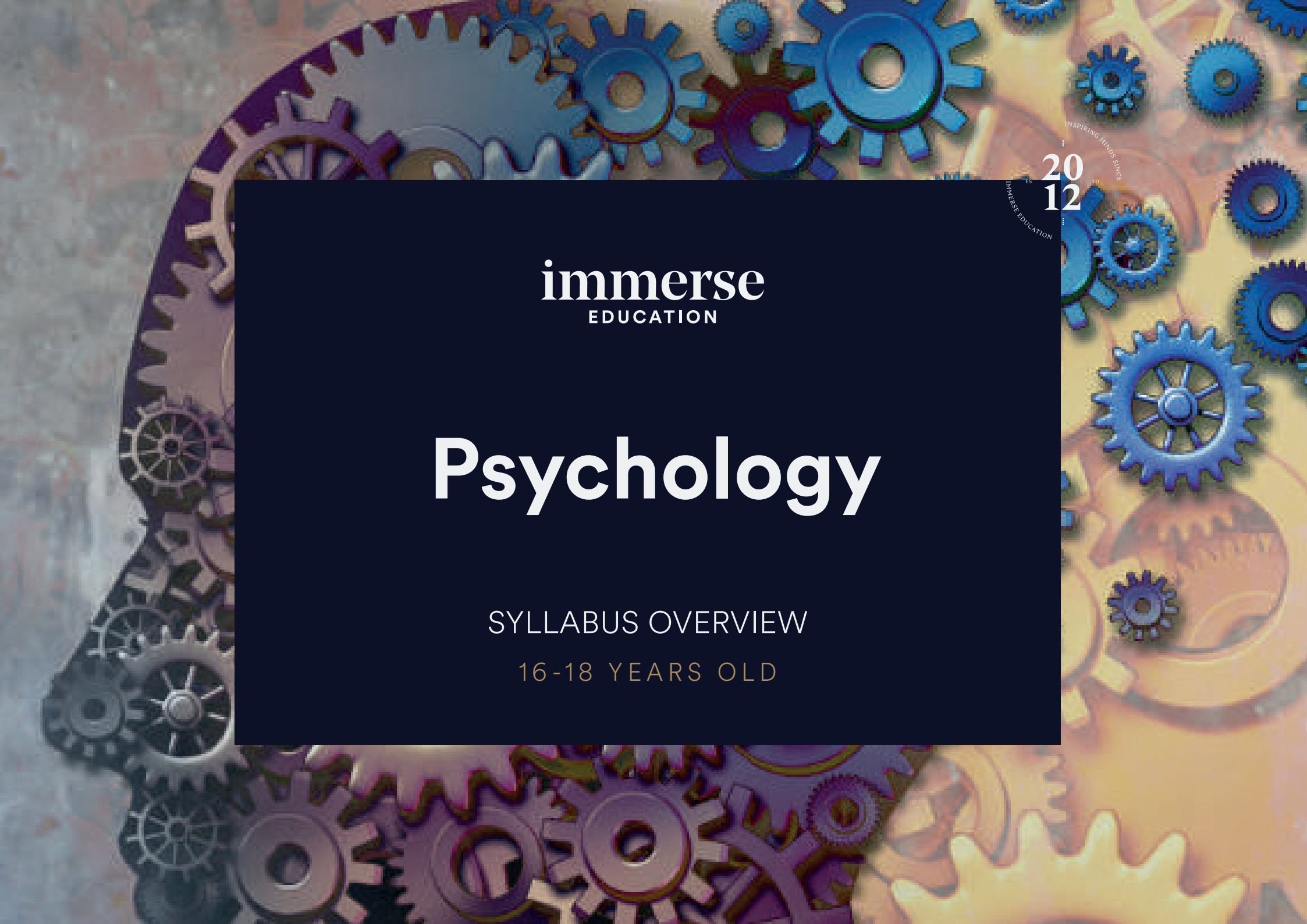
