



**LITE Regal**  
EDUCATION

## **Lite Regal 2 Week to 4 Week Summer Psychology Course** **PSY201 in London and Cambridge**

**Credits : 3.5 (Please Ensure acceptance by Students College)**  
**Summer Course : Introduction to Psychology Psychology**  
**Level : Senior High School 15-18**  
**Availability: Cambridge University and London University**  
**Duration : 2 – 4 Weeks**

### **Outline**

The content of the psychology course is to inspire, nurture and develop learners in Psychology. It is meant to be for high School Students who wish to know more about psychology and wish to take this at University Level and wish to have a background of what being a psychologist is all about. The overall teaching and learning strategy for Psychology is 'student centred'. A variety of teaching and learning methods are employed in order to ensure the acquisition and development of appropriate concepts, knowledge and skills and to achieve the stated learning outcomes. Active learning is promoted via: practical classes; laboratory workshops; seminars; tutorials; self-directed study; lectures; videos; IT sessions; and guided study. In addition, for each module, there will be a one-hour session per week where a member of Staff.

The specification provides insight into, and experience of, how psychology works, stimulating learners' curiosity and encouraging them to engage with psychology in their everyday lives, enabling them to make informed choices about further study and about career choices.

Professional: Will receive Membership of the British Psychology Society  
You will also have support throughout your course from your personal tutor.

The aims of the programme are as follows:

- To introduce students to a wide range of perspectives in modern psychology;
- To introduce students to key conceptual issues and controversies in psychology;
- To develop students' skills of empirical investigation;

- To sensitise students to ethical issues and their appropriate resolution in psychological research;
- To develop an understanding of a range of applications of psychology;
- To develop students' powers of critical analysis and evaluation;
- To develop students' transferable skills;
- To encourage independent learning in psychology.
- An appreciation of how subject specific knowledge and practice is applied in a forensic setting



## **MODULE 1: BIOLOGICAL PSYCHOLOGY**

### **Domains: Neuropsychology, Cognitive Neuroscience**

Usually, first year students that study Psychology will be introduced to the domain of Cognitive Neuroscience. The basis for this is that, in order to understand mental illnesses and the human mind in general, students must first learn about the structure of the brain and the history of how scientists began to question the way brain structure/traumas influence how we act and think.

The purpose of this first module is to introduce pupils to Biological Psychology in a fun and creative way. This domain covers major topics such as:

1. Neuroplasticity, meaning the brain's ability to continuously change and grow in response to the each individual's genes and life events.

2. The Evolutionary Perspective and how humans learned about our species by studying other species that are closely related to us.

3. Cognitive Neuroscience, which studies the neural bases of cognition (the term that refers to processes such as thoughts and memories). This topic is the newest and most exciting one in the domain of Biopsychology, and it is quickly growing with a body of new research and discoveries.

Although there is a lot of information to cover about this domain, we want to concentrate on efficient and fun methods to make each participant to understand the basis of this area and why it is important to study it if you want to pursue a career in Psychology.

This is why we prepared the following activities during Week 1: First, we are going to use PowerPoint presentations with images to actually show the students the structure of the brain and how scientists gradually discovered the way it affects our personality and thoughts. After the presentation, each student will be asked a question about the topic that was presented and asked about what they find exciting in this domain.

**ACTIVITIES:** In the afternoon, participants will be presented the most well-known experiments and case studies from Neuropsychology, such as the “The Tan Patient Case”, a case about a man who lost his ability to speak and had epilepsy attacks, that could only manage to pronounce the syllable “tan”. They will also be presented with the most recent studies in brain mapping and how research in this certain field is done. We will be using videos that offer an insight on how procedures such MRI, fMRI and CAT Scans work. After the presentation, the pupils will be divided into groups for the discussion part. They will have a brief debate about the Tan case study, and why do they think further research is important.

Source materials and books that can be recommended to those who would like to further pursue Neuropsychology could be:

*Bear, M. F., Connors, B. W., & Paradiso, M. (2006). Neuroscience: Exploring the brain*

*Pinel, J. P. (2014). Psychology: introduction to physiological psychology. Boston: Pearson*

## MODULE 2: INTRODUCTION IN PSYCHOLOGY

Domain: Approaches in Psychology

In this second module we will begin to talk about the way the domain of Psychology has evolved over the years, along with the most important discoveries and experiments and personalities who have revolutionized this domain. We will begin the Week 2 courses with morning classes in which we will present all of the well-known approaches in Psychology, such as:

1. The Psychoanalytic approach
2. The Behavioural approach
3. The Humanistic approach
4. The Cognitive approach

We will start off by presenting the most popular of those approaches, meaning Freud's Psychoanalysis. Since most are familiar with his name and the work he has done, the participants will find it easier to understand and pay attention to the information that is presented. The course will cover topics such as dream interpretation, coping mechanisms, and even hypnosis. Those are the kind of topics that will easily peak the interest and will be very useful to use in the discussion and debates that are to follow during the week.

