

6. Courses Description

General Education Courses (GEC)

GRD 271

Islamic Studies -Arabic الثقافة الإسلامية

Co-Requisite: None

Pre-Requisite: None

الثقافة الإسلامية علمٌ يهتم بمعرفة مقومات الدين الإسلامي ونظمه، والتحديات المعاصرة له. ومساق الثقافة الإسلامية محاضرات عامة في نظم الإسلام الكلية والقضايا المتعلقة بحضارته، كما يعالج قضايا فكرية هامة في العقيدة والشريعة والعبادات والأخلاق، ويركز بصفة أساسية على مظاهر الحضارة الإسلامية ومعطياتها، وما أسهمت به من معارف وعلوم كان لها الأثر الواضح في نهضة البشرية وتقدمها. ولا يغفل مساق الثقافة الإسلامية عن أن يسلط الضوء على المشكلات والتحديات التي تواجه الإنسانية بشكل عام، والمجتمعات والشعوب العربية والإسلامية بشكل خاص، وعلى الكيفية التي بها نواكب العصر ونتعايش معه ونتواصل مع ثقافة الآخرين ومعارفهم، وذلك من خلال إيجاد حَكَمٍ منطقي يدلنا على أن نأخذ ما صفا وأن ندع ما كدر.

GRD 101

Biology

Co-Requisite: GER 1122 Biology Lab

Pre-Requisite: None

This course introduces the basic concepts of molecular and cellular biology, biochemistry, genetics and microbiology. The course will begin with an overview of the molecules of life such as carbohydrates, proteins, lipids, and nucleic acids followed by cellular structure and function with an emphasis on genetic control and basic biochemistry. The key roles of cell division will be discussed, followed by the phases of meiosis and its contribution to genetic variation. The idea of the genes will be introduced as well as patterns of inheritance. The features of viruses, prokaryotes and eukaryotes, will be discussed with emphasis on the diseases caused by these microorganisms.

GRD 102

Biology Lab

Co-Requisite: GER 1122 Biology

Pre-Requisite: None

The Biology Lab course consists of practical aspects of biology. The lab will cover several topics such as understanding microscopes, structure and function of organic compounds, types of cells, cellular transport via osmosis, cell division, DNA extraction, Gel Electrophoresis, PCR, Gram staining techniques and antimicrobial effects on microbial growth. By doing this biology lab course, students would develop lab skills such as

teamwork, safe handling of chemicals, reagents and equipment's, academic lab report writing, time management, problem solving and critical analysis of results. The skills and knowledge gained through this lab course will be assessed on weekly basis through lab report submission and paper based final examination.

GRD 171

Introduction to Psychology

Co-Requisite: None

Pre-Requisite: None

This course aims to provide a basic understanding of the psychology of human behaviour and explain different subjects such as learning, development, cognition, and psychological disorders. The course enhances student's knowledge and understanding of how people think and act and provide insight into the student's own personality and reactions, so they will be able to deal with stress and problems. The course is delivered with theory and some practical activities to ensure that students know how to apply their acquired knowledge.

GRD 161

Academic Writing 1

Co-Requisite: None

Pre-Requisite: IELTS 5 / EmSAT 1100

Academic Writing 1 is one of the Foundation courses at FCHS. The course will provide students with the basic skills required to perform successfully in any academic degree taught in English. The course will introduce to basic writing skills including note-taking, conducting research, paraphrasing and summarizing or quoting. It will also introduce citations using APA style. The goal of this course is to enable students in becoming effective writers, capable of recognizing the challenges and opportunities of writing in different situations.

GRD 251

Introduction to Research and Biostatistics

Co-Requisite: None

Pre-Requisite: None

This course introduces students to research and statistical methods used in health sciences. It covers elementary topics such as basic concepts of quantitative and qualitative techniques, research design and data collection, probability, and correlation. These topics enable students in identifying

and conducting the appropriate statistical techniques in basic research settings and apply those to health-related context.