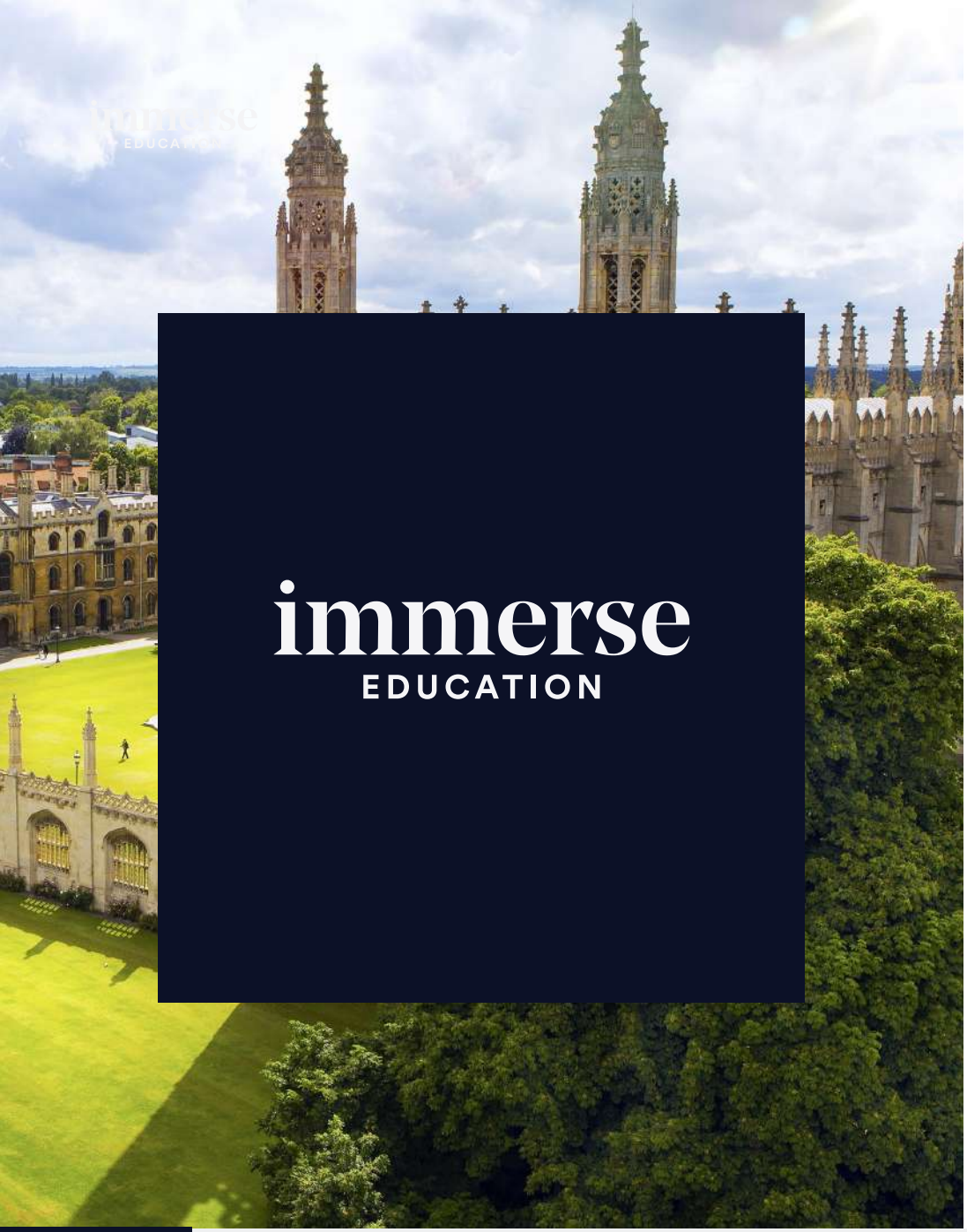

