



**QUEEN'S  
UNIVERSITY  
BELFAST**

SCHOOL OF  
PSYCHOLOGY

# PSYCHOLOGY AT QUEEN'S

A UNIQUE STUDY  
ABROAD EXPERIENCE

**THE SCIENCE  
BEHIND BEHAVIOUR**





**The School of Psychology at Queen's provides excellent training in Psychology and currently offers a variety of undergraduate, postgraduate taught and postgraduate research degrees.**

We have world-class facilities including a movement Innovation Lab which contains state-of-the-art technology. This includes 22 Motion Capture cameras for movement analysis, AMTI force platforms for analysis of gait and posture and virtual reality systems for studying decision-making and testing products. Our Child Development Lab includes one-way mirrors, built-in video cameras and playback system, sound recording and EEG testing.

Our research collaborations across themes, different Schools within the University, and colleagues from other Universities produce ground-breaking research that furthers psychological knowledge and engenders a spirit of enquiry into Psychology from the most junior undergraduate to the most senior professor.

Our research is organised around five areas that reflect the expertise and interests of current staff and contemporary themes in Psychology. These groups are:

- Development and Cognition
- Perception and Action
- Social Psychology
- Health, Welfare, and Clinical Psychology

This encourages cross-disciplinary and inter-institutional research collaborations which respond to societal needs nationally and internationally.

The School of Psychology is truly world-leading in both teaching and research output.

Psychology at Queen's is rated 9th out of 82 in the UK for research intensity and tied 18th for research impact. (REF assessment 2014)

### **WHAT CAN YOU STUDY?**

Study Abroad students at Queen's normally take three modules (classes) per semester. Modules are usually worth 20 credits each and students require 60 credits per semester. This equates into 15-18 US credits or 30 ECTS credits.

The following modules were offered in the 2019/20 academic year. Please note these may be subject to change in subsequent years.

## Semester one (Fall)

Module	Level	CATS	Module description
Applied Animal Psychology	3	10	The module will introduce students to the area of animal psychology, focusing in particular on the applied aspect of this field. Lectures will cover topics of animal welfare, animal ethics, environmental enrichment, pet behaviour therapy and companion animals and human health. A three-hour trip to Belfast Zoo will help to translate lecture-based theory into application.
Sport and Exercise Psychology	3	10	The module will introduce students to a variety of topics examining human behaviour in sport and exercise contexts. The content will begin with understanding the major developments in the history of sport and exercise psychology before progressing to exploring specific aspects such as motivation, team and group dynamics, improving performance through the use of imagery, the relationship between exercise and psychological well-being, concluding with the social construction of sport and exercise as seen through the lens of disability, gender, age, sexual orientation and ethnicity.
Typical and Atypical Literacy Development	3	20	This module will examine current and historical perspectives of typical and atypical literacy development. The development of reading ability from early language perception to proficient text processing will be examined. We will discuss approaches to the acquisition of literacy, and the theoretical underpinnings of developmental dyslexia and specific language impairment (SLI). This module will be of interest to a wide range of psychology students, but will be of particular relevance to those intending to pursue a career related to education or to postgraduate research and study.
Using Nudges to Change Behaviour	3	20	This module will introduce students to recent theory and practice relating to behaviour change. Specifically, it will consider the psychology of "nudges", small changes to choice architectures which encourage certain desirable behaviours without making those behaviours mandatory. Having addressed important theoretical background, the module will consider nudges in a variety of contexts including health, finance and pro-social behaviour. The module will conclude with a consideration of implications of nudge theory for policy and the very recent debate about the ethics of nudges. The module will be assessed via group reports proposing, analysing and justifying novel nudges for particular applied contexts.
Introduction to Political Psychology	3	20	This course aims to introduce you to the field of political psychology. The module will cover different core areas of political psychology such as race and racism, social movements, political extremism, polarization and youth and political violence. Throughout the course, you are expected to develop an understanding of the basic psychological processes underlying our political thoughts and behaviours and apply this information to real life situations.

