

Module Code	Module Title	ECTS Credits	Semester/Duration	% Exam	% CA	Quota	Pre-requisite	Module Descriptor	Learning Outcomes
PSU12070	Perception	5	Semester 1			25	None	This module is designed to introduce students to the field of human perception and the principles underlying perceptual processing within the main sensory systems. The approach of the module is based on cognitive neuroscience and will provide a foundation knowledge of the physiological structure of the main sensory organs and the associated brain structures, and an overview of the functional properties of each of these sensory systems. Students will have knowledge of perception from low-level processing, such as stimulus detection, to more higher-level processing such as object or person recognition. The module aims to provide an integrated approach to the study of human perception from physiological, behavioural, and neuropsychological research.	On successful completion of this course, students will be able to: <ul style="list-style-type: none"> Describe the structure and function of major sense organs (vision, audition, touch, taste, and smell, including how information is encoded Describe the pathways between major sense organs and the brain Locate the primary sensory regions of the human cortex and understand their function; Discuss and evaluate major approaches involved in our understanding of object, face, and scene perception; Discuss how neurological conditions provide insight into normal perceptual processes; Discuss and evaluate major theoretical approaches on the role of attention on perception; Discuss and evaluate how motion is perceived; Outline and understand major/key issues in developmental perception across the lifespan; Understand and describe how individuals differ in the way in which we perceive the contents of our world; Describe the key methodologies used to investigate perceptual function.
PSU12150	Historical Foundations of Psychology	5	Semester 1			25	None	Rationale and Aims This module traces the development of the discipline of psychology from its philosophical and physiological foundations right up to its present-day application in various spheres of human activity. Students will be introduced to key historical happenings, conceptual issues, research approaches, and practices within the major psychological perspectives and fields of study.	On successful completion of this course, students will be able to: <ul style="list-style-type: none"> Discuss how philosophical debates, empirical and experimental work in medicine and physiology, and evolutionary theory contributed to the emergence of a science of Psychology in the late 1800s; Systematically evaluate the similarities and differences between major perspectives and key thinkers in psychology; Critically appraise the contributions of these major perspectives and key thinkers to the history of psychology and its present-day application; Trace the historic origins and paths of development of psychological knowledge pertaining to childhood, mental illness, pseudoscience and ethical research practice and critically analyse it within a wider socio-historical and intellectual context; Be critical consumers of psychological knowledge and recognise why certain historical approaches were abandoned while others were improved and refined; Demonstrate capacity for critical thinking about the interplay of core principles, research and practice in the development of various psychological disciplines.
PSU12160	Language	5	Semester 1			25	Cognate introductory level modules (e.g., cognitive psychology/science, linguistics modules)	Psycholinguistics is the scientific study of the psychology of language. Language dominates our cognitive and social activities and psycholinguistics examines the relationship between language and the human mind. It is one of the most important areas of cognitive psychology and studies how we acquire, understand, and use language, and how these processes are affected by ageing and brain damage. Modern psycholinguistic research makes use of biology, neuroscience, cognitive science, and information theory to study how the brain processes language and to evaluate the psychological reality and underpinnings of linguistic rules and processes. The objective of this module is to introduce students to some of the main principles, methods and findings in the study of language within psychology	On completion of this module students should be able to: <ul style="list-style-type: none"> Describe the structure of the language system Describe the broad functional divisions of the brain relevant for language Describe theories of how language is processed in the normal and atypical brain Describe the variety of methods used in language science to understand how the brain is organised to produce and comprehend language Describe models of speech perception, comprehension and production Discuss research on theories relating to key issues in psycholinguistics (e.g., the critical period, language and species-specificity, language and thought, speech perception)