immerse
EDUCATION
Psychology
SYLLABUS OVERVIEW
16-18 YEARS OLD
INSPIRING MINDS SINCE
2012
IMMERSE EDUCATION



About the Programme

The aim of these introductory programmes is to provide participants with academically challenging content in a classroom environment based on the university style of learning. Through academic sessions, the programmes also offer young students unique and valuable insights into what it would be like to study their chosen subject at an advanced level.

This Syllabus Overview provides a summary of the topics and subject areas that participants can encounter during their studies with Immerse. It has been carefully created by our expert tutors who are members of faculty at world-leading universities, and who have experience in teaching undergraduate students.

Academic Sessions

The academic sessions at Immerse are arranged into modules to enable participants to explore a broad range of topics over the course of their programme. The modules included in this syllabus overview are indicative but not prescriptive.

Tutors are encouraged to include their own specialisms and also focus on any particular areas of interest expressed by participants within the class. They may choose to provide further detail on a specific topic, or they may include new material and information that builds on the knowledge already developed during the programme.

Personal Project

Each programme includes an element of individual work, generally termed the 'Personal Project'. This can take many forms but is commonly an essay or presentation delivered on the final day of the programme. Participants will receive feedback on this work which may also be mentioned in the participant evaluation which is provided in writing by the tutor once the programmes have ended.

Preparatory work

Some tutors may ask participants to complete some preparatory work, such as reading or a series of exercises in advance of the programme. Participants are strongly encouraged to complete this work since it will be included in the opening sessions of the programme. Any preparatory tasks will be provided in advance of the programme directly to the participant.

