

**Module results reporting codes:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0X</td>
<td>No permission to proceed.</td>
</tr>
</tbody>
</table>
### Deferred assessment.
Deferred assessment.

### 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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.0 – 20.0</td>
<td>Pass.</td>
</tr>
<tr>
<td>4.0 – 6.9</td>
<td>Fail (with right to reassessment).</td>
</tr>
<tr>
<td>0 - 3.9</td>
<td>Fail (with no right to reassessment).</td>
</tr>
<tr>
<td>11.0</td>
<td>Threshold for progression to Honours.</td>
</tr>
<tr>
<td>E</td>
<td>Identification that modules taken were studied and assessed abroad and the final mark converted to the St Andrews reporting scale.</td>
</tr>
</tbody>
</table>

### 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 unfairly to 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.

The University’s Good Academic Practice Policy covers the behaviour of both undergraduate and postgraduate students.

All students are advised to familiarise themselves with the University’s Guide to students and the University’s Good Academic Practice Policy:
Students who are unsure about the correct presentation of academic material should approach their tutors, and may also contact CAPOD for training.

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

**8. 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 but we would like you to feel able to consult a member of staff if you are experiencing difficulties. We are here to help!

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

**Graduate Attributes (Transferable and Generic Skills)**

The School of Psychology and Neuroscience offers opportunities in all of its modules to obtain, practice and demonstrate many of the core skills below. Across the whole programme of modules you will be able to draw on concrete examples (i.e. evidence) for all of these skills in order to promote yourself to prospective employers and others.

In PS2001/2002 we have particular strengths for opportunities to:

1. Demonstrate original thought
2. Construct a coherent argument or debate by demonstrating logical processing of (complex) information and deductive reasoning
3. Apply critical analysis, evaluation and synthesis to solve complex problems
4. Test hypotheses, theories, methods and evidence within their proper contexts
5. Reason from the particular to the general
6. Identify relevant techniques and concepts to solve advanced and complex problems
7. Demonstrate use of an appropriate range of resources to the task at hand
8. Evaluate relevant best practices for the task at hand
9. Engage directly with current research, developments and skills in the discipline
10. Engage with primary and secondary material and differentiate between them
11. Demonstrate active learning
12. Demonstrate reflective learning, including the ability to engage with and learn from feedback
13. Demonstrate creativity and curiosity
14. Demonstrate independence of thought and reasoning
15. Demonstrate skills in time management, self-discipline and self-motivation
16. Demonstrate skills in close textual and comparative analysis
17. Demonstrate skills in close analysis of visual material
18. Demonstrate advanced IT skills
19. Demonstrate quantitative and qualitative methods of analysis
20. Demonstrate expertise in the use of statistical software packages for recording, manipulation & analysis of data
21. Convey statistical results & methods in a manner understandable to the lay-person via written or oral reports
22. Work independently
23. Work as part of a team
24. Communicate with clarity and accuracy, orally (including presentation) and in writing
25. Engage with the views and opinions of others
26. Present work and findings in a professional manner, with attention to detail
27. Learn and use research skills

The table below indicate the main content areas covered across second year in relation to the BPS Curriculum in the academic year 2014-15.

<table>
<thead>
<tr>
<th>Individual Differences</th>
<th>Mood and Motivation</th>
<th>Psychopathology</th>
<th>Cognitive factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioural Genetics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neurodegenerative disorders (PD, AD, ALS Huntington’s).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Neurodegenerative disorders (PD, AD, ALS Huntington’s).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Clinical curriculum

| Neurodegenerative disorders (PD, AD, ALS Huntington’s) | Schizophrenia (DA hypothesis, hypofrontality, twin studies) and depression (neural basis, amygdala – PFC interaction, serotonin transporter gene) | Consciousness (split brain patients, awareness in coma patients) |

### Cognition curriculum

| development of spatial cognition; development of imagery, Object recognition | Working memory and executive function; autobiographical memory; eyewitness testimony & forgetting Memory (declarative/non-declarative, neural systems supporting spatial and episodic memory, place cells, grid cells, cognitive map and animal models of memory) | Attention; Reading, language Language and Perception (Sapir-Whorf Hypothesis: Understand the different hypothesis, understand key experiments in the field incl World color survey & Winawer et al. Russian blue. The BBC Davidoff Video) |