PSU34140	Child Language and Acquisition	5	Semester 1			25	Cognate foundation modules (e.g., developmental psychology, cognitive psychology, psychology of language)	This module looks at the process of first language acquisition by examining the social and cognitive mechanisms that drive language learning in the first few years of life. The module is designed to provide students with an in-depth understanding of first language acquisition with a focus on spoken language in typical healthy children. The module starts with an exploration of pre-verbal communication in infancy and tracks verbal development during toddlerhood into middle childhood. Overarching issues in linguistic theory, in the form of competing explanations of language acquisition patterns, will be discussed and key debates and current research in the field will be examined.	On completion of this module, students will be able to: <ul style="list-style-type: none"> Demonstrate detailed knowledge of the general course of child language acquisition Evaluate major and contemporary theories and models of language acquisition Discuss methods used in child language research Critically evaluate the evidence for and against the factors proposed to underlie and support early language learning and development Discuss the concept of Individual Differences in First Language Acquisition Demonstrate an advanced understanding of the inter-relationships among cognitive, social and communication development
PSU34330	Qualitative Research Methods	5	Semester 1			25	Cognate foundation modules (e.g., research methodology & design, theory in psychology)	This course is designed to help students appreciate the philosophical foundations for conducting qualitative research and to understand why and how qualitative research is carried out in psychology. A sample of current qualitative methodologies and examples of how qualitative methods may be applied in psychological settings are provided. The student is introduced to the processes involved in making sense of qualitative data and how qualitative data can and should be analysed and evaluated. Designing qualitative research reports is also covered.	On successful completion of this course, students will be able to: <ul style="list-style-type: none"> Discuss the theory and practice of qualitative research Locate qualitative research in a philosophical framework Explain when and why qualitative research is used in psychology Carry out qualitative research in psychology Critically evaluate techniques and procedures for gathering and analysing data Explain and evaluate distinct approaches to qualitative research

PSU34550	The Theory and Application of Behaviour Analysis	5	Semester 1			25	Cognate foundation modules	Much of psychology concerns itself with what is happening inside the head or brain. Behaviour Analysis, by contrast, insists that much of the explanation for behaviour, and the leverage to change it, can be found in the analysis of the context in which it develops and occurs. This option explores the theory and concepts of behaviour analysis, and the principles of Applied Behaviour Analysis (ABA), assessing their contribution to modern psychology.	Learning outcomes: <ul style="list-style-type: none"> · Explain basic and advanced theoretical concepts of Behaviour Analysis, and provide accurate real-world examples [PO 1,2,4] · Apply the principles of Behaviour Analysis to the understanding of functional behavioural relations [PO 4] · Articulate and evaluate the contribution that Behaviour Analysis can make to contemporary Psychology and practice [PO 4,5,8] · Critically evaluate the theoretical frameworks underpinning Behaviour Analysis [PO 2,4]
PSU34590	Neurological Rehabilitation	5	Semester 1			25	Cognate foundation modules.	This module will cover approaches to meeting the needs of people with neurological disorders and progressive neurological diseases. As the production of purposeful goal directed movement pervades all aspects of behaviour, there will be a specific focus upon the physical, psychological and social consequences of movement dysfunction. The module will deal with the scientific principles underlying neurological rehabilitation, including motor control and learning. The student is also introduced to intervention strategies that are designed to maintain or re-establish functional capability, such as brain-computer interfaces, robot assisted therapy, deep brain stimulation and cortical stimulation.	On successful completion of this course, students will be able to: <ul style="list-style-type: none"> • Demonstrate an understanding of the scientific principles that underpin neurological rehabilitation. • Be able to outline and critically evaluate the conceptual links between adaptation and learning governed by neural plasticity, and methods employed to remediate neurological disorders and progressive neurological diseases. • Show an appreciation of the key theoretical frameworks, observations and conclusions that are relevant to the study of movement dysfunction, and be able to critically analyse this knowledge within a wider socio-historical and intellectual context. • Describe, and be able to appraise the strengths and limitations of a variety of experimental techniques and research methodologies that are used in the domain of neurological rehabilitation. • Exhibit the ability to analyse and critically evaluate original research from a range of disciplines including the neurosciences, and cognitive science. • Have an awareness of the ethical issues, and those relating to values and diversity of experience that are relevant to neurological rehabilitation. • Speak and write effectively in discourse concerning the subject matter of neurological rehabilitation.