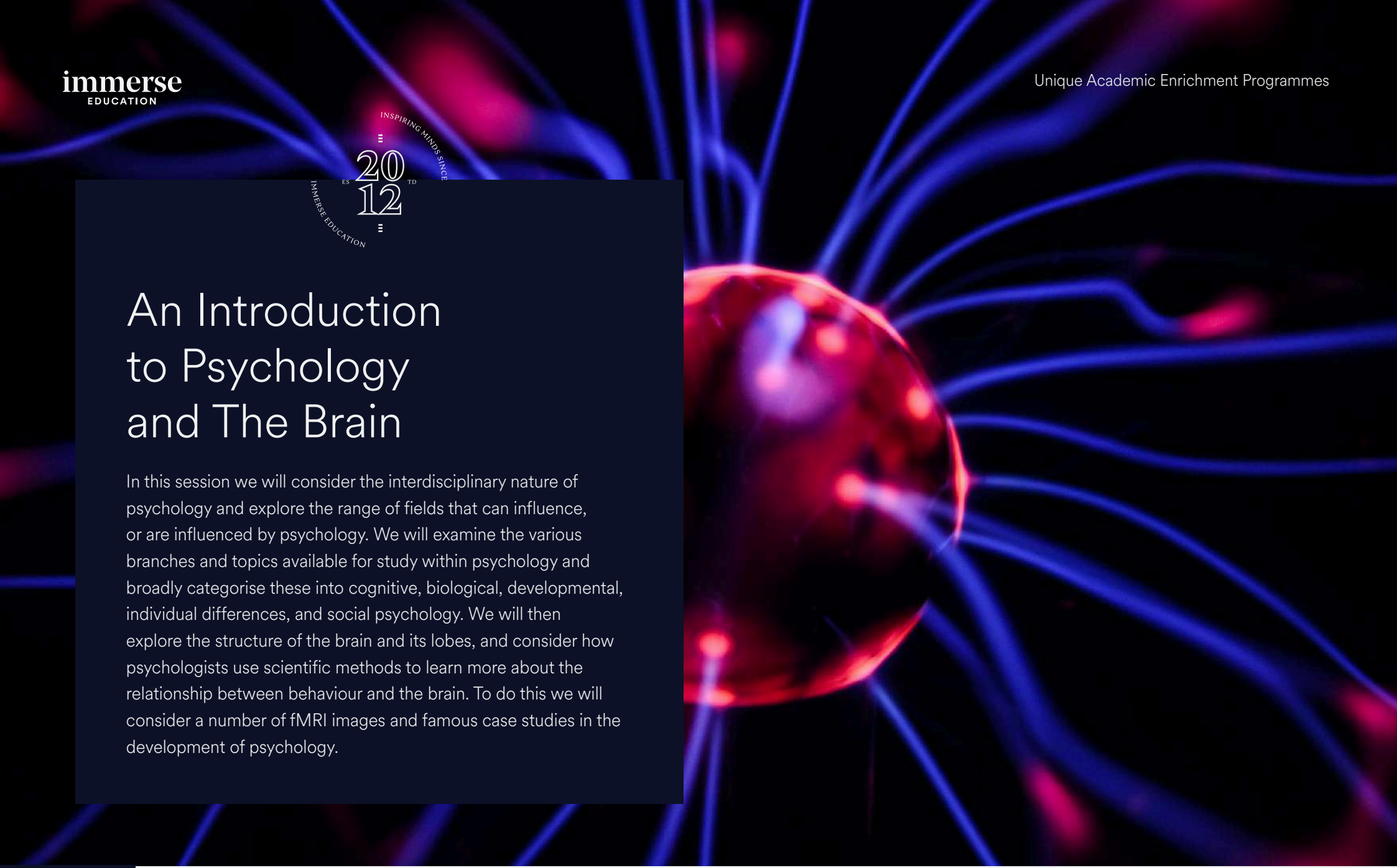
Academic Difficulty

As all of our programmes are designed to provide a unique introduction to advanced material, the syllabus will be academically challenging at times.

This is something to be excited about and all of our tutors will encourage and support participants throughout the programme. Immerse Education aims to develop every participant regardless of ability, and our tutors will adapt their teaching to individual needs.

Aim of the Psychology and The Brain

The Immerse Education Psychology programme is designed to build upon the foundation of scientific and analytical skills that participants have already gained in a traditional classroom environment and highlight how these can be used to inspire further study at university. Participants are encouraged to explore new material in-depth and to form independent and considered opinions and ideas based on sound research and analysis of the facts. By the end of the programme, participants will have a good understanding, not only of university- level content, but also the variety of degree programmes available in subjects related to psychology. Beyond this, participants will also explore the career opportunities available to graduates in this field.



An Introduction to Psychology and The Brain