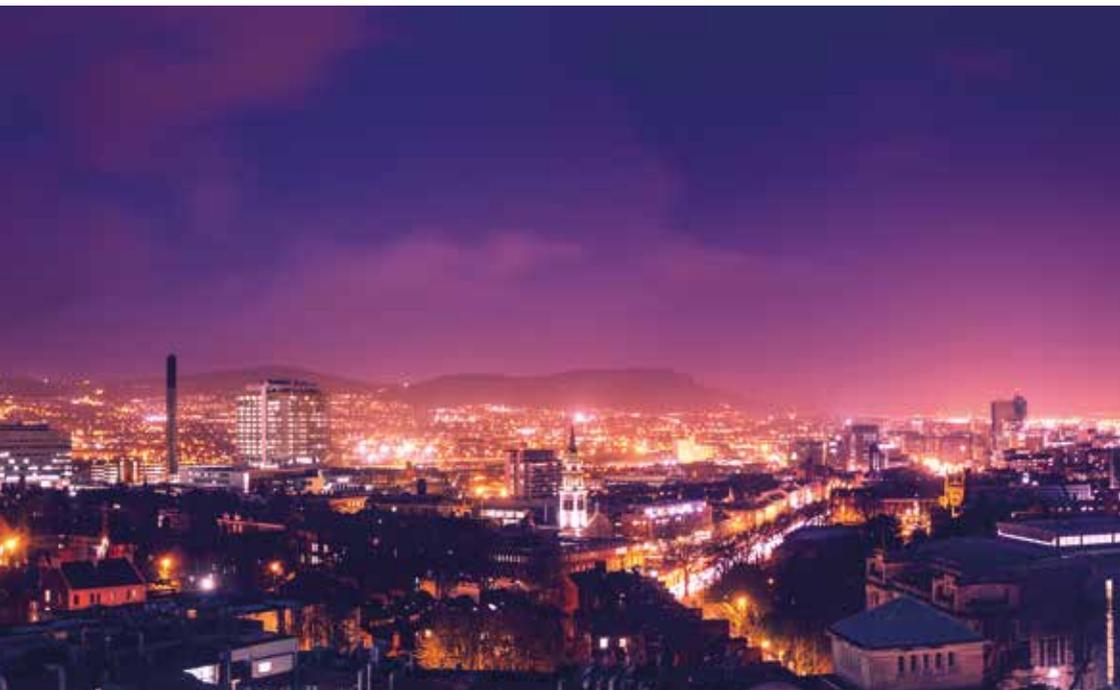


## Semester two (Spring)

Module	Level	CATS	Module description
Psychological Methods	1	20	The aim of this module is to give students experience in undertaking a psychological research project under the supervision of academic supervisor. The project will be defined and have been granted ethical approval in advance of the module start date. Students will work as a lab-group, comprising weekly meetings with the research supervisor. These meetings will introduce the theoretical background to the study and its hypotheses, outline the methods and data analyses required to evaluate the hypotheses, and teach how to write a psychological research paper. Students will start the module by formulating a data collection strategy and implement this to collect the data within an agreed period of time. They will then perform the appropriate analyses on the data and write up the results as a psychological research paper.
Ageing: Mind, Brain and Behaviour	3	20	This module covers the way key psychological processes change over the lifespan. We will discuss questions including: Can we live forever? Is ageing a disease, and can it be treated like a disease? Are older people wiser? Is the lifespan genetically determined? In a series of lectures, we will cover how healthy ageing affects brain structure and function, memory, executive function, emotion and mobility. We will also cover the key pathologies that come with age including dementia and Parkinson's disease. Finally, we will talk about the extent to which genetic factors affect ageing.