The following approach to be presented is the Behavioural approach. Another well-known paradigm in Psychology, we will discuss about what classical and operant conditioning mean and how they are of use in therapy. We will also present the works of John Watson and B. F. Skinner and how they put the emphasis on scientific and objective methods of investigation. The central dogma of behaviourism is the assumption that all behaviour is learned from the environment, which helped to further develop the „learning theory". The best way to explain this approach is by presenting both Pavlov's experiment and the Skinner Box.

Next we will be talking about the Humanistic approach, which holds at its core the belief that all humans are basically good and that we all have free will. In summary, the discussion will cover topics such as Roger's definition of „the self", Maslow's Pyramid of needs and both their beliefs about how human beings seek fulfilment.

Last but not least, we will discuss the Cognitive approach in Psychology. Along with the development of better experimental methods, the cognitive approach evolved and focused more and more towards the understanding of human information processing and research done in strict laboratory investigations.

**ACTIVITIES:** Each one of those presentations will be followed in the afternoon by a workshop in which students can further discuss the meaning of each approach and what aspects and beliefs they think are true or false. For the debate part, we will split them into two groups and they will have to use the information presented earlier in the day so they will be able to put together well thought arguments and use what they learned. Each debate will be monitored by a coordinator that will give them clear topics and time to discuss, and teach them how to properly present their ideas.

This module is quite important as it serves as an example and basis on what first year Introduction in Psychology courses will cover.

## **MODULE 3: CRIMINOLOGY**

### **Domains: Forensic Psychology**

During Week 3, we will approach the domain of Forensic Psychology, a domain of great popularity that most of the participants will find quite interesting. They will find out what it means to study Criminology, what forensic psychologists do and some of the most interesting and famous murders and criminals. We have prepared a few documentaries and short clips about well-known criminals such as Ted Bundy, John Wayne Gacy and Adam Lanza.

After the viewing of the clips, a short discussion will be followed and pupils will be asked why would they like to study those kinds of cases or why they think Criminology is an interesting aspect and which could be the difficulties faced when working in this kind of field.

Then we will present to them the job description of a Forensic Psychologist. They are usually licensed psychologists who specialize in applying this knowledge in legal matters. They can participate in a variety of cases such as personal injury cases, child custody, mediations/dispute resolutions and can examine the mental state of the criminal defendants. To make it easier to understand, we will present examples from popular TV Shows such as Criminal Minds, but with a more realistic approach. We know that Criminology and serial killers are very popular topics for movies and shows, so they will find it much more fun and relatable if we use examples that they already know and are familiar with.

The participants and those who are willing to pursue a career in this domain must learn that the most vital skills they should develop are:

- Solid psychology training and experience
- A very good understanding of statistics and the experimental aspect of Psychology
- Legal knowledge
- Good writing skills
- Strong oral presentation skills

## **ACTIVITIES:**

Participants will be split into groups and asked to do a project on a famous serial killer. They will have to do the research about the criminal's history, how he murdered his victims, and how he got caught/the consequences he had to face. Each team will do a presentation in front of the others and analyze the criminal from a psychological standpoint. The other participants and the coordinator can ask questions, so the team will have to show what they learned during the courses. Each team will receive, at the end of the week, feedback from both the coordinator and the other teams, so they will know which are their strong and weak points when it comes to researching and doing oral presentations.

Reading recommendations:

*Davies, G and Beech, A (2012) Forensic Psychology: Crime, Justice, Law and Interventions. Chichester: British Psychological Society and John Wiley and Sons.*

## **MODULE 4: SOCIAL PSYCHOLOGY**

**Domain: Organizational Psychology**

In the last week, Week 4, we will discuss one of the domains that is usually studied by both second year and third year Psychology students. Social Psychology is a broad term that encompasses the term of Organizational & Industrial Psychology (also known as I/O Psychology). In short, Social Psychology refers to the study of how people's feelings and actions are influenced by the presence of others. To better explain how social influence works, we will present the pupils some of the most famous experiments that shaped this domain, such as: The Stanford Prison Experiment, Asch's Conformity Study, and The Halo Effect. Each of these experiments will be further discussed after each presentation, giving the pupils the opportunity to better understand them and the influence we are exposed to in everyday life.

In the remaining days we will discuss what it means to work in the field of Organizational Psychology, also known as the domain of Human Resources. Those who work in Human Resources Departments usually have to take care of hiring process of new candidates for an open job. They need to carefully recruit, interview and select potential candidates and examine their skills, personality and ability in order to make sure they are the right fit for the company.

**ACTIVITIES:** To make the participants more familiar with how the recruiting process works in companies, we will split them in teams and give each team a batch of 3 different CVs and a job description. Based on the description and the CVs they were given, they will need to consult each other and decide as a team which candidate they view as the most fitting for the job. This not only will help them develop teamwork skills, but also give them an insight of how human resources operate in corporations and how should structure their CV in order for it to make a good impression.