In this session we will consider the interdisciplinary nature of psychology and explore the range of fields that can influence, or are influenced by psychology. We will examine the various branches and topics available for study within psychology and broadly categorise these into cognitive, biological, developmental, individual differences, and social psychology. We will then explore the structure of the brain and its lobes, and consider how psychologists use scientific methods to learn more about the relationship between behaviour and the brain. To do this we will consider a number of fMRI images and famous case studies in the development of psychology.

INSPIRING MINDS SINCE 2012 IMMERSE EDUCATION

Reasoning and Decision Making

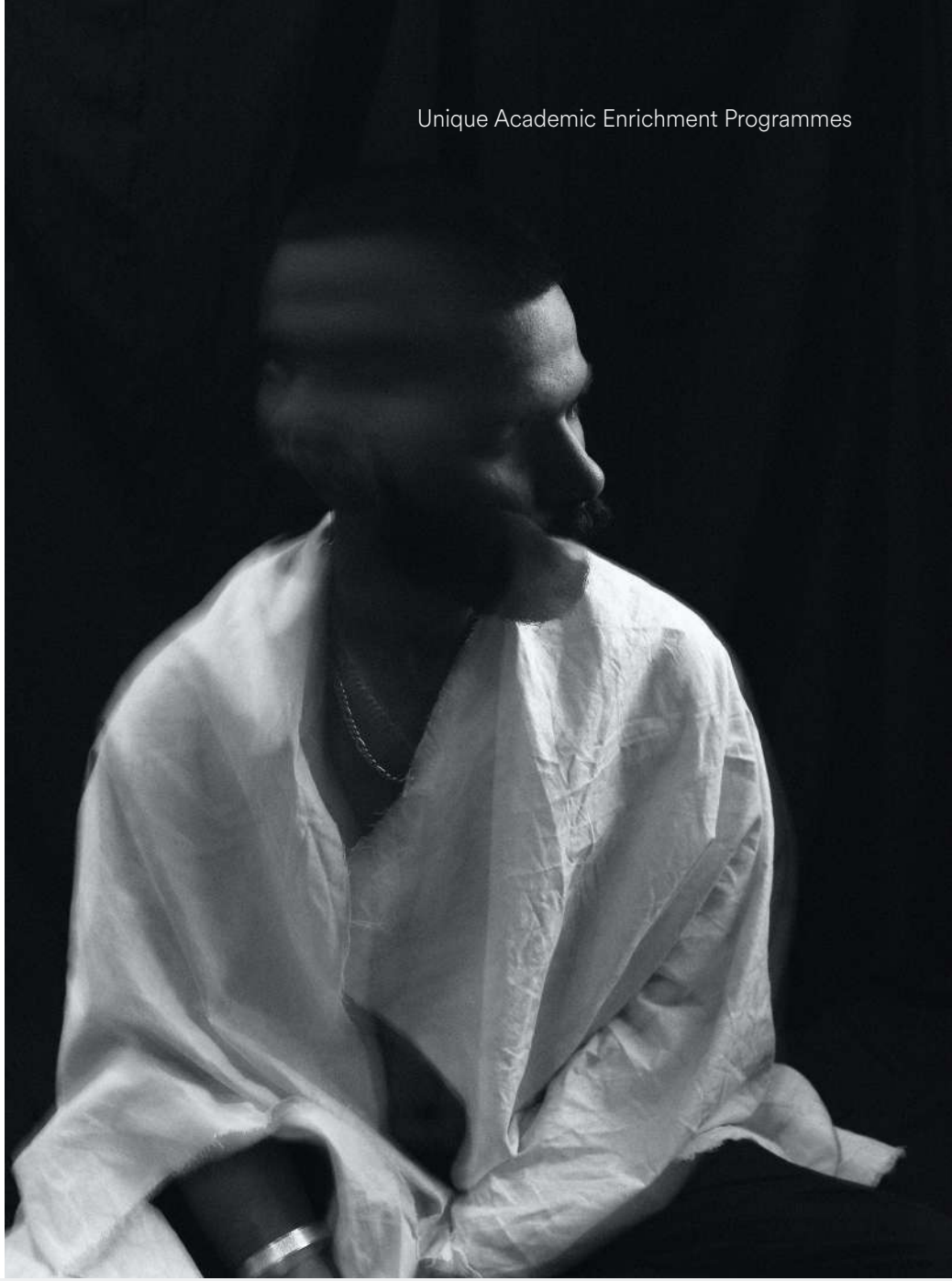
Every day we use logic, judgement and reasoning to reach thousands of decisions: what clothes to wear, when to cross the road, which words to write in response to a question, what to have for lunch. Considering the number of decisions we make, we might like to assume that we have a good understanding of probability. Yet research shows that humans consistently make poor or irrational judgements. In this session we will explore how and why humans make decisions and why these may sometimes be irrational. Armed with this knowledge, participants will design their own experiment to test the theory.

