

<b>Module Code:</b>	PSY755
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<b>Module Title:</b>	Biological Psychology
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<b>Level:</b>	7	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GAPS	<u>JACS3</u> code:	C860
		<u>HECoS</u> code:	101343

<b>Faculty</b>	SALS	<b>Module Leader:</b>	Shubha Sreenivas
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Scheduled learning and teaching hours	8.5 hrs
Guided independent study	191.5 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
MSc Psychology (Conversion)	✓	<input type="checkbox"/>
		<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
None.

**Office use only**

Initial approval: 12/02/2019  
 With effect from: 23/09/2019  
 Date and details of revision:

Version no: 1

Version no:

## Module Aims

This module will familiarise students with some of the core topics in Biological psychology including evolutionary explanations of behaviour, sleep and biological rhythms, and psychopharmacology.

## Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

### At the end of this module, students will be able to

### Key Skills

At the end of this module, students will be able to		Key Skills	
1	Critically discuss the biological underpinnings of behaviour.	KS1	KS4
		KS2	KS7
		KS3	KS8
2	Critically discuss and articulate current models of biological psychology.	KS1	KS5
		KS3	KS6
		KS4	
3	Justify the study of different animal species and their environments in relation to biological psychology.	KS3	
		KS9	
4	Demonstrate an understanding of the key biological psychology theories, concepts, and models.	KS1	
		KS3	
		KS5	

### Transferable skills and other attributes

Understanding biological underpinnings of mental health and environmental factors affecting individual's wellbeing.  
Practical skills in utilising biological understanding mental health disorders.

## Derogations

Students are required to pass the module with a minimum pass mark of 50% to meet BPS requirements and eligibility to apply for BPS Graduate membership.

**Assessment:**

## Indicative Assessment Tasks:

1. Essay question based on an area of biological psychology.
2. Presentation, ten mins delivery, five mins questions.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1, 2	Essay	70%	2000
2	3, 4	Presentation	30%	15 minutes

**Learning and Teaching Strategies:**

A variety of teaching and learning strategies will be adopted in this module including lectures, tutorials, case studies, workshops, and directed and self-directed learning. Due to the blended learning nature of this module, students will also learn by; engaging in remote discussions via forums on the VLE (Moodle); accessing webinars/presentations/recorded lectures shared by the module leader; and completing independent reading into the topic.

**Syllabus outline:**

Neuroanatomy, lateralisation and language, and brain mapping  
Neurons, neurotransmission and communication  
Genes and evolution  
Development and plasticity of the brain  
Sensory systems, motor control and movement  
Biopsychology of sleep and biological rhythms, emotions and motivation, and behaviour disorders  
Memory, learning and amnesia

**Indicative Bibliography:****Essential reading**

- Barnes, J. (2013). *Essential Biological Psychology*. London, UK: Sage Publications Ltd.
- Kolb, B., Whishaw, I. Q. (2003). *Fundamentals of human neuropsychology* (5<sup>th</sup> ed.). New York, NY: W. H. Freeman.
- Toates, F. S. (2006). *Biological Psychology* (2<sup>nd</sup> ed.). London, UK: Prentice Hall.
- British Psychological Society. (2018). *BPS Code of Ethics and Conduct*. BPS

**Other indicative reading**

- Alcock, J. (2005). *Animal behaviour: An evolutionary approach* (6<sup>th</sup> ed.). Sunderland, UK: Sinauer Associates.
- Barret, L., Dunbar, R., & Lycett, J. (2001). *Human evolutionary psychology*. London, UK: Palgrave-McMillan.
- Carlson, N. R. (2007). *Physiology of behaviour* (9<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- Dawkins, R. (1989). *The selfish gene* (2<sup>nd</sup> ed.). Oxford, UK: Oxford University Press.
- Kerbs, J. R., & Davies, N. B. (1997). *Behavioural ecology: An evolutionary approach*. Oxford, UK: Blackwell Scientific.
- Workman, L., & Reader, W. (2008). *Evolutionary psychology: An introduction*. Cambridge, UK: Wiley.

**Journals:**

- British Journal of Clinical Psychology
- British Journal of Health Psychology
- Cognitive Neuropsychology