## Semester two (Spring)

Module	Level	CATS	Module description
Psychology of Gender	3	20	This course introduces students to the psychological literature on gender. Course topics include the causes of sex differences and similarities, the influence of gender roles on life experiences including those related to workplace/ leadership, parenting, sexuality, violence and aggression, as well as the relationship between gender and health and well-being.
The Psychology of Intergroup Relations: Theory and Applications	3	20	The aim of this module is to provide students an insight into the role of psychology in explaining intergroup relations from both a theoretical and applied perspective. During the course of the module students will get a thorough grounding in the theories underlying prejudice and discrimination and how this can be ameliorated. The module occurs in two parts. In the first, students will critically examine theories of prejudice and prejudice reduction. In the second, students will have an opportunity to explore how these theories have been adapted and applied to create interventions focusing on children and young people within divided societies.
An Introduction to Clinical Health Psychology	3	20	This module is an introduction to Clinical Health Psychology. The module will comprise four broad topics which will be divided across the Spring Semester. Topics will include Introduction to Clinical Health theories and research methods; coping with long-term illness; art-based approaches to enhancing wellbeing and public health and health promoting strategies.
Evolutionary Psychology and Comparative Cognition	3	20	The aim of this module is to provide students with an insight into comparative psychology by looking at similarities and differences between human and animal cognitive abilities across a range of domains and how evolutionary theory can be used to explain behaviour in humans and animals.





As part of the vibrant research culture within our School, we run a regular programme of seminars for staff and students. Visiting speakers and researchers from around the world present research relating to the School's research themes.

### MORE INFORMATION

Students can also opt to take modules from other disciplines across the University or to undertake a survey/research module of independent study

\*Some module choices may require demonstration of prior learning. This is detailed in the course catalogue.

### STUDY ABROAD STUDENTS HAVE THE OPPORTUNITY TO APPLY TO TAKE PART IN RESUS

The Research Experience Scheme for Undergraduate Students at the School of Psychology, Queen's University Belfast (RESUS) is intended to provide an online framework within which psychology undergraduates can gain valuable experience working on research projects with members of staff here in the school.

This work might involve a range of activities including:

- Designing stimuli
- Recruiting participants
- Running experiments
- Coding data

In the process, students will gain a greater understanding of how research is performed, as well as developing key skills in the specific areas in which they work.

## MEET OUR STAFF AND STUDENTS



Dr Laura Taylor is a Lecturer in the School of Psychology at Queen's University, Belfast. Her research uses an intergroup developmental approach to study risk and resilience processes for youth in settings of protracted conflict. Her work has implications for youth outcomes, such as aggression and prosocial behaviours, as well as broader psychosocial processes, such as shared education and intergroup relations, which may fuel or constrain conflict. Toward this end, she studies how and why violence affects behaviours and attitudes related to conflict transformation, primarily during adolescence. Through teaching and mentoring, she engages undergraduate and graduate students in research that is sensitive to the psychological needs of individuals and communities, particularly in divided societies.

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Dr Matthew Rodgers is interested in the links between auditory perception and skilful action. His research investigates how people time movements to different auditory events, such as synchronising with a beat, walking to rhythmic sounds (particularly as an aid for gait in Parkinson's disease), or catching a moving object without vision. He also looks at how 'movement sonification' (using motion capture data to trigger sounds in real-time) can be used as feedback to enhance learning of motor skills. This involves research into both fundamental questions of perceptual-motor learning, and applications to habilitation for children and adults with Visual-Impairment. He is also interested in skill acquisition in music performance, including understanding how sound-movement coupling emerges through musical training, techniques to enhance musical skill acquisition, and understanding skillful adaptability in the context of music improvisation.

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I made the decision to study at Queen's School of Psychology for a number of different reasons. The biggest draw for me was the impressive staff. I learned that most professors work on their own research while also teaching and I enjoyed the idea of learning from individuals who are active within the field of psychology.

Queen's University and the School of Psychology surpassed all my expectations. I was very nervous moving to a different country, being on my own and beginning the next step in my education. All my fears and insecurities were quickly put to rest with the start of orientation week. The School had set up a week where all first years got to know the staff, their peers and the campus. It was very informative and quite fun. Before I knew it I was swept into the hustle and bustle of my first year at Queen's. The lectures, essays, lab reports and various assignments have kept me very busy. However, despite the late nights studying and cramming I have thoroughly enjoyed my first year in the School of Psychology. It has been a long time since I have studied something that equally interests me and challenges me. Psychology offers both of these things.

Jessica Geiger USA



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