



Course syllabus for

## **Experimental psychology, 15 credits**

Experimentell psykologi, 15 hp

This course syllabus is valid from autumn 2008.

Please note that the course syllabus is available in the following versions:

[Autumn2007](#) , [Autumn2008](#) , [Autumn2009](#) , [Autumn2010](#) , [Autumn2011](#) , [Autumn2012](#) , [Autumn2013](#) , [Autumn2014](#) , [Autumn2015](#) , [Autumn2017](#) , [Autumn2020](#) , [Autumn2021](#) , [Autumn2022](#) , [Autumn2023](#) , [Autumn2024](#)

Course code	2PS001
Course name	Experimental psychology
Credits	15 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Psychology
Level	G1 - First cycle 1
Grading scale	Fail (U), pass (G) or pass with distinction (VG)
Department	Department of Clinical Neuroscience
Decided by	Programnämnden för Psykologprogrammet
Decision date	2007-06-21
Revised by	Programnämnden för Psykologprogrammet
Last revision	2008-09-16
Course syllabus valid from	Autumn 2008

### **Specific entry requirements**

Ma B, Sh A with at least the Pass grade/3.

### **Objectives**

Part 1 On completion of the course, the student should be able to define and understand the meaning of descriptive statistical concepts (e.g. population, random samples, measures of central tendency, variance) and statistical inferences (e.g. significance, significance level, intra-person and inter-person comparisons, t-tests), and be able to discuss and carry out statistical analyses of simple experimental data account for the principles of experiment planning and analyse strengths and weaknesses of experimental methodology in different research contexts plan and carry out a laboratory session in the form of a small experiment and in writing be able to analyse, report and discuss the results of this discuss his own as well as another student's report of an implemented experiment in a seminar Part 2 On completion of the course, the student should be able to account for how our sensory organs and our brain interpret the environment in psychological meaningful units and various theories about this account for the principles of how we pay attention to certain information but not other Part 3 On

completion of the course, the student should be able to account for basic driving forces such as for instance hunger, thirst, sexuality, social identity and self-assertion based on a psychological, evolutionary and neuro-scientific perspective account for basic emotions and reflect on in what way, feelings (or emotions) such as joy, anger or shame play a central role in the life of people. account for the stress concept from a biopsychosocial perspective

## Content

Part 1 Experimental methodology, 5 credits (Experimental methodology) This part gives an introduction to statistics dealing partly with descriptive statistical concepts such as population and interaction, distribution, measures of central tendency (e.g. average), variation (e.g. standard deviation) and statistical estimations, partly introducing inference statistics with significance testing of differences between two groups. Further, an introduction is given to experimental research methodology with an overview of basic concepts such as experimental variables (independent, dependent and irrelevant variables), experimental control, and causal inferences. Further, the planning of experiments, and the usability of the experimental methodology are discussed for various types of questions. Part 2 Perception and Attention, 5 credits (Perception and Attention) This part treats sensory functions, perception, i.e. how our senses get information about the world around us, and about events in the own body, and psychological research on how this information is interpreted and used. The neurophysiological background to these functions is treated comprehensively. The perception machinery can not treat all available information but attention processes select the information to be prioritised, and will govern actions. Theories around and the neurological basis of attention are treated. Part 3 Emotion and Motivation, 5 credits (Emotion and Motivation) This part deals with driving forces and emotional dynamics behind human action. Specifically original, biologically based driving forces such as hunger, thirst, sexuality and emotional attachment to other people, and social motives such as dominance and neurophysiological control of these. Feelings are treated within the concept of emotion, where basic emotional conditions such as joy, grief, fear, anger and disgust are treated from evolutionary biological, psychological and neuro-scientific perspectives. Further, emotional communication is treated, and the interplay between emotion and other psychological processes.

### **Experimental methodology, 5.0 hp**

Grading scale: VU

### **Perception and attention, 5.0 hp**

Grading scale: VU

### **Emotion and motivation, 5.0 hp**

Grading scale: VU

## Teaching methods

The main part of the teaching takes place in the form of lectures/seminars where the students are encouraged to active participation. Further, demonstrations and statistical calculation exercises, and an implementation of a laboratory work, are included. This implies that the students in groups formulate a question for an experiment, and plan, implement, analyse, report and discuss this.

