

COURSE SPECIFICATION DOCUMENT

Academic School / Department:	CASS
Programme:	MSc Psychology (Conversion)
FHEQ Level:	7
Course Title:	Cognitive and Biological Psychology
Course Code:	PSY 7104
Course Leader:	TBC
Student Engagement Hours:	200 (standard 4 credit MSc course)
Lectures:	20
Seminar / Tutorials:	20
Independent / Guided Learning:	160
Semester:	Fall
Credits:	20 UK CATS credits 10 ECTS credits 4 US credits

Course Description:

Students will initially explore the relationship between biology and human behaviour. Students will be expected to critically discuss the extent to which biological structures and/or factors are responsible for an individual's behaviour. The course then focuses on cognitive models of behaviour. How do we map out how our thinking may work and what processes are occurring as we go through everyday life? Eventually students will look to use the methods of cognitive neuroscience to link the behaviours shown in the external world with the biological activity occurring in the internal world.

Prerequisites:

MSc Psychology (conversion) students only

Aims and Objectives:

Initially the course will introduce students to key concepts in biology that are fundamental to the understanding of human behaviour. These include the anatomy of the nervous system, activity of a neuron, structures of the brain, and genetic inheritance. They will then explore cognitive explanations for human behaviours such as emotion, memory & intelligence. By the end of the course students will be able to link psychological and biological knowledge of human behaviour to provide critical analysis of theories of behaviour and to suggest research which could assess these theories.

Programme Outcomes:

7A.ii, 7B.i, 7B.iii, 7C.i, 7C.ii, 7C.iv, 7D.iii

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by the Registry and found at: <https://www.richmond.ac.uk/programme-and-course-specifications/>

Learning Outcomes:

By the end of this course, successful students should be able to:

- Develop a deep and systematic understanding of biological psychology and cognitive psychology as separate, but related fields.
- Demonstrate an understanding of how behavioural findings can be used to test the assumptions of a cognitive theory.
- Demonstrate an ability to theoretically apply different research techniques (including neuroimaging and physiological measures) to given psychological research scenarios
- Demonstrate the ability to work in a group, and to independently answer critical thinking questions on readings and/or information presented

Indicative Content:

- Nerve cells
- Synapses
- Brain structure
- Neuroimaging
- Neuropathology
- Developmental models of psychology
- Memory models
- Emotion processing
- Visual processing
- Mental imagery

Assessment:

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Board and located at: <https://www.richmond.ac.uk/policies/>

Teaching Methodology:

Lecture presentations with key concepts

Group discussions/seminars on key journal articles

Using scholarly search sites such as EBSCOHost and Google Scholar

VLE to access lecture notes, some readings, and revision material

Indicative Text(s):

Eysenck, M.W. & Keane, M. (2018). *Cognitive Psychology: A Student’s Handbook* (7th Edition). Psychology press.

Kalat, J.W. (2013). *Biological Psychology* (11th Edition). Thomson & Wadsworth.

Ramachandran, V.S. (2011). *The Tell-Tale Brain*. (London, William Heinemann)

Journals

- Journal of Cognitive Neuroscience
- Frontiers in Neuroscience
- European Neurological Review

Web Sites

EBSCOHost and Google Scholar to find articles

<http://thebrain.mcgill.ca/>
 Interactive exploration of the brain and its activity.

See syllabus for complete reading list

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services