GRD 133

Foundations of Health

Co-Requisite: None

Pre-Requisite: None

This course is designed to equip students with basic knowledge related to medical terminology, patient assessment, infection control and safety measures of healthcare workers, as well as the basic ethical principles that guide the health practice. The course also focuses on health education and promotion skills stressing on the new technologies for the prevention of diseases (vaccinations, screening, diagnostic tests, and new concepts in genetic engineering and biotechnology). Students will have the opportunity to learn about contemporary health issues and critical issues in global health including women's health, environmental health, the nutritional crisis to come, and violence.

GRD 301

Innovation & Entrepreneurship

Co-Requisite: None

Pre-Requisite: Academic Writing 2

Recent advances in medical research, basic sciences, agricultural and nutritional sciences, information technology, communication and transportation have created a wealth of new information that can be used to improve human health outcomes. The challenge for society now is to learn how to use all this information and propose solutions to improve human health. Many changes and improvements come from creativity, innovation and entrepreneurship.

Through real world examples and research from experts in the field, students will learn how to incorporate design thinking, entrepreneurship, and growth and leadership into the UAE health system as well as their own personal and professional development.

This course is designed to provide students with essential skills needed to be competitive in today's growing economy. It will challenge students to innovate, overcome obstacles, and grow rapidly; with the goal of recognizing opportunities to improve health care; and creating a business that will provide innovative solutions that can have a

positive impact on the health of the UAE population and the gulf region. Overall this course will look into the processes of innovation from discovery to delivery, and to identify suitable pathways in order to bring students' ideas to fruition.

College Core Requirements (CCR)

GRD 100

First Year Seminar

Co-Requisite: None

Pre-Requisite:

Advising involves both the development and communication of accurate information regarding degree programs, courses, resources, College policies and career opportunities intended to help students in attaining their educational goals. Academic advising, effectively delivered, can be a powerful influence on students' development and learning and, as such, can be a potent retention force on campus. (Crockett, 1996). FCHS first year seminar will provide guidance for students, influence their development, promote retention, build relationships within the College and identify services that can guide students clarify both their career and life goals. The seminar series are centered on instructional services that go beyond academic interests and thus we promote a caring attitude and helping students adjust to college life.

GRD 111

Anatomy & Physiology A

Co-Requisite: CCR 1222 Lab

Pre-Requisite: None

Anatomy and Physiology A is the first of a two-course sequence. In this course, system-based approach is used to study the structure and function of human body including, tissues and organs. Emphasis is on understanding the mechanism for maintaining homeostasis and the use of anatomical terminology. Structural and functional concepts enforced each organ and organ systems. Topics include the study of tissues, the integumentary system, the musculoskeletal system, the nervous system and the endocrine system. Students are expected to utilize their reading to extend their depth of understanding, participate effectively in class, practice problem solving and critical analysis.

GRD 112

Anatomy & Physiology A Lab

Co-Requisite: CCR 1221

Pre-Requisite: None

The Anatomy and Physiology A Lab is the first of two lab courses. It consists of practical components of anatomy and physiology. The structure

and function of the cells, tissues, organs and systems of the human body will be studied by laboratory experiments, inspection of human models, the Anatomage table, animal organ dissections and observation of histological slides.

GRD 261

Academic Writing 2

Co-Requisite:

Pre-Requisite: GER 1111 Academic Writing 2

CCR 1211, Academic Writing 2 builds on GER 1111 and will continue to develop reading academic texts, writing academic essays, using academic conventions and language appropriately, and demonstrate information literacy skills. In addition, students will develop the skills of quoting, summarizing and paraphrasing when reviewing and evaluating research literature. Finally, students will gain valuable 21st century literacies related to the language of persuasion, oral communication and the use of basic technological tools.

GRD 121

Anatomy & Physiology B

Co-Requisite: CCR1224

Pre-Requisite: CCR 1221 A&P – A

Anatomy and Physiology B is the second of the two-course sequence. The course is a continuation of the knowledge gained in Anatomy and Physiology A. System based approach is used to study the structure and explore the function of human body including the body organ and organ systems. Topics include the study of cardiovascular system, blood, lymphatic system, immune system, respiratory system, digestive system, urinary system and electrolyte and fluid balance and pH, and finally male and female reproductive systems with a look through the embryonic development. Emphasis is placed on the integration of systems as they relate to normal health. Again, students will be expected to utilize their reading to extend their depth of understanding, communicate effectively, do problem solving and make critical analysis.