## Examination

The course is examined separately for each part. The grades Fail (U), Pass (G) and Pass with distinction (VG) are applied: Part 1: This part is examined through a) written examination (grades Fail/Pass/Pass with distinction), and b) a written report of an implemented group laboratory session, and oral public

review of this in a seminar. It is also required that the group acts as a critic of another group's report (grades Fail/Pass). For a Pass grade in this part, a Pass grade is required both in a) and b). A Pass with distinction requires a Pass with distinction in the examination and a Pass in the group laboratory session. Part 2 and 3: These two parts are examined separately in a common written examination at the end of the course. The two part examinations are graded separately with Fail/Pass/Pass with distinction. Participation in laboratory sessions and calculation exercises, and certain seminars are compulsory for a Pass grade. For a Pass grade in the whole course, at least a Pass in all the parts of the course is required. For Pass with distinction in whole course, Passed with distinction is required in at least two of the three parts of the course. Make-up opportunities for examinations are provided according to KI's guidelines.

## Transitional provisions

The interim regulations follow KI's local guidelines. For a course that has been closed down or undergone major changes or where the reading list has been changed considerably, two more tests (excluding regular tests) of the previous contents and literature should be given during a period of one year from the date of the change .

## Other directives

Course evaluation, based on the expected learning outcomes of the syllabus, takes place according to KI's local guidelines. Results and possible actions are communicated to the students in the course web page.

## Literature and other teaching aids

*Borg, E; Westerlund, J*

### **Statistik för beteendevetare**

1. uppl. : Stockholm : Liber, 2006 - 456 s.

ISBN:91-47-05335-6 LIBRIS-ID:10162703

URL: <http://www2.liber.se/bilder/omslag/100/4705335o.jpg>

[Library search](#)

*Brace, Nicola; Kemp, Richard; Snelgar, Rosemary*

### **SPSS for psychologists : a guide to data analysis using SPSS for Windows (versions 12 and 13)**

3. ed. : Basingstoke : Palgrave Macmillan, 2006 - xviii, 450 s.

ISBN:1-4039-8787-4 (hft.) LIBRIS-ID:9971180

[Library search](#)

*Craig, A.D.*

### **A new view of pain as a homeostatic emotion**

2003

URL: [A new view of pain as a homeostatic emotion](#)

Ingår i:

### **Trends in neurosciences[Elektronisk resurs].p Reference edition**

Amsterdam : Elsevier Biomedical, 1978-

LIBRIS-ID:9033782

URL: <http://www.sciencedirect.com/science/journal/01662236>

(2003) s. 303-307

*Gazzaniga, Michael S.; Ivry, Richard B.; Mangun, George R.*

**Cognitive Neuroscience : The Biology of the Mind**

3 ed. : London W W Norton & Co Ltdc 2008 : W W Norton & Co Ltdc 2008, 2008  
 ISBN:0-393-11136-1 LIBRIS-ID:10925409

[Library search](#)

*Lännergren, Jan*

**Fysiologi**

4., [uppdaterade] uppl. : : Lund : Studentlitteratur, 2007, - 355 s. : ill.  
 ISBN:978-91-44-04775-1

[Library search](#)

*Myers, David*

**Psychology**

8 : New York : Worth Publishers, 2006  
 ISBN:0-7167-5251-4

[Library search](#)

*Oatley, Keith; Dacher, Keltner; Jenkins, Jennifer M.*

**Understanding emotions**

2. ed. : Malden, Mass. : Blackwell, 2006 - xxvi, 508 s.  
 ISBN:1-4051-3103--9 (hft) LIBRIS-ID:10097003

[Library search](#)

*Reisberg, Daniel*

**Cognition : exploring the science of the mind**

3. ed. : New York : Norton, cop. 2006 - xvi, 529, 91 s.  
 ISBN:0-393-92542-0 LIBRIS-ID:10070218

[Library search](#)

*Svartdal, Frode*

**Psykologins forskningsmetoder : en introduktion**

1. uppl. : Stockholm : Liber, 2001 - viii, 295 s.  
 ISBN:91-47-05056-X LIBRIS-ID:8354383

[Library search](#)

*Wagner, Hugh*

**Människans drivkrafter : motivationens psykobiologi**

*Price, Thomas*

Lund : Studentlitteratur, 2003 - 181 s.  
 ISBN:91-44-02970-5 LIBRIS-ID:9134093

[Library search](#)