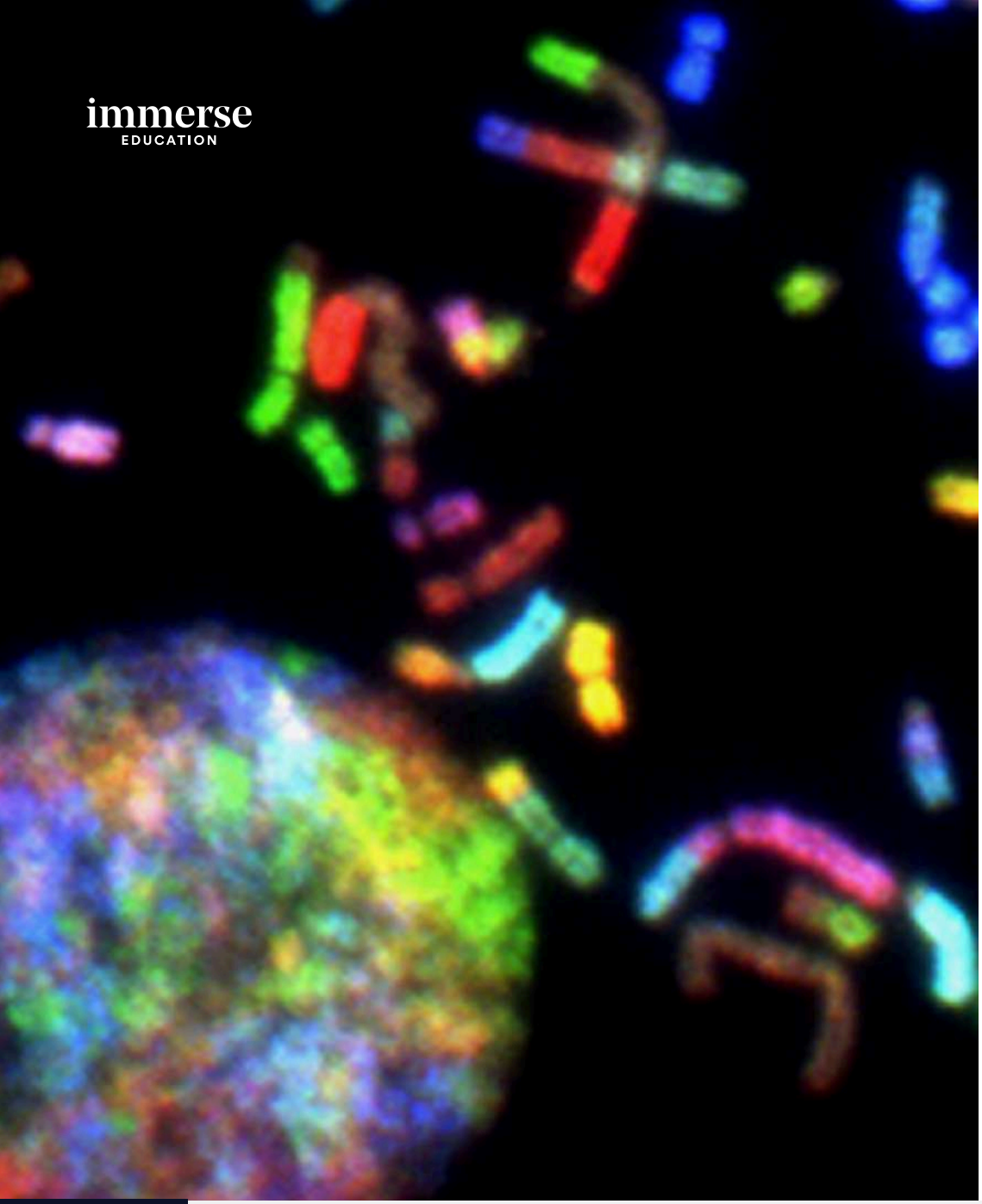
ACADEMIC PATHWAY | 16-18 YEARS | ACADEMIC INSIGHTS

Stereotypes, Prejudice, and Discrimination

1. Understand what stereotypes are
2. Understand that we all use stereotypes
3. Explain how stereotypes can lead to prejudice and discrimination
4. Understand different types of discrimination
5. Understand ways in which we can challenge stereotypes and reduce discrimination
6. Learn about their own stereotypes
7. Be able to score and analyse a basic questionnaire

In this session we will consider what we mean by a 'stereotype' and discuss whether the use of stereotypes is part of human nature, or a symptom of society. We will explore the link between stereotypes, prejudice and discrimination before taking a closer look at what constitutes discrimination. We will also try to understand the ways in which we can challenge stereotypes and reduce discrimnation, as well as the obstacles we may face in doing this. This session will introduce participants to questionnaires and their value to psychologists. We will consider the different ways that we can analyse the data received from a questionnaire.of each of these methods and consider how they can be used by psychologists to understand illnesses such as schizophrenia. We will also ask the question: Is intelligence heritable?