GRD 122

Anatomy & Physiology B Lab

Co-Requisite: CCR 1223

Pre-Requisite: CCR 1222

The Anatomy and Physiology B Lab is the second of two lab courses. It consists of practical components of anatomy and physiology. The cardiovascular, lymphatic, immune, respiratory, digestive,

urinary, male and female reproductive systems and electrolyte and fluid balance of the human body will be examined by laboratory experiments, inspection of human models, the Anatomage table, animal organ dissections and observation of histological slides.

GRD 361

Research Methodology

Co-Requisite: None

Pre-Requisite: Academic Writing 2

This course will provide an opportunity for health sciences students to establish or advance their understanding of research terminology in the health sciences. The course adopts an inquiry-based approach to make explicit the language conventions and ethics related to the health sciences field. Therefore, the course introduces the language of research, ethical principles and challenges within quantitative, qualitative, and mixed methods approaches. Students will use these theoretical terminologies to critically review health science related literature and will determine how research findings are useful in forming their understanding of the global, local, social and work contexts.

Major Core Requirements (MCR)

PSY 111

Psychology in Everyday Life

Co-Requisite: None

Pre-Requisite: None:

This course provides students with an understanding of the key theories, research methods, and discoveries of psychology, with an emphasis on developing the knowledge and skills necessary to be effective consumers of psychological theory and research. Through a focus on issues that arise in everyday life, this course will demonstrate some of the ways in which psychology can be of use to students in their personal and professional lives.

PSY 122

Lifespan Developmental Psychology

Co-Requisite:

Pre-Requisite:

This course explores key concepts, theories and debates in developmental psychology and their application to aspects of everyday life. Throughout the unit, students will address the question: How can developmental psychology explain individuals' change and development across the lifespan? Students will gain a critical understanding of theory and research relating to biological, cognitive and social development from the prenatal stage through to old age. This course will develop the students' understanding and knowledge of development in childhood and adolescence. It will present theory and research in three main areas of child development and aging including: (i) birth and early infancy (early experiences); (ii) social-emotional development (development of emotion understanding and regulation, development in the context of relationships with parents and peers, development of self and gender); and (iii) cognitive development (development of perception, language, cognition, developing minds, intelligence). The course will also explore age related changes to the above areas.

PSY 133

Introduction to Social Psychology

Co-Requisite: None

Pre-Requisite:

The purpose of this course is to introduce students to the field of social psychology. There are three main goals: (1) To introduce the ways in

which social psychologists think about and approach the social world. How do an individual's thoughts and behaviours change when other people are around? Social psychology is not about action; it's about interactions between people, including anything from only two people (e.g., friends) to interactions within groups (e.g., juries, work teams) to interactions between groups (e.g., stereotypes and prejudice). (2) To introduce the theories and research that currently exist in the field of social psychology. (3) To encourage thought and critical thinking about these theories and research projects, and to help students apply the concepts to everyday life. This course provides a broad overview of social psychology, both classic and current. The field is far too broad for meaningful comprehensive coverage, so selected topics will be addressed in a two-tiered format. First, foundational material will address such basic topics as the processes of attitude change; social influences on conformity, compliance, and obedience; the self and the pursuit of self-esteem; person perception and attribution; stereotyping and prejudice; attraction and mate selection; and group influences on performance. After an introductory overview, class discussion will take place on contemporary research on the more specific, current topics they have chosen by the class.

PSY 211

Introduction to Counselling

Co-Requisite: None

Pre-Requisite:

This course aims to introduce students to the concepts of counselling, psychotherapy, coaching and psychological therapies. The students will be introduced to major theoretical approaches, the developmental theories that inform them and the relevant therapeutic interventions. An overview of the most commonly presented psychological difficulties, such as anxiety, depression will be introduced as well as a short overview of the relevant interventions. It also aims to offer an experiential approach to the application of counselling skills. This module looks at prominent approaches in counselling including psychodynamic, person-centred, cognitive-behavioural and transactional and reveals the psychological framework behind the techniques. By way of case studies, the course will illustrate the essential techniques and

processes in counselling that claim to restore psychological well-being.

