

Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in *section 7* should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in *section 7* are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in *section 9* should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. Factual information			
Module title	Psychology 150 - Psychophysiology of Behaviour		
Module tutor	Dr Evan Papanastasiou MD MSc PhD	Level	4
Module type	Taught: Online	Credit value	15
Mode of delivery	100% Online		
Notional learning hours	150		

2. Rationale for the module and its links with other modules

This is a level 4 requirement which will provide an overview of the principles, theory, and applications of psychophysiological assessment and students will become familiar with current psychophysiological research findings. It is concerned with the biological bases of behaviour and it can offer an understanding of psychophysiological aspects of behaviour, emotions, and cognition to your foundation of knowledge and skills. Some of the major topics covered in detail will be addressed in other modules such as Psychology 130 and Psychology 221.

3. Aims of the module

The aim of this module is to provide an introduction to major psychophysiological measures, and help students understand what psycho-physiologists do, how they think about psychology and behaviour. It will provide an introduction to theory and research in major areas of human psychophysiology with emphasis to the major methodological principles in human psychophysiology as well as to the study of behaviour and psychopathology.

4. Pre-requisite modules or specified entry requirements

Psychology 101- Introduction to Psychology

5. Is the module compensable?

N/A

6. Are there any PSRB requirements regarding the module?

N/A

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: demonstrate an understanding of the fundamental theoretical issues that historically have driven the field of psychophysiology</p> <p>A2 Understand the range of applications of psychophysiology to cognitive, clinical, developmental and social psychology</p>	<p>A1, A2</p> <p>A1, A2</p>	<p>Online assigned reading and group discussions aided by a variety of audiovisual resources (slides, videos, films, blogs, websites).</p> <p>Students will be asked to do weekly readings of the lecture-material and the key textbook(s). This reading will be supplemented by further key readings when necessary</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: demonstrate the ability to understand the main principles/approaches in psychophysiology and identify how these approaches may differ or complement each other.</p> <p>B2: demonstrate skills for the gathering and analysis of data for problem solving purposes.</p>	<p>B2</p> <p>B1, B3</p>	<p>Critical analysis of papers and presentations on selected Psychophysiology topics</p> <p>Module readings will help the students focus on problem solving techniques</p> <p>Written assignments will allow the students to explore various concepts and principles.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Evaluate the usefulness of the psychophysiological concepts and theories as well as relevant analytical tools</p> <p>C2: demonstrate an ability to reflect upon their experience</p>	<p>C2, C3</p> <p>C4</p>	<p>Individual projects (in writing)</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Show they can manage effectively the time needed to read from various sources, understand, build an argument and submit written work</p> <p>D2: Demonstrate ability for effectively communicating their ideas, arguments and work effectively in a collaborative environment and reflect on its advantages and challenges</p> <p>D3: Ability to use information technology skills</p>	<p>D1</p> <p>D2, D3</p> <p>D4</p>	<p>Individual projects (in writing)</p> <p>Online class discussions and reflection exercises</p>

8. Indicative content.

Indicative topics to be explored:

Actions and interactions of the nervous system and the endocrine, muscular, cardiovascular, respiratory, reproductive and digestive systems. Human brain and its connecting structures, neuropathology, normal and abnormal psychological functioning. Effects of psychotropic drugs on the nervous system. The physiology of emotion, motivation, learning and memory, and psychopathology. Approaches to neuropsychological assessment and effects on behaviour.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

To measure progress toward fulfillment of these outcomes, students will be required to complete the following assessments: writing an essay, critically appraising an article of their choice and briefly answering 5 questions in writing. Further guidelines will be given in class.

Beyond summative assessments, formative assessments will remain a critical assessment method particularly for the new online delivery of this module. 'Formative' assignments will be set for teaching purposes only and the scores will not count towards the overall continuous assessment score (OCAS) but its use can be an extremely valuable technique to enhance student understanding, evaluate student participation, and build engagement.

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Journal Club: Critical appraisal of an article (about 1,000 words)	30%	2		Please see table below
Essay on a given topic, using up to 5 scientific references (about 1,000 words)	30%	4		
Questions , (short answers to 5 questions, 100 words each)	40%	6		

Assessment tasks	A1	A2	B1	B2	C1	C2	D1	D2	D3
Journal Club	X	X	X	X	X	X	X	X	X
Essay	X	X	X	X	X	X	X	X	X
Questions	X	X	X		X	X	X	X	

10. Teaching staff associated with the module
Name and contact details
Dr Evan Papanastasiou, MD MSc PhD, epapan@act.edu

11. Key reading list				
Author	Year	Title	Publisher	Location
James W. Kalat	2019	Biological Psychology 13e	Cengage	

12. Other indicative text (e.g. websites)
Further material to be handed out in class and uploaded on Moodle

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

GRADING & ACADEMIC POLICIES

ASSESSMENT DEADLINES

Students must submit work by the deadlines set in the module outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalized in line with the following tariff: Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days is refused, mark of 0. Submission after the deadline will be assumed to be the next working day. Mitigating circumstances will be evaluated by the AS&PC.

Assessment of non-degree students taking OU-validated courses (e.g., Study Abroad)

Same method of assessment, i.e. only “summative” assessments determine final grade. However, since those students are not pursuing an OU degree, they are not subject to resits or second marking, and final grade is calculated as the (weighted) average of all “summative” assessments, without requirement of passing all summative assessments to pass the course.

Revised Absence Policy – Effective Spring 2017

Maximum Allowed Number of Absences

The maximum allowed number of absences for all ACT courses stands at **6 (six) hours per course**.

Excusing Absences

To excuse absences for good cause (such as medical reasons or personal crises), the student should contact the Registrar’s office and, ahead of time or **at the latest within a week from the time the absences took place**, provide written proof of the cause of the absences. The documents submitted are then evaluated by the Associate Dean for Administration and Student Affairs, who decides whether there are valid grounds for excusing the absences.

Successful Attendance

A student is considered to have successfully attended a course if he/she has attended 75% of the course lectures. Thus, **the maximum number of absences (excused or not) stands at 11 hours per course**. In case of an unsuccessful attendance, the student is administratively withdrawn from the course. The student has the right to appeal the decision to be administratively withdrawn from a course due to excessive absences and seek reinstatement. In this case, the student, **within three working days**, must fill in a ‘mitigating circumstances’ form in the Registrar’s office, where the reasons of the appeal should be explained. Following this, a formal hearing of the Academic Standards and Performance Committee (ASPC) takes place. The decision of the Committee is final.

ACADEMIC INTEGRITY

All academic divisions at ACT, both undergraduate and graduate, will apply the following policy on academic integrity and be included in the syllabus: “A student committing an act of Academic Dishonesty in a given course will receive an F (0 percentage points) in the assignment where the academic infraction took place. If a student commits an act of Academic Dishonesty for a second time in the same course, this student will receive a failing grade in that course”.

Special Accommodations

If you have specific physical, psychological, or any other learning disabilities that you believe may require accommodations for this module, you should visit the Dean's office by bringing the appropriate documentation.

The Learning Hub (1st floor, Bissell Library) is staffed by experienced English faculty and you are encouraged to use its services.

GRADING SCALE

Grade Description	UK points	US Letter Grade	US point grade
Excellent	70+	A	4.0
Very Good (high)	65-69	A-	3.67
Very Good (low)	60-64	B+	3.33
Good (high)	55-59	B	3.0
Good (low)	50-54	B-	2.67
Satisfactory (high)	45-49	C+	2.33
Satisfactory (low)	40-44	C	2.0
Fail	0-39	F	0