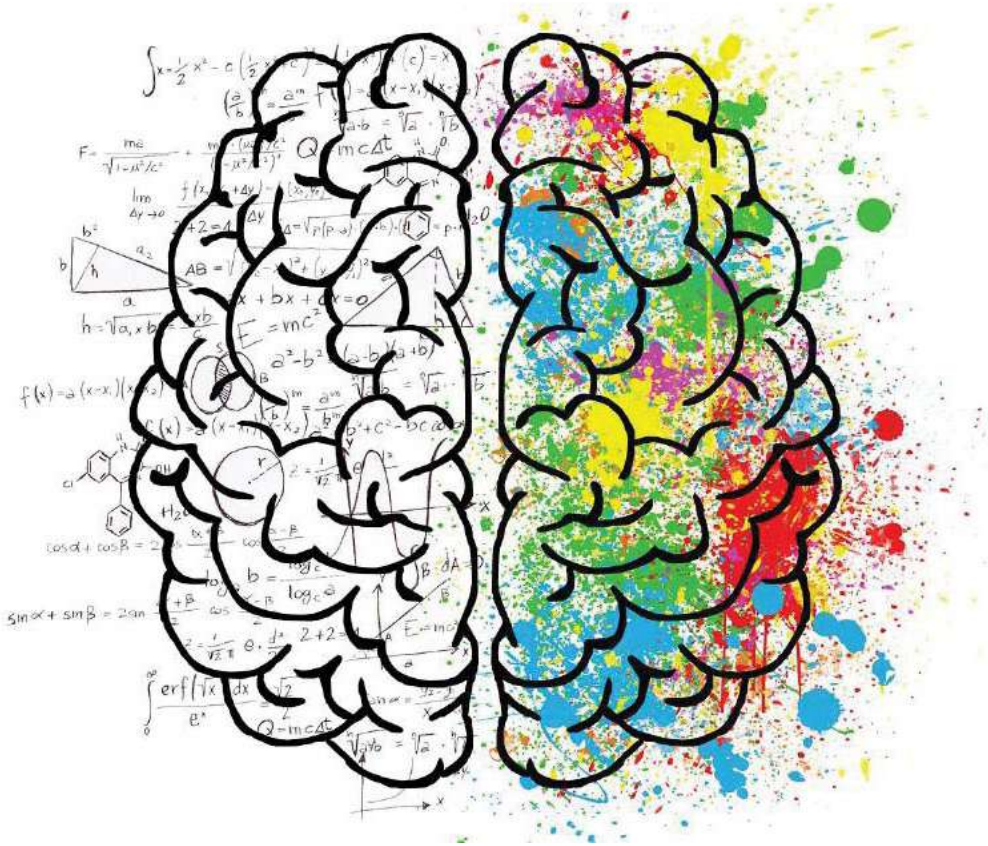
Behavioural Genetics

All humans have different behavioural traits, yet we know that some people are predisposed towards certain behaviours. Our genes, together with the environment, have been shown to influence our behaviour though no single gene is responsible for this. In this class we will explore the techniques that psychologists use to study behavioural genetics, namely twin studies, candidate gene studies and genome wide association studies. We will consider the utility of each of these methods and consider how they can be used by psychologists to understand illnesses such as schizophrenia. We will also ask the question ‘is intelligence heritable?’.

INSPIRING MINDS SINCE 2012 IMMERSE EDUCATION

Family Psychology

The definition of ‘family’ varies person to person and with increasing developments in technology, our definition of a modern family may be significantly influenced by those whom we encounter online, rather than exclusively in person. In this session we will consider the environment required for a child to develop healthy relationships with both themselves as the world around them. We will also consider how families function before turning to academic papers to understand how the family dynamic is affecting today’s children, and whether this has changed.



Cognitive Psychology

It has been raining for three days and on each of the past three days, the cat has climbed the curtains though it has never done so before. Based on this information, you may assume that there is a direct link between the rain and the cat's behaviour. As psychologists, we study data to look for patterns and often get very excited when we think we have spotted something. We do not have enough data to know that the rain is related to the cat's behaviour and any other number of factors could be at play here. In this session, we explore best academic research practice in both interpreting and presenting research.