PSY 212

Health & Wellbeing Psychology

Co-Requisite: None

Pre-Requisite:

This course provides students with an introduction to the core themes in Health and Wellbeing Psychology. Students will critically examine the ways in which psychological, biological and social knowledge combine to offer explanations of health, illness and psychological wellbeing. The student will also examine the prominent theories and models in the field and study key aspects of health psychology such as stress, pain, chronic illness and traumatic injury, with a focus on health promotion strategies and ways by which quality of life might be improved. The course aims to enable the student to gain a breadth of understanding across the discipline of health psychology to enable students to identify and describe how health psychology as a discipline can be applied to a wide range of health behaviours and an awareness of the theoretical approach, which underpins the discipline. Throughout the course discussions will take place on established ideas in health psychology and draw on areas such as Social Psychology, Individual Differences and Biological Psychology to expand upon the initial theory and develop the student's understanding

PSY 213

Cultural Psychology

Co-Requisite: None

Pre-Requisite: None

This course explores how culture influences human experience including behaviour, thoughts and emotions by providing a comprehensive introduction to general theories related to culture and diversity. It provides students with a short history of cultural psychology and covers many topical areas in psychology such as motivation, human development, and cognition from a cultural perspective and explores the methodology used by cultural psychologists. The course also aims to stimulate critical thinking and analytic skills generally, and to help students think about their own values and norms from a cultural perspective.

PSY 224

Cognitive Psychology

Co-Requisite: None

Pre-Requisite:

This course gives a grounding in methods, techniques and issues of cognitive psychology and allied disciplines. Focusing on vision, memory, higher-levels of cognition concerned with language and cognitive control, and methodology, it examines how cognitive processes are instantiated in mind and brain. It also provides an historical overview of the schools of thought that led to the inception of cognitive psychology as a distinct academic discipline. This course introduces and reviews the scientific study of the mental processes that underlie cognitive activity; the acquisition, retention, and use of knowledge. Topics covered include human learning, attention, memory, and language. The vision lectures will introduce students to the main theories of how we see objects and briefly consider its neural basis. The course will cover how we use attention to (sometimes) successfully filter out that information which is irrelevant to our current goals. The memory lectures will introduce students to cognitive models describing how we store and retrieve information and experiences (remembering), why this can sometimes fail (forgetting). In terms of language, this course will introduce students to models of reading, speech perception, language comprehension and language production

PSY 225

Educational Psychology

Co-Requisite: None

Pre-Requisite: PSY 122

Educational psychology is concerned with children and young people in educational and early years settings. Psychologists that work in this field tackle challenges such as learning difficulties, social and emotional problems, and issues around disability as well as more complex developmental disorders. They work in a variety of ways including observations, interviews and assessments and offer consultation, advice and support to teachers, parents, the wider community as well as the young people concerned. This course. This module aims to provide a descriptive and critical overview of the practice of educational psychology and to highlight some of the key debates

PSY 226
Health & Wellbeing Psychology 2
Co-Requisite: None
Pre-Requisite: PSY 212

This module continues the student education into the psychological approaches to health and wellbeing. It begins by outlining definitions of public health and how policy and practice have changed over time from incarceration in large institutions to present-day community care. Psychological and sociological perspectives of health are considered alongside psychological approaches to health management. The module then looks at social inequalities in relation to opportunities to recover, including gender and race, as well as other 'actors' within the field such as carers.

PSY 227
Psychology of Special Needs Education
Co-Requisite: PSY 225
Pre-Requisite: None

Special Educational provision, tackling discrimination and adding to the understanding of how to meet the needs of different groups across society, is not only hugely relevant in today's world but arguably also incredibly important. In this course, students will be encouraged to increase their understanding of competing theories in relation to inclusion, and study hidden inequalities in depth. Throughout the course, students will complete a number of subjects which take a more thematic approach where students explore critical issues such as inclusion, equality and entitlement.