PSU34610	Making Sense of Action	5	Semester 1			25	Cognate foundation modules.	This module will cover approaches to understanding perception and cognition, from the perspective that these functions can only be considered sensibly in an action context. Consideration will be given to exemplars drawn from various areas of psychology that serve to illustrate the role of movement in aspects of perception and cognition regarded traditionally as being independent of the means of effect. The module will deal with observations defined at the level of behaviour. It will also include evidence drawn from the neurosciences - concerning brain activity subserving perception, cognition and motor function, that bears upon these issues. In addition, consideration will be given to some of the related philosophical questions that are raised. The student is also introduced to the possibility that intervention strategies thus informed, may be used to maintain or enhance cognitive performance.	Demonstrate an understanding of the scientific principles that govern the relationships between action, and perception and cognition. PO [1,2,5]. <ul style="list-style-type: none"> · Be able to outline and critically evaluate the conceptual and neurobiological links between development, adaptation, and learning in the domains of action, perception and cognition. PO [1,2,3,5]. · Show an appreciation of the key theoretical frameworks, observations and conclusions that are relevant to the study of the relationships between action, and perception and cognition, and be able to critically analyse this knowledge within a wider socio-historical and intellectual context. PO [1,2,3,5]. · Describe, and be able to appraise the strengths and limitations of a variety of experimental techniques and research methodologies that are used in studying the relationships between action, and perception and cognition. PO [3,5]. · Exhibit the ability to analyse and critically evaluate original research from a range of disciplines including the neurosciences, and cognitive science. PO [3,5]. · Have an awareness of the ethical issues, and those relating to values and diversity of experience that are relevant to this field of enquiry. PO [8]. · Speak and write effectively in discourse concerning the relationships between action, and perception and cognition. PO [2,5,7].
PSU34710	Case Studies in Neuropsychology	5	Semester 1			25	Introduction to Psychology or Cognitive Neuroscience Foundation Course	Rationale: Case studies of patients with brain damage remain a critical part of cognitive neuropsychology's methods for understanding the organisation of cognitive systems, and devising principled approaches to rehabilitation. In this topic, there is great scope for clinicians and researchers to inform and learn from one another with respect to the manifestation of clinical disorders, their potential causes, and paths to rehabilitation. Students are aware of famous patients with brain damage (e.g. Phineas Gage and patient H.M.) but this module will address lesser-known cases, who have nevertheless provided important insights into contemporary research problems across several domains including attention, memory, dysexecutive syndrome and disorders of meta-cognition and social-cognitive processing.	Learning Outcomes On successful completion of this course, students will be able to: <ul style="list-style-type: none"> • Understand broadly the function of different brain regions underlying cognitive function • Knowledge of case study methods of assessment of brain structure and function • Understanding of methods of assessment in cognitive neuropsychology • Knowledge of the different types of neuropsychological syndrome that can arise following particular lesions to the brain • Understanding the relationship between case studies in neuropsychology and techniques in cognitive neuroscience (e.g. imaging and electrophysiological methods) • Knowledge and understanding of the mechanisms and methods of recovery and rehabilitation following brain damage.

PSU34760	The Psychology and Neuroscience of Spontaneous Thought	5	Semester 1			25	Introduction to Psychology	<p>Rationale:</p> <p>Mental experience is not always anchored to the present moment; instead, when the constraints of cognitive control are released, the mind is free to transition from one mental state to the next. Spontaneous thought encompasses a range of mental phenomena that are an intrinsic part of the human experience. These include mind-wandering, daydreams, vivid fantasy, inner speech, creative insights and the nightly manifestations of dreaming. There are also negative ramifications of an excessively wandering mind including distractibility in disorders of attention, obsessive thoughts in OCD, uncontrolled ruminations in depression, and disinhibited traumatic imagery in PTSD. This module will ask, what are these various unconstrained modes of thought? How are they generated and instantiated in the brain? Why does the mind and brain devote time and energy to generating these spontaneous mental states? Moreover, this course will consider how we can guard against unwarranted mind-wandering by reflecting on techniques such as meditation, mindfulness and their philosophical origins, and how altered states of consciousness can shed light on the content and dynamics of spontaneous thought.</p>	<p>On successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> Describe contemporary theoretical perspectives for understanding different forms of spontaneous thought Describe and explain our current understanding of how the brain generates and expresses spontaneous thought Critically evaluate the advantages and limitations of cognitive and neuroscientific methods (e.g., cognitive paradigms, fMRI, EEG and non-invasive brain stimulation) for elucidating mind-wandering phenomena. Critically discuss how clinical disorders can yield important insights into the content and dynamics of spontaneous thought Convey knowledge and understanding of how excessive mind-wandering can be alleviated with mindfulness, meditation and other meta-cognitive strategies. Critically evaluate how spontaneous thought can be augmented by culture, context and psychopharmacology
