

Psychology 3, advanced course

Psykologi 3, fördjupningskurs
30 credits

Single subject course

735G05

Valid from: 2024 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	G2F
Revised by	Disciplinary domain	
Chairman of the Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Social sciences	
Revision date	Subject group	
2024-02-22	Psychology	
Offered first time	Offered for the last time	
Autumn semester 2007		
Department	Replaced by	
Institutionen för beteendevetenskap och lärande		

Entry requirements

- 30 ECTS credits passed in Psychology, basic course or the equivalent
- 30 ECTS credits passed in Psychology, continuation course including at least 7.5 ECTS credits method studies and 7.5 ECTS credits project

Intended learning outcomes

On completion of the course, the student should:

- in collaboration with others, be able to plan, carry out and, orally and in writing, present a scientific work within one of the subareas of psychology
- in collaboration with others, be able to collect, qualitatively and quantitatively process and analyse, and in a scientific way compile data
- be able to read, evaluate, critically reflect on and discuss own and others' studies
- be able to account for and use research-ethical principles regarding psychological research

Course content

Empirical Methods, 7.5 HE credits

(Metod 2)

The statistical part covers variance analysis and analysis of regression. In the qualitative element, the qualities or prominent features of a phenomenon are analysed. In this second method block, qualitative methods are covered more prominently and in detail. Within the scope of the course, practical applications are made, partly by statistics (e.g. computer exercises), partly the use of different qualitative methods.

Preparatory Course for Thesis in Psychology, 7.5 HE credits

(Uppsatsförberedande kurs)

The aim of this module is that the student should acquire advanced knowledge of the issues that surround a scientific work. Examples of different psychological research approaches and research fields are highlighted. Different scientific presentation forms are also covered.

Thesis, 15 HE credits

(Uppsats)

The students should, in pairs, in consultation with the supervisor select, delimit and define a psychological problem and highlight it with an adequate method. 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 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, where the requirements that are set for scientific work constitutes the basis for discussion. The students should, in groups, publicly discuss another essay. 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.