



University of the
West of England

MODULE SPECIFICATION

Code: USPJLY-20-2 **Title:** Individual Differences and Biological Psychology **Version:** 1

Level: 2 **UWE credit rating:** 20 **ECTS credit rating:** 10

Module type: Standard

Owning Faculty: Health and Life Sciences **Field:** Psychology

Faculty Committee approval: Quality and Standards Committee **Date:** November 2010

Approved for Delivery by: N/A

Valid from: September 2012 **Discontinued from:**

Pre-requisites:
USPJLS-30-1; Introduction to Psychology

Co-requisites:
USPJLA-30-2; Research Design and Analysis 2

Entry Requirements: N/A

Excluded Combinations:
USPJLD-30-2; Biological Psychology and Individual Differences 2

Learning Outcomes:

The student will be able to:

- demonstrate an understanding of the genetic, neurochemical, and psychopharmacological bases of behaviour.
- critically evaluate methods and measures within neuroscience and psychophysiology.
- demonstrate a critical understanding of individual differences approaches to personality, emotional regulation, intelligence and creativity.
- evaluate the implications of individual differences approaches to the conceptualisation of personality and intelligence.

Syllabus Outline:

This module builds on the Year 1 grounding in the psychology of biological psychology and individual differences to develop a detailed understanding of specific topics in the area.

Biological psychology will include areas such as:

Pain, stress, sleep (and sleep disorder).

The neurochemistry and neuropsychology of individual differences.

The functionality of brain and nervous system, and neuropsychological consequences of trauma.

Individual Differences will include areas such as:

Personality

Emotional regulation

Creativity

Abnormal psychology

Measurement and testing of individual differences.

Teaching and Learning Methods:

A variety of pedagogical approaches will be used with the aim of maximising the active engagement of students. These will include lectures, workshops and seminars.

As with other content modules, students will also enjoy small group sessions based on their facilitated learning groups. These will enable further exploration of issues raised by lectures and guided study activities. These facilitated groups will make joint use of the test materials for individual differences and the psychophysiological laboratory based equipment, as the media through which students' personal development and the acquisition of study and key transferable skills will be fostered.

Reading Strategy:

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List:

Students will be provided with a reading pack including essential reading for the lectures and seminar. There will also be recommended reading list for each topic available through blackboard. Example references

Andreassi J. L. (2007). *Psychophysiology: Human Behaviour and Physiological Response* (5th Edn). Hillsdale: Lawrence Erlbaum.

Carlson. N. R. (2007) *Physiology of Behavior* (9th Edn). Massachusetts: Pearson/Allyn and Bacon.

Stern, R. M., Ray, W. J. & Quigley, K. S. (2001). *Psychophysiological Recording*. Oxford: Oxford University Press.

Ward, J. (2006) *A Student's Guide to Cognitive Neuroscience*. Hove: Psychology Press.
Individual Differences

Deary, I. (2000). *Looking down on Intelligence: From psychometrics to the brain*. Oxford: Oxford University Press.

Kring, A. M., Davidson, G. C., Neale, J. M., & Johnson, S. L. (2007). *Abnormal Psychology*. New York: John Wiley & Son.

Maltby, J. & Macaskill, A. (2007). *Personality, Individual Differences and Intelligence*. London: Prentice Hall.

Journals:

Biological Psychology

Brain and Behaviour

Cognitive, Affective and Behavioral Neuroscience

Developmental Neuroscience

Developmental Psychobiology

European Journal of Neuroscience

European Journal of Personality

Intelligence

International Journal of Neuroscience

Journal of Clinical Neuroscience

Journal of Cognitive Neuroscience

Journal of Psychophysiology

Journal of Personality Assessment

Journal of Research in Personality

Learning and Individual Differences

Neuroscience

Neuroscience Research

Personality and Individual Differences
 Personality and Social Psychology Bulletin
 Personality and Social Psychology Review
 Psychobiology
 Psychological Bulletin
 Psychological Review
 Psychophysiology

Assessment:

Weighting between components A and B (standard modules only) A: 50% B: 50%

FIRST ATTEMPT

First Assessment Opportunity

Component A (controlled)		Element Wt (Ratio)
Description of each element		<i>(within Component)</i>
EX1	1 Hour Examination (Biological Psychology) Assessment Period 1	1
EX2	1 Hour Examination (Individual Differences) Assessment Period 2	1
		<i>Final Assessment</i>

Component B		Element Wt (Ratio)
Description of each element		<i>(within Component)</i>
CW1	Computer-marked assessment	1
CW2	Critique of a journal article	1

Second Assessment Opportunity (Resit) further attendance at taught classes is not required

Component A (controlled)		Element Wt (Ratio)
Description of each element		<i>(within Component)</i>
EX3	2 Hour Resit Examination (covering both areas) Assessment Period 3	1
		<i>Final Assessment</i>

Component B		Element Wt (Ratio)
Description of each element		<i>(within Component)</i>
CW1	Computer-marked assessment	1
CW2	Critique of a journal article	1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is required.

Specification confirmed byDate

(Associate Dean/Programme Director)