PSU34780	Debates in Developmental Psychology	5	Semester 2			25		<p>Developmental psychology is the scientific study of age related change and consistency across the spectrum of human growth. This module aims to build upon the knowledge base students received during their Freshman years and provide a stimulating context in which to introduce them to a number of important issues that are debated in the field. Some of these issues are long-standing, some more current. The focus will be on presenting the key elements of each perspective under scrutiny and then inviting students to critically review, examine and evaluate the available information</p>	<p>On successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> Understand the arguments presented for each debate topic. Critically reflect upon and evaluate the research available, in terms of theory, methods and empirical findings. Synthesise arguments and formulate conclusions
PSU34790	The Psychology of Climate Crisis	5	Semester 1			25	N/A	<p>Climate change is the biggest challenge facing our planet and its inhabitants. It is a direct result of human behaviour. Yet, it is a challenge that humans are struggling to address. This module will examine the role of human psychology in the climate crisis to answer three big-picture questions:</p> <ul style="list-style-type: none"> How did we get here? What is it about human thought and behaviour and the structures and systems we have created that has led to the current crisis? What are the effects? How is the Climate Crisis affecting human health, behaviour, and well-being, and how will it affect us in the future? In what way are these effects unevenly distributed across the world and what are the implications of this inequity? What can we do? How can we leverage our understanding of human thought and behaviour to address the crisis at multiple levels of our society? How can we do this in a way that is just and fair? 	<p>After completion of this module, students will be able to:</p> <ul style="list-style-type: none"> Critically evaluate how human thought and behaviour, and our inventions –the structures and systems we have created - have led to the current crises (DC; TI); Explain how the climate crisis and biodiversity loss affect human health, behaviour, and well-being, and explain the need for climate justice and a just transition (DC; TI; AR); Critically evaluate information and information sources from the perspective of human cognition and explain how human thought, emotion, and behaviour can be manipulated for better and for worse (TI; CE; AR); Demonstrate how an understanding of human thought and behaviour can be used to make policy recommendations and to affect climate action at the individual and systems levels (CE; AR, DC).
PSU12060	Social Psychology	5	Semester 2	TBC		25	None	<p>This module is designed to introduce students to the field of social psychology and the principles underlying group and individual interaction. It will present the historical and philosophical roots of social psychology in the context of the current state of the discipline. Students will be acquainted with debates and tensions between different schools within social psychology and will be presented with critiques of the discipline. The module aims to present the richness, complexity and variety of human social behaviour and the discipline that studies it in a conceptually integrated way.</p>	<p>On successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> identify the main classical and contemporary themes and research domains of social psychology [PO1,2,3,4]; explain social psychological models and theories used to describe and theorise about the social world [PO1&2]; critically evaluate social psychological theories and positions [PO4]; evaluate different types of social psychological research [PO1&2];
PSU12130	Cognition and the Brain	5	Semester 2			25	Introduction to Psychology module	<p>This module aims to provide a foundation in understanding core cognitive mechanisms of mind.</p> <p>This module will introduce the study of the mind from the perspective of theoretical models of cognition, inspired by experimental psychology, and provide an introduction to the neural substrate of cognitive processes, led by contemporary models and methods in cognitive neuroscience.</p> <p>The module will provide foundations in philosophy of mind, experimental approaches to the study of cognition and behaviour, and experimental methods for understanding the mechanisms of</p>	<ul style="list-style-type: none"> Understand basic theoretical models and perspective in cognitive psychology; Describe the broad functional divisions of the brain relevant for cognition; Describe the methods used in cognitive neuroscience and understand how they help address different hypotheses about cognitive processes; Critically examine theoretical models of learning, attention, memory and executive control enabling them to evaluate experimental findings; Explain how findings from cognitive research can provide insights into individual differences and clinical impairments. Evaluate how findings from experimental psychology can influence cognition in daily life.

PSU12300	Personality and Individual Differences	5	Semester 2			25	None	This module will introduce you to the key themes, concepts, theories, and applications of major psychological processes and individual differences. The goal of this course is to provide you with a clear picture of psychological processes and the individual psychological differences that contribute to the complexities of human nature. We will cover what personality is, 'abnormal' or deviant personality traits, how personality and ability can best be measured, individual differences in intelligence, genetic underpinnings of individual differences, and how these differences impact people across their lifespan. In addition to an academic understanding, it is hoped that students will gain personal insight and be aware of the application of these theories in society.	On successful completion of this module, students will be able to: <ul style="list-style-type: none"> • Understand the foundations of personality psychology, including the definition of personality, major theories, and the historical context of the field; • Critically evaluate personality measurement tools, describing, analysing, and assessing different tools and methods used for measuring personality traits, including their strengths and limitations; • Analyse the role of genetic and environmental factors in personality development, understanding how these factors interact to shape personality and intelligence across the lifespan; • Identify and understand personality disorders, differentiating between various personality disorders and how they contrast with normal personality variations;
PSU34190	Contemporary Perspectives on Cross-Cultural Psychology	5	Semester 2			25	Social psychology	<ol style="list-style-type: none"> 1. Understanding Cross-Cultural Psychology. 2. Methodology of Cross-Cultural Research. 3. Cultural Transmission and Human Development. 4. Social perception, social cognition, and social interaction. 5. Emotions and human happiness. 6. Personality and the self. 7. Culture and sexuality. 8. Acculturation, globalization and intercultural relations. 9. Culture and health. 10. Mental health across culture(s). 11. Psychology, the majority world and a way forward. 	On successful completion of this module, students should be able to: <p>LO1: Increase their knowledge of culture-related diversity in ways of thinking, feeling, and behaving.</p> <p>LO2: Identify and examine the extent to which the theories, principles, and knowledge of psychology are universally applicable to all humans.</p> <p>LO3: Describe and illustrate some of the psychological implications of cultural differences and of contact among members of different cultures, and to consider the role which psychological research and theory can play in advancing intercultural understanding.</p> <p>LO4: Analyse and critique scientific research articles that describe and present research findings on cross-cultural topics.</p> <p>LO5: Evaluate and provide constructive feedback on peers' presentations.</p> <p>LO6: Demonstrate the ability to write a critical essay and a short research proposal.</p>
PSU34620	Advanced Biopsychology	5	Semester 2			25	Cognate foundation module in Perception or Sensory Neuroscience	Biopsychology is the study of the biological basis of behaviour. In this course, students discover connections among psychology and biology, neuroscience, pharmacology, and endocrinology. Lectures cover the structure, function, and development of the human nervous system and how this system can give rise to basic sensory, motor, cognitive, and regulatory processes that characterize human behaviour. The content will also include discussions on the role of hormones and microbiome on brain function and behaviour. This course will refer to examples of the effects of brain damage and nervous system disorders to provide insight into how pathological thoughts and behaviours are rooted in physiological causes. Additionally, students develop a basic understanding of the methods used in biopsychology and evaluate the contributions as well as limitations of these approaches.	On successful completion of this module, students should be able to: <p>LO1. Demonstrate a broad understanding of how the brain gives rise to behaviour [TI, DC]</p> <p>LO2. Demonstrate understanding of important concepts, perspectives, and empirical findings linking brain and behaviour [TI, DC]</p> <p>LO3. Explain the neuroanatomy and development of human brain structures across the lifespan [CE, DC]</p> <p>LO4. Outline the steps involved in neural signalling including neurochemistry and effect of drugs on the brain [TI, DC, CE]</p> <p>LO5. Demonstrate understanding of sensation, action, motivated behaviour, and cognition - within the context of neuroscience and behaviour [TI, DC]</p> <p>LO6. Use research to evaluate recent evidence linking microbiome to brain and behaviour [TI, DC]</p> <p>LO7. Demonstrate understanding of the biological basis of regulatory behaviour [CE, DC].</p> <p>LO8. Report on observations of biorhythms and implement knowledge to provide theoretical insights into behaviour [TI, CE].</p> <p>LO9. Evaluate role of physiological basis of brain disorders and trauma on behaviour [TI, DC, AR].</p>
PSU34670	Child Health and Well-being	5	Semester 2			25	Cognate foundation modules.	This module introduces students to the study of child health and wellbeing through the presentation and critical examination of some contemporary topics in the field. These topics are based around two key themes: (i) Risk and Resilience and (ii) Children's Perspectives on Health & Illness. Lectures will provide a stimulating, interactive context in which to consider theoretical, research-based and applied perspectives from psychology and related disciplines.	On successful completion of this module, students will be able to: <ul style="list-style-type: none"> • Demonstrate a comprehensive knowledge and understanding of (i) the factors that help or hinder child health and wellbeing and (ii) the ways in which these factors can influence typical developmental trajectories from childhood to adolescence. • Describe and discuss the life situations that lead to the experience of stress for children and adolescents. • Describe and discuss children's conceptualisations of wellbeing, with a particular focus on the role of autonomy in contributing to children's happiness and life satisfaction. • Describe and discuss children's developing understanding of physical and psychological health and illness and how their understanding relates to their cognitive, attitudinal or behavioural responses
PSU34770	Traffic Psychology	5	Semester 2			25	Introduction to Psychology	Rationale This module aims to give an overview of the insight psychology can give us to the antecedents of how individuals behave while engaging with traffic. From the vulnerable road users (pedestrians, cyclists and those who ride power-two-wheelers) to the professional driver; all make decisions which are then acted upon within a road environment. Most of these decisions and subsequent actions are safe but many are not with serious consequences. As an applied discipline, Traffic Psychologists we can apply many of the lessons from the five areas of psychology to making travelling by road much safer thus reducing the number of fatalities or serious injuries which occur every year on our roads. This module will highlight how basic psychological principles can help explain difficulties that emerge in road use	On successful completion of this course, students will be able to: <ul style="list-style-type: none"> • Appreciate the complexity of the driving task and describe how different antecedents of aberrant driving behaviour can be explained by various disciplines within psychology • Critically evaluate the theoretical models used to explain driver behaviour • Appreciate the different driving cohorts and explain the psychological origins of their collision risk • Critically evaluate the theoretical explanations of dynamic that exists between different road user groups

PSU34810	Global Mental Health	5	Semester 2			25	N/A	This module offers an introduction to global mental health from a critical perspective, with a particular focus on contextual constructions of mental illness, mental health programming in low resource and humanitarian settings, and for marginalised populations. The course covers global differences in definitions and incidence of psychiatric disorders, the validity and effectiveness of mental health and psychosocial support (MHPSS) interventions, and the wider role of power and inequity in shaping national mental health policies and international guidelines. The course draws heavily on real examples from practice and research on psychological therapy, psychosocial support, and policy.	On successful completion of this course, students will be able to: 1. Identify and explain competing theories in defining mental health in a global context 2. Critically analyse the role of context and culture in the expression and identification of mental disorders 3. Evaluate responses to global mental health needs, in terms of the effectiveness, accessibility, and validity of Mental Health and Psychosocial Support (MHPSS) interventions 4. Evaluate responses to mental health care systems and policies at a national and international level 5. Discuss the ethical standards of research and practice with vulnerable populations and in low resource settings.
PSU34820	Workplace Well-being	5	Semester 2			25	PSU12060 Social psychology	<ul style="list-style-type: none"> •Introduction to organisational psychology and wellbeing (brief history) •Definition and understanding of models and constructs of wellbeing. •The importance of workplace wellbeing for both the organisation and the individual employee, a psychological perspective •Organisational process and procedures that enhance wellbeing •Leadership styles and wellbeing •Vertical and horizontal organisational communication and its impact on wellbeing •Theoretical overlap of Social psychology and organisational psychology in wellbeing theory •Organisational culture and wellbeing •Social norms within the organisational culture that enhance wellbeing •Individual psychology and wellbeing •Measurements of employee wellbeing 	On successful completion of this module, students should be able to: LO1. Understand and describe the importance of workplace wellbeing for organisational success LO2. Comprehend and discuss the diverse processes, procedures and leadership styles within the organisation that are responsible in enhancing employee's wellbeing LO3. Ability to apply social psychology and individual psychology concepts to enhance employee wellbeing in the workplace LO4. Critically evaluate the importance of wellbeing research in guiding practices in this area.

For more information on module descriptors please click the module code
Please note that Modules relate to the 2024/25 Academic Year and are subject to change
Please contact Solange Daini - DAINISO@tcd.ie for further information on module content