Animal Psychology

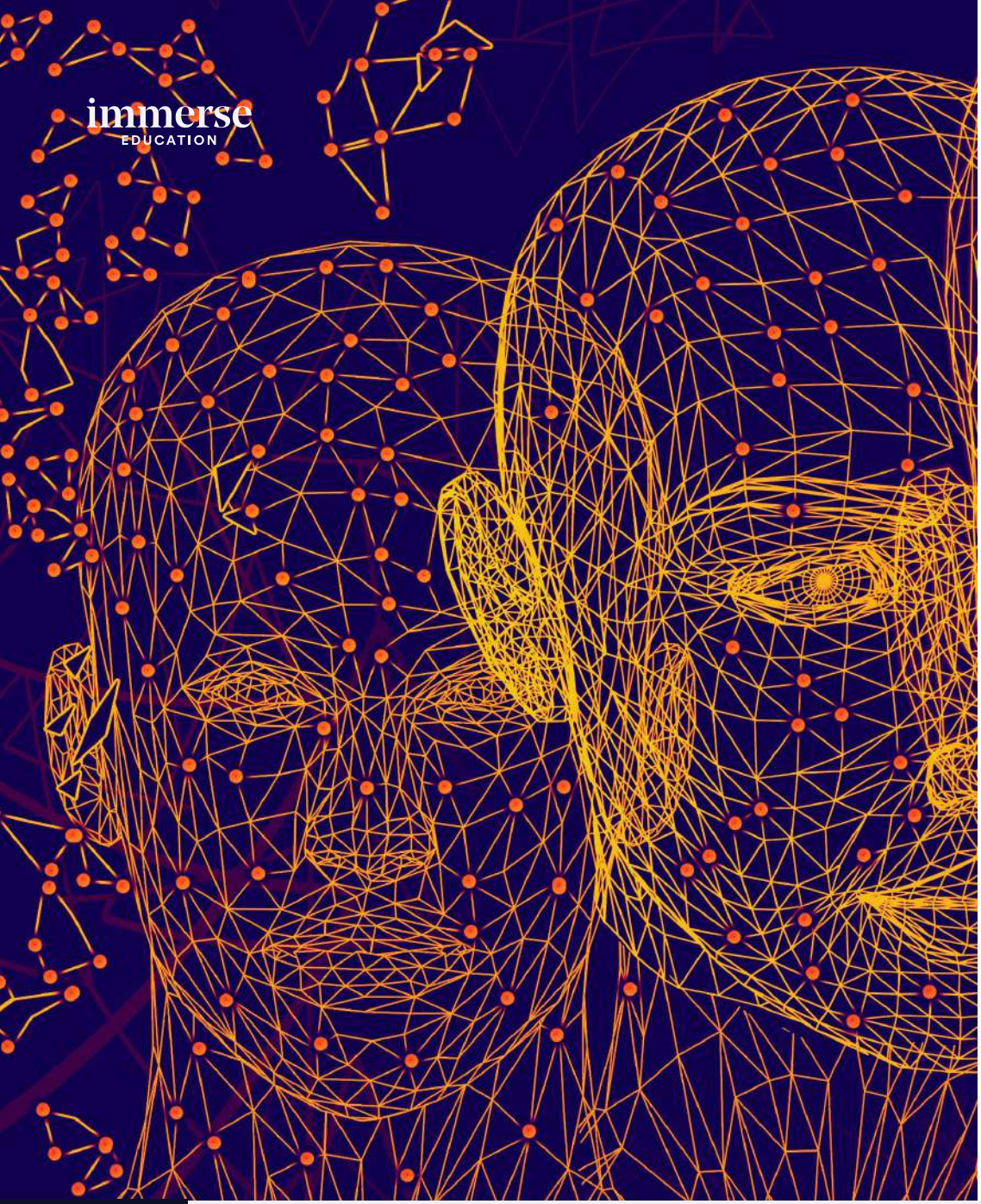
Does a big brain make you more intelligent? Surely this should be a simple case of comparing the intelligence of a mouse with the intelligence of an elephant? Clearly it's not as simple as that. We rely on more sophisticated measures of information processing capacity, such as neuron density, conductance speed and connectivity to get a better measure of intelligence. Studying animals provides unique challenges for researchers, such as distinguishing between rich and lean interpretations of animal cognition. We will try to account for these difficulties when we design our own experiments for understanding animal cognition.

Bad Psychology

It has been raining for three days and on each of the past three days, the cat has climbed the curtains though it has never done so before. Based on this information you may assume that there is a direct link between the rain and the cat's behaviour. As psychologists we study data to look for patterns and often get very excited when we think we spot something. We do not have enough data to know that the rain is related to the cat's behaviour and any other number of factors could be at play. In this session we explore best academic research practice in both interpreting and presenting research.

Psychopathology

Medical diagnoses are not black and white whether they are physical or psychological. To a varying degree, the symptoms may overlap with other disorders, they may be influenced by the chemical balance in the body, as well as environmental and social factors and many other considerations, which will be unique to each individual. In this session, we will consider the impact of social media upon our health and how this has been reported and portrayed in the media. We will then explore how mental health problems can be diagnosed and the challenges that this can pose.



INSPIRING MINDS SINCE 2012 IMMERSE EDUCATION

Experiments

Conducting experiments is the key means by which psychologists are able to observe phenomena and gather data that is measurable and that can be analysed. However, what we do with all this data is an important consideration. In this session, we will discuss the importance of protecting personal data and how to present experimental findings in an academic paper. We will discuss the process required to produce a paper and the importance of evaluation both of our own work, and that of fellow academics.

Personal Project

Throughout the fortnight, participants will be working on their own personal project. Having been provided with a brief, participants should research and prepare a presentation for their peers. This will build upon the theory that they