PSY 238
Behavioural Neuroscience
Co-Requisite: None
Pre-Requisite: PSY 224

This course introduces students to essential concepts in the field of neuroscience. The course will begin with a basic introduction to the brain and history of neuroscience. Later modules will explore the cellular composition of the nervous system, the process of neuronal communication, basic gross neuroanatomy, the neural basis of sensation and perception and the relationship between the brain and human behaviour. This course will provide students with the basic language and concepts for the field of Neuroscience. The foundational knowledge students will gain in this course will prepare students for biological psychology and biological clinical aspects of

health and disorders. The course will start by covering basic brain anatomy and neurotransmitter system and move on to gross neural pathway within the body such as motor and sensory pathways as well as introducing the neural basis of learning and memory

PSY 311
Counselling Psychology in Context
Co-Requisite: None
Pre-Requisite: PSY 211

This course builds on the learning outcomes from the Introduction to Counselling Psychology Course and provides a breadth of contemporary knowledge about how counselling and psychotherapy are applied in different contexts. It aims to offer students specific applications of counselling and psychotherapy to deal with different contexts and settings. Students will also continue to develop basic counselling skills through lecture activities. They will also learn to critically evaluate theory and practice of counselling and psychotherapies in the field. The course also enables students to consider the role of factors such as culture, gender and age when delivering counselling and psychotherapies. As a research-informed teaching program, will be provided a range of research-based evidence in order to examine empirical foundations of interventions in the field of counselling and psychotherapy. During lectures, students will have the opportunity to understand how to apply different therapeutic models, skills and techniques in various settings. This course involves students taking part in varied activities to help them learn about themselves as a person, as well as learning practical skills and theory. Personal development takes place in all parts of the course, including personal development group work and reflective activity. Students will also take part in regular small group skills practice in tutorial sessions where students will take it in turns to be 'client', counsellor or observer.

PSY 312
Research Statistics in Psychology 1
Co-Requisite: None
Pre-Requisite: GRD 251

The purpose of this course is to introduce students to statistics and data analysis to facilitate students in the completion, under supervision, of a research project based on an independent

piece of psychological research. The module will involve a number of research methods workshops. The course also provides core skills required for more advanced modules that will be taken during the degree. The course will provide students with knowledge of the theoretical principles underlying the statistical tests as well as the ability to independently select the appropriate test and apply it correctly.

PSY 313

Abnormal Psychology

Co-Requisite: None

Pre-Requisite: None

The subject matter of this course is psychopathology, specifically the history, classification, causes and treatment of psychological disorders. Students will critically examine the contribution of psychological, biological, and socio-cultural factors to the expression of psychopathology across the lifespan. The unit considers the historical context of psychopathology and of the Diagnostic and Statistical Manual of Mental Disorders (DSM) currently in its 5th edition before considering in detail anxiety disorders, mood disorders, substance use disorders, schizophrenia and psychosis, eating disorders, sexual and gender identity disorders, personality disorders and cognitive disorders. Ethical and legal issues relevant to the provision of mental health services will be considered.

PSY 324

Statistics for Psychology 2

Co-Requisite: None

Pre-Requisite: PSY 213

This course is designed to further develop students' knowledge and understanding of psychological research and to give methodological skill to complete empirical projects in psychology. The course focuses on four major domains: project design in relation to theory and method; psychological statistics and data analysis, with the use of SPSS; the practical process of applying for ethics in psychology; and the development of effective communication skills in the context of psychological research. Topics addressed include use of SPSS, ethics in research, and data handling and report writing.

PSY 325

Clinical Psychology

Co-Requisite: None

Pre-Requisite: PSY 313

This course will give the student an insight into aetiology, assessment, treatment, and theories within clinical psychology. Selected topics include adult psychological disorders, the neuropsychology of psychological disorders, and mental illness. It provides opportunities for exploring ways in which specific problems such as anxiety, depression and psychosis are understood from medical, cognitive behavioural and systemic orientations, and encourages students to compare and contrast these approaches. The course will cover adult psychopathology, to present the psychological and biological models that have been developed to explain a variety of psychological disorders, and to examine both the empirical foundation of these models and the treatments based upon them such as cognitive therapy. At the end of the course, the student should be able to describe theories of the aetiology of a selected range of disorders, and compare treatment used across a range of disorders and client groups

