

Psychology 5

Psykologi 5
60 credits

Single subject course

735A14

Valid from: 2021 Autumn semester

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|---|----------------------------------|-----------------------------------|
| Determined by | Main field of study | |
| The Quality Board at the Faculty of Arts and Sciences | Psychology | |
| Date determined | Course level | Progressive specialisation |
| 2009-12-04 | Second cycle | A1F |
| Revised by | Disciplinary domain | |
| Course and Programme Syllabus Board at the Faculty of Arts and Sciences | Social sciences | |
| Revision date | Subject group | |
| 2011-02-18; 2021-06-18 | Psychology | |
| Offered first time | Offered for the last time | |
| Autumn semester 2010 | | |
| Department | Replaced by | |
| Institutionen för beteendevetenskap och lärande | | |

Entry requirements

- Passed Psychology 1, 30 ECTS credits
- Passed Psychology 2, 30 ECTS credits
- Passed Psychology 3, 30 ECTS credits
- Passed Psychology 4, 30 ECTS credits
including an in-depth academic paper at Bachelor level of at least 15 ECTS credits and an in-depth academic paper at Masters level of at least 15 ECTS credits
or
equivalent
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6)
Exemption from Swedish

Intended learning outcomes

After completion of the course the student should independently be able to:

- thoroughly account for and apply psychological knowledge, including both general knowledge of psychology and expert knowledge within chosen area of thesis work
- account for and apply psychological research methods within chosen area of thesis work
- critically and systematically integrate knowledge, analyze, judge and handle complex phenomena, questions and situations within chosen area of thesis work
- critically and creatively identify and formulate research questions, plan and with appropriate methods carry through qualified tasks within given time frames and by that contribute to knowledge development within psychology and evaluate this work
- in national, as well as international contexts, in speech and writing, clearly account for and discuss scientific conclusions, and the knowledge and arguments on which they are based in dialogue with different groups
- participate in research and development within psychology or independently work in other qualified areas where psychological competence is needed
- make assessments in psychology informed by relevant disciplinary, social and ethical issues and also to apply ethical principles of research and development work
- account for the possibilities and limitations of research, its role in society and the responsibility of the individual for how its used
- identify the personal need for further psychological knowledge and take responsibility for her or his ongoing learning

Course content

The course begins with two modules of 7,5hp each (Advanced Cognitive Psychology and Advanced Developmental Psychology) that will cover modern research, trends and debates within each chosen area of psychology. The course content will be related to and exemplified by the instructors' ongoing research within the chosen area of psychology.

Master Thesis preparation course, 15h

In this course the student, in cooperation with her/his supervisor, prepare the master thesis work through a survey of research areas, study of relevant psychological research methods and philosophy of science relevant for the master thesis.

Master Thesis in Psychology, 30hp

In this course the student conduct an empirical study in psychology, write and defend a master's thesis.

Teaching and working methods

The course consists of lectures, seminars and mandatory course assignments. The main part of the course consists of individual thesis work guided by a supervisor. In addition the students are expected to engage in individual studies. Language of instruction: English.

Examination

The course is examined by individual written exams, active participation in seminars and mandatory course assignments. Written master's thesis, an oral defense of the thesis and an opposition of another student's thesis.

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.