

Critical and Philosophical Issues in Psychology

Module Code:	PSY4005-B
Academic Year:	2018-19
Credit Rating:	20
School:	School of Social Sciences
Subject Area:	Psychology
FHEQ Level:	FHEQ Level 4

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	14
Tutorials	8
Directed Study	178

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims

The aim of this module is to introduce the critical issues inherent to psychology and its philosophical underpinnings as a discipline. You will be introduced to a variety of paradigms within psychology and consider the implications of different stances and research approaches within its development. The module will also develop your awareness of how different conceptualisations of, and assumptions about, the social world and human behaviour have an impact on what psychology is and what it can achieve.

Outline Syllabus

From philosophy to psychology: precursors to and roots of psychology as a discipline - historical perspectives and critical issues.

Categories of analysis: theories, models, paradigms and traditions.

Forms of measurement: quantitative and qualitative research approaches in psychological science.

The development of psychology and dominant systems: the behaviourist legacy, the gestalt tradition, the cognitive turn, beyond classical cognitivism, the turn to language.

Psychology and ethics.

Considering the future of psychology.

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 1 Recognise the scientific underpinnings of psychology as a discipline;
- 2 Demonstrate knowledge and understanding of a range of paradigmatic stances and conceptualisations across core areas of psychology;
- 3 Demonstrate an initial awareness of a range of research approaches and methods;
- 4 Appreciate the existence of multiple perspectives;
- 5 Pose questions, operationalize positions and debate issues pertinent to psychology;
- 6 Appreciate the nature of scientific reasoning of both a qualitative and quantitative nature;
- 7 Demonstrate computer literacy for the purposes of furthering your own learning, particularly the analysis and presentation of ideas;
- 8 Participate in and be aware of contextual and interpersonal factors in groups and teams;
- 9 Recognise some of your own skills and the need to harness them for future learning, as well as areas for development;
- 10 Recognise the value and application of ethical principals in a broader social context.

Learning, Teaching and Assessment Strategy

Learning: the module will use a range of approaches. There will be a series of lectures, within which structured and group-based student-led debates and discussions will be embedded. These debates and discussions will be underpinned by work that includes directed and self-directed learning. Lectures will address Learning Outcomes 1-6 and 10. Debates and discussion will address Learning Outcomes 4, 5, 7-9.

Assessment: Assessment 1 will comprise a peer and module leader assessed debate, for which you will be required to produce a hard copy positional statement and talk to it for a short time. Understanding of key issues and the ability to present well researched and cohesive arguments will be assessed, specifically LOs 4, and 6-9. There will also be course work in the form of an essay which will assess your understanding of the main tenets of the

module content (LOs 1-3, 5, 6, 7, 9, 10).

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Summative	Presentation	10 minute group debate. SUPP: Individual 5 minute debate.	10 minutes	20%	No
Summative	Coursework	Essay	1500 words	80%	Yes

Legacy Code (if applicable)

SY-4011D

Reading List

To view Reading List, please go to [rebus:list](#).