### Developmental & evolutionary curriculum

| Evidence for evolution and natural selection; Mendel’s theory and particulate inheritance; NeoDarwinism; Darwinian fitness, gene as the unit of selection; punctuated equilibria controversy; niche selection; convergent evolution, limits to optimality; causes of species change; grades & niches; socioecology; selection at gene level; Hamilton’s r; kin selection, altruism; group selection and ESS; eusociality; functional and causal explanations; bluff and honest advertisement; ornament and female choice; sexual selection, handicap theory. | Humans as primates, explaining primate taxonomy; human origins as revealed by fossil evidence (including Neanderthals, heidelbergensis, erectus, ergaster, habilis, Australopithecines, ramidus etc.); early humans, spread, cognitive innovations, Out of Africa and Molecular Eve hypotheses. Early evidence of intentionality in animals: knowledge/ignorance, attribution of intent, role-taking, mirror self-understanding | Limitations of evidence in palaeoanthropology; comparative method, cladistics reconstruction of ancient traits. Learning and social learning; association theory, conditioning; constraints on learning; social learning; stimulus enhancement and response facilitation; imitation and affordance learning. |

### Methodology curriculum

| Describing data (types of scale; measures of central tendency and dispersion; relationships between mean & variance; central limit theorem); Correlation (Excel, SPSS) and linear regression (SPSS), including overviews of nonparametric alternatives to correlation and multiple | Principles of univariate analysis: Underlying models with a view to aiding transition from critical value lookups to understanding the relationship between critical values, test statistics and p-values. | Univariate analysis (Excel, SPSS) including z-scores, t-tests & ANOVA (including 2-way, fixed/random factors, within subjects & mixed designs) and overview of their nonparametric alternatives. |

<p>| Writing lab reports. Using theory to formulate hypotheses. Using and reporting statistics to test hypotheses. Common statistical errors (Texas sharpshooter, file-drawer, multiple comparisons) | Psychophysics &amp; signal |</p>
<table>
<thead>
<tr>
<th>Linear regression.</th>
<th>Detection theory (how to &quot;ask&quot; the brain, not the human, about what it &quot;perceives&quot;, why &quot;bias&quot; is problematic, the concepts of sensitivity and specificity, why &quot;percent correct&quot; can be misleading)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Neuroscience curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>Motor control and action selection (motor cortex, SMA, premotor cortex and cerebellum). Link into mirror neurons and autism.</td>
<td>Synaptic function and action potentials (action potentials, receptors, information processing). Psychopharmacology (including neurotransmitter systems)</td>
</tr>
<tr>
<td><strong>Perception curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>Consciousness (split brain patients, selective attention, awareness in coma patients)</td>
<td></td>
</tr>
</tbody>
</table>
### Social curriculum

| Social cognitive perspective on the self, self-motives, self-enhancement across cultures, attribution | Implicit and explicit attitudes, attitude change, cognitive dissonance, dual process theories of persuasion | Group productivity, deindividuation, social influence, leadership and power  
social learning; imitation and affordance learning. | Prejudice and discrimination, stereotype content, ambivalent sexism, stereotype threat, outgroup favouritism, collective action, intergroup contact  
Helping, empathy, bystander effect, intergroup helping, cultural differences in helping, frustration-aggression, catharisis, narcissism, dehumanisation, honour culture |

### Other in curriculum

(Or how flawed research gets published). History and current state of ESP research, the issues surrounding ESP research and the methodological flaws that are exposed by many of these experiments. Discover how these flaws are present in many conventional experiments – what does ESP research have to tell us about conventional psychology? Understand common statistical errors  
(Texas Sharpshooter Fallacy, File Drawer Effect, Multiple Comparisons)

**Key:** Normal sized 12 point font indicates material covered within the relevant section or module (e.g. neuroscience related material covered in the neuroscience section taught in first year). Small (10 point) red font indicates material relevant to one section that is taught in another section (e.g. neurobiology and some symptomology of Parkinson’s disease is taught in the neuroscience section of first year).