PSY 326

Emotions & Motivations

Co-Requisite: None

Pre-Requisite: PSY 224

Motivation and emotion are two central concepts in psychology. Motivation is a process that affects the direction, persistence and strength of goal-oriented behaviour. Emotions are feelings or affective experiences that are shaped by a pattern of cognitive, physiological and behavioural responses to specific stimuli. Motivation and emotion are closely related to attitudes humans display: emotions are the result of situations in which our motives and goals are satisfied, threatened or frustrated. These concepts are studied from different perceptions within psychology and the ultimate goal is to understand their role in explaining human behaviour. The module starts with the classic theories of motivation and emotion, continues with the cognitive aspects of expectancies and rewards, their impact on intrinsic and extrinsic motivation, and the disorder apathy. Students will focus on the role of motivation in social behaviour, with particular attention paid to processes of subconscious goal activation and pursuing goal

PSY 327

Sensation & Perception

Co-Requisite: None

Pre-Requisite: PSY 224

This course introduces the physiological and psychological basis of perception across the different sensory modalities in humans and lower animals, with an emphasis on vision. Exploring visual perception such as shape and objects, scenes, colour, space, and motion as well as auditory perception of simple and complex sounds, and location. Further topics may include touch, including perception of temperature, pain and body posture, the chemical senses, and cross-modal influences of the senses on one another.

PSY 411

Internship

Co-Requisite: None

Pre-Requisite: None

This course is designed to provide students with valuable work experience through an internship project which fits around their studies. Students will be supported throughout their internship, which will be provided in a range of organisations. Alongside the internship, students will be supported on topics including work place cultures, project management, CVs, interview techniques, presentation skills and career options.

PSY 412

Research Project 1

Co-Requisite: None

Pre-Requisite: PSY 324

This course is culmination of the practical training and learning on the degree and allows the student to demonstrate their competencies, incorporating many of the research skills and data analysis techniques they will have developed. Students will negotiate the project topic through a structured process and be closely supervised throughout the duration of their research project by an academic member of staff whose personal research focus aligns with the topic. Student will usually work with a project partner, another student engaged in the same piece of research, though groups of up to six are possible, depending on the nature of the project. The supervisor will carefully manage this aspect, in order to ensure that students recognise their individual responsibilities. The skills students will gain in working as a member of a pair or a team add to the transferable skills valued by employers, which

students will develop and provide invaluable experience. The module follows an apprenticeship model of research training, involving regular meetings with the supervisor throughout the module. Students gain ethical clearance, conduct the research project, collect and analyse relevant data and report the findings in a scientific report. This process continue in Research Project 2. Whether the student is working in a group or not, each student will individually produce a final, 6,000-word report.

PSY 423

Clinical Neuropsychology

Co-Requisite: None

Pre-Requisite: PSY 325

This course on clinical neuropsychology addresses the link between brain and behaviour. Neuropsychological assessments provide a scientific way of quantifying and describing the cognitive, behavioural and emotional sequelae of changes in brain function caused by damage or disease. This module introduces students to neuroanatomy, neuropsychological assessment, and neuropsychological rehabilitation.

PSY 424

Research Project 2

Co-Requisite: None

Pre-Requisite: PSY 412

This course is a continuation of Research Project 1. Students will be guided to collect and analyse data from their study and produce a 6000 word research report. Student have already established their research project and submitted ethical clearance. In this course, they will complete their experimental work with supervision. Students may submit an early draft of the final report (excluding the Discussion section) to the supervisor and will receive written feedback on the method and results section.

Psychology Electives (PEC)

PEC 501

Psychological Assessments

Co-Requisite: None

Pre-Requisite: None

This course aims to introduce students to the principles and practice of psychological assessment. The course will focus on a small number of widely used norm-referenced tests of intellectual ability, personality, forensic assessment, attitudes, values and risky behaviour, and how these tests are used individually and in combination as part of psychological assessment. Consideration will also be given to interviewing as an assessment tool and to tests in the forensic setting when considering the risk a person poses. Students will become familiar with the strengths, limitations, interpretation and presentation of findings from a variety of assessment instruments and will learn skills in both assessment planning and report writing. Students will learn about the ethical and social implications of assessment in a variety of contexts. The course is organized around six content domains relevant for psychological assessment: (1) reliability, validity, standardization, prediction; (2) objective assessment of personality and psychopathology; (3) special topics - behavioural medicine, forensic assessment, multicultural assessment; (4) diagnostic interviewing. Opportunities for practice administration of assessment tools will be provided.

