

Psychology 2, continuation course

Psykologi 2, fortsättningskurs
30 credits

Single subject and programme course

735G03

Valid from: 2010 Autumn semester

Determined by	Main field of study	
The Quality Board at the Faculty of Arts and Sciences	Psychology	
Date determined	Course level	Progressive specialisation
2007-04-11	First cycle	G1F
Revised by	Disciplinary domain	
	Social sciences	
Revision date	Subject group	
	Psychology	
Offered first time	Offered for the last time	
Spring semester 2008		
Department	Replaced by	
Institutionen för beteendevetenskap och lärande		

Entry requirements

- Psychology, basic course 30 ECTS Credits with at least 21 ECTS credits passed
or
equivalent

Intended learning outcomes

On completion of the course, the student should:

- orally and in writing, be able to account for, integrate and critically reflect on central concepts, theories, models and research results in cognitive developmental psychology and group psychology
- be able to apply theories and research finds in the field and link them to different phenomena in today's society
- orally and in writing, be able to discuss a question from different theoretical perspectives and compare them
- in collaboration with others, at a basic level, be able to plan, carry out and, orally and in writing, present an empirical study in one of the subareas of the psychology
- in collaboration with others, at a basic level, be able to collect, qualitatively and quantitatively process, and compile data
- at a basic level be able to read, evaluate, critically reflect and discuss own and others' studies
- at a basic level, account for and use research-ethical principles for psychological research
- be able to identify information needs, use relevant search tools and critically review search results in psychology

Course content

Cognitive Development, 7.5 HE credits
Kognitiv utvecklingspsykologi

This module covers early cognitive prenatal and postnatal development, memory and cognition in children and the elderly, development of social cognition and how cognitive abilities change during the life cycle. Individual differences and abnormalities in cognitive development are also covered. The students also are given the opportunity to acquire the ability to critically discuss the cognitive abilities of children and the elderly in relation to the demands of a changing society.

Small Group Psychology, 7.5 HE credits
Gruppsykologi

This module covers the psychology of the working group and the educational

group, irrational psychological phenomena in groups and examples of group psychological phenomena in today's society. The dynamic group psychology is also covered, as well as its historical development and basic assumptions. The course contents also include knowledge of small groups at work and in education, their structure and process, and irrational group phenomena and how they affect individuals, groups and systems,

Research Methods, 7.5 HE credits
Metod I

The module covers

- ethical considerations in research,
- scholarly methods and various types of data collection techniques, such as questionnaires, observations and interviews,
- measuring, levels of measurement, reliability and validity,
- descriptive statistics, standard score, correlation and prediction,
- inference statistics, hypothesis testing, populations and random samples,
- sampling distribution, z-test, independent and dependent tests and explained variation,
- non-parametric statistics, chi-square test,
- research roles in qualitative research,
- qualitative analyses of scholarly, popular scientific and more empirical literature,
- the basic qualitative analytical methods supported by hermeneutics, phenomenology, narrative theory and critical theory,

Essay, 7.5 HE credits
Uppsats

This module provides the students an opportunity to apply and further the knowledge and skills they have acquired in previous modules by planning, carrying out and reporting an empirical work. Within the frame of this work, forms of scholarly reporting is also included.

Teaching and working methods

The working methods of the course consist of lectures, seminars, laboratory sessions/experiments, exercises and written assignments. Supervision is provided as support for the thesis work. In addition to this, the student should study independently, individually and/or in groups, and work with thesis work in groups.

Examination

Examination, compulsory seminars, compulsory exercises and written assignments.

An essay should be written in groups, and presented and defended in an open seminar. The students should, in groups, publicly discuss another essay.

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 carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

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.

