Module Template for New and Revised Undergraduate Modules[1]

Module Code	**PSY4407**
Module Name	**Advanced Psychology & Theoretical issues**
ECTS credit weighting	10 ECTS
Semester taught	Semester 1 / Semester 2 / Semester 1 & 2
Module Coordinator/s	Dr Meg Ryan and Professor Fiona Newell
Module Learning Outcomes with embedded Graduate Attributes	**Learning outcomes** LO 1: To gain advanced knowledge of the main classical and contemporary themes and research domains of the main subdisciplines in psychology [PO1, P02, P03, PO4]. LO 2: To gain appreciation of central academic debates, gaining an advanced understanding of the central areas of psychology [PO1, PO2]. LO 3: To develop an extended understanding of the application of knowledge in each of the subfields [P06]; LO 4: To develop the ability to reflect on how research findings in these subfields contribute to answering grand questions in psychology [PO4]. LO 5: To develop the ability to evaluate principles, models, and theories of each subfield [PO1, P02, PO4].
Module Content	**Aims** This module aims to reflect psychology as a "hub of science" that has considerable influence on other fields. It will introduce new ideas, new methods and new directions in each subfield that contribute insights into the broad project of understanding people. To that end, it will provide advanced coverage in the core areas of cognitive, developmental, social and biological psychology. It will present the state of the science and examine advanced topics within the specific focus of these four major subfields.

[1] An Introduction to Module Design from AISHE provides information on designing and re-designing modules.

Teaching and Learning Methods[2]	Running alongside the lecture series, there will be additional seminar contact hours (4 hours). The objective of the seminar series is to promote in-depth and critical thinking and to facilitate critical engagement and interaction with material covered in the lectures in each of the subfields of psychology. Seminars will be relatively informal, and students will be facilitated to be active and collaborative learners through engagement in small and large group discussions. The seminars will require a higher level of independent self-directed study and active-learning activities. Seminars will promote active listening and oral presentation skills *via* peer group discussion and presentations of individual ideas and opinions. Seminar topics and relevant reading will be set by the relevant academic from each of the subfields. Students will be responsible for reviewing all reading before class and will be expected to discuss issues, to pose and to answer questions. They will also be required to act as note takers for one of the seminar topics. Other exercises might require students to build on core readings provided by locating additional articles and materials for distribution and discussion in the group. UDL principles will be incorporated by providing; **1) Multiple Means of Engagement –** through group discussions in class, self-directed learning and discussion board prompts on Blackboard, **2) Multiple Means of Representation** – through providing information (both in class and for self-directed learning resources) in various formats (e.g., text, video, audio), and **3) Multiple Means of Action and Expression -** by offering diverse methods for students to demonstrate their knowledge through multiple assessment measures. The module will consider accessibility and diversity by following the guidelines laid out by TCD's EDI resources – (https://www.tcd.ie/equality/inclusive-curriculum/staff/making-your-materials-accessible/).

[2] Trinity-INC provides tips and resources on how to make your curriculum more inclusive.

Assessment Details[3]
Please include the following:

- **Assessment Component**
- **Assessment description**
- **Learning Outcome(s) addressed**
- **% of total**

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Written assignment 1	Requires the student to choose two peer reviewed journal articles relevant to one of two topics provided for that assignment. They will write a 2,500-word essay discussing the topic and a 300-word reflection on how they built the essay and their learning from the essay.	LO 1, LO2, LO3	22
Written assignment 2	Requires the student to choose two peer reviewed journal articles relevant to one of two topics provided for that assignment. They will write a 2,500-word essay discussing the topic and a 300-word reflection on how they built the essay	LO1 , LO2, LO3	22

[3] https://www.tcd.ie/academicpractice/resources/assessment/

	and their learning from the essay.		
General Essay	General Essay Paper	LO4, LO5	50
Attendance	Students' attendance in each seminar will be marked. Each student will also be assigned to be a note taker for small group discussions that happen in the seminar.	LO 1-5	6

This module is assessed by continuous assessment of two assignments (22% each) and attendance and engagement with seminar sessions (6%).

Each assignment has 2 parts, (A&B) and requires the student to choose two peer reviewed journal articles relevant to one of two topics provided for that assignment.

Part A: In 2300-2500 words students must use these articles to complete an essay applying theory from the lectures in this module and other modules they have previously completed as part of this degree, integrating some of the discussion points from the seminar, supported with academic references. The chosen articles should be used to develop or challenge their argument, rather than simply cited as supporting references. (100 marks)

Part B: Students must write a 350-500-word reflection on their approach to and process for writing this essay. (Pass/Fail). **The reflective component is mandatory to include with the assignment. Without it the submission is incomplete and will receive a fail.**
Essays will need to be submitted via Turnitin-assignment on Blackboard. The due date for the first assignment will be 2nd November by 16:00. The due date for the second assignment will be 14th January by 16:00.

Additionally, students' attendance in each seminar will be marked. Each student will also be assigned to be a note taker for small group discussions that happen in the seminar. Both these activities will count towards engagement with seminars. Attendance for the seminars is mandatory. However, prior permissions for valid reasons or sick leave (with the presentation of a doctor's note, tutor's email or as needed to be accommodated by the LENS report) will be considered for absence without penalty.

In addition, there is a General Essay paper (50%), that is organised by Prof. Fiona Newell, this need to be submitted by the end of second semester.
All students are **separately required to declare generative AI** use per the School of Psychology Policy on Generative AI.

Contact Hours and Indicative Student Workload[4]

Consider how much time an average student needs to invest in the elective to demonstrate the learning outcomes at threshold level. Take into account attendance and time for preparation, including self-study, for all teaching, learning and assessment associated with the module. Workload should be commensurate with ECTS size, which is equivalent to 100-125 student learning hours.

Contact hours: 20
Independent Study (preparation for course and review of materials): 90
Independent Study (preparation for assessment, incl. completion of assessment): 90

Inclusive Curriculum

All modules should be inclusive for all students who learn differently. Please respond to the following questions (i.e. ensuring the course supports engagement and representation of all students)

	PLEASE TICK
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	☒
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	☒
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	☒
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design *(i.e. supports engagement and representation of **all** Trinity students, presents information and content in a variety of ways, and offers variety and options of assessment type. See:*	

[4] https://www.tcd.ie/academicpractice/resources/assessment_workload/

	Universal Design for Learning - AHEAD *for more information and guidance, and* Inclusive Curriculum - Equality - Trinity College Dublin (tcd.ie) *for insights from Trinity students)* - *Ensuring written content uses a sans serif font (Calibri, Arial), min 12 size, emphasising text using Bold, using Headings to organise content, adding Alternative Text to images.* - *Carrying out a module interim feedback process to understand the inclusivity needs of students in real time.* - *Avoiding gendered language*
Indicative Reading List (approx. 4-5 titles)	N/A – readings will be assigned by each lecturer
Module Pre-requisite	N/A
Module Co-requisite	N/A
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	No