PEC 502

Cyberpsychology

Co-Requisite: None

Pre-Requisite: None

Cyberpsychology can be defined as the study of human behaviour and mental processes in the context of human-technology interaction. The focus of this particular course is the impact of the internet and virtual environments on the psychology of individuals and groups. The topics of video gaming, social networking, the use of technology for learning and teaching will also be covered in this module. This module will examine online internet behaviour, identity on the internet, social networking site use and the psychology of the internet in general.

PEC 503

Psychology of Language & Vision

Co-Requisite: None

Pre-Requisite: None

The aim of this course is for students to gain a detailed understanding of theoretical and experimental debates within language and vision: Student will examine what current research tell us about human language and visual systems. Throughout the course students students will be introduced to historical research in the topic and examine recent research in these areas specifically focusing on modern methodologies (for example research using functional MRI)

PEC 504

Forensic Psychology

Co-Requisite: None

Pre-Requisite: None

This module will introduce students to key topics in Forensic Psychology including theories of offending, the development of offending, the rehabilitation of offenders, the criminal justice system, criminal statistics, policing, and the public's response to crime. In particular, this course will focus on (1) fundamental applications of psychology, as a science, for understanding important forensic issues, and (2) key research methods common in forensic psychological research. Throughout the course, students will be encouraged to apply contemporary psychological concepts and methods to understand the important forensic psychological issues outlined.

PEC 505

Applied Behavioural Analysis

Co-Requisite: None

Pre-Requisite: None

This course will show students how the science of behaviour analysis can provide a unique and valuable contribution to applied psychology. The main focus of the module though will examine behaviour analysis across a wide range of clinical and educational settings. Students will be encouraged to start "thinking behaviourally" about a wide area of interventions and in particular how interventions are built on the same basic principles of human behaviour. Students will also be introduced to the idea of a 'science of consequences', and how this way of viewing human behaviour can give us a conceptual framework that has

huge scope in helping us explain what we do. Initially the module will cover some of the fundamental conceptual and methodological issues in the study of complex human behaviour that have informed all applied uses of the science of behaviour change. Therapeutic approaches and interventions to helping people across a wide range of clinical issues will be discussed on this course, topics include: child development and behaviour problems, educational and learning applications, the assessment and treatment of challenging and self-injurious behaviour, the use of contemporary behaviour therapies in stress, depression, etc. (e.g., Acceptance & Commitment Therapy), and best practice in treatment for children with learning disabilities and autism.

PEC 506

Critical Social Psychology

Co-Requisite: None

Pre-Requisite: None

Social psychology has traditionally been an experimental discipline, largely informed by the assumptions of cognitivist psychology. However, in the past three decades there has emerged within social psychology a growing set of critiques of the experimental method and cognitivist focus. The aim of this module is to introduce students to the range of critiques, to explore the diverse theoretical and methodological influences that have informed them, and to show how they have informed new approaches to empirical work in social psychology.

PEC 507

Abnormal Child Psychology

Co-Requisite: None

Pre-Requisite: None

This course aims to give students an overview of the various theoretical approaches to child psychopathology and a holistic understanding of the (i) possible cause, (ii) progression, (iii) symptoms & diagnosis and (iv) treatment of mental disorders specific to the development of children and adolescents and age specific onset. The course will emphasize critical thinking about causes, assessment, symptoms, treatment, and current research in the field. Given the landmark changes occurring in the Diagnostic and Statistical Manual of Mental Disorders (DSM), specific attention will be provided to reviewing the paradigm shift in the

field of psychology assessment and the implication for current diagnostic labels.

PEC 508

Occupational Psychology

Co-Requisite: None

Pre-Requisite: None

Students will gain a detailed understanding into the nature of evidence-based practice in Occupational Psychology. The aim of this course is to introduce students to principles of Occupational Psychology. The course will be taught via a series of lectures, practical work and seminars where lecture topics will be examined in greater depth. This module will provide students with an insight into professional practices of work and occupational psychology. Students will learn about evidence-based practice, including how psychologists utilise theory and methods to inform practice. Students will be introduced to a variety of pertinent organisational topics and will explore these at an individual, group and system level.