

## Psychology 4, advanced level

Psykologi 4, avancerad nivå  
30 credits

Single subject course

735A01

Valid from: 2010 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
The Quality Board at the Faculty of Arts and Sciences	Psychology	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2007-04-11	Second cycle	A1N
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
	Psychology	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Spring semester 2009		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande		

## Entry requirements

- Passed Psychology 1, basic course 30 ECTS credits
- Passed Psychology 2, continuation course 30 ECTS credits
- Passed Psychology 3, in-depth course 30 ECTS credits including an in-depth academic paper of at least 15 ECTS credits
- English and Swedish corresponding to the level of English and Swedish in Swedish upper secondary education (Engelska 6 and Svenska 3)

## Intended learning outcomes

On completion of the course, the student should:

- independently be able to plan, carry out and, orally and in writing, present a scientific work in one of the subareas of psychology
- independently be able to collect, qualitatively and quantitatively process, and in a scholarly way compile data
- be able to read, evaluate, critically reflect on and discuss own and others' studies
- be able to account for and apply knowledge paradigms and science theoretical paradigms in psychology
- be able to account for and use research-ethical principles regarding psychological research.

## Course content

Specialisation Course, 10.5 HE credits

In consultation with examiner, literature is chosen from a field of psychology, where the students' assignment is to highlight central issues within some subareas and how these issues have been solved methodologically.

Philosophy of Science, 4.5 HE credits

This module aims for the students to acquire an overview of knowledge paradigms and science theoretical paradigms and their application in psychology.

Thesis, 15 HE credits

The student should independently in consultation with the supervisor select, delimit and define a psychological problem and highlight it with an adequate method. The work may constitute an expansion of the module Essay on Psychology 3 (or the equivalent). The work should be presented in writing and defended orally.

## Teaching and working methods

Parts of the course contents are introduced via lectures. Supervision is provided as support for the thesis work. Seminars, exercises and written assignments may also be included. In addition to this, the student should study independently, individually and/or in groups, and with independent thesis work.

## Examination

Examination, compulsory seminars, compulsory exercises and written assignments.

An essay should be written individually and presented and defended in an open seminar, where the requirements that are set for scientific work constitute a basis for discussion. The student should publicly discuss another essay independently. The student should actively participate in at least three additional seminars.

The essay grade is based on a balance of the quality of the essay and the quality of the thesis defence and review, where the essay carries the most weight.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

Three-grade scale, U, G, VG

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.

### **About teaching and examination language**

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is “Swedish”, the course as a whole could be given in Swedish, or partly, or as a whole, in English. Examination language is Swedish, but parts of the examination can be in English.
- If teaching language is “English”, the course as a whole is taught in English. Examination language is English.
- If teaching language is “Swedish/English”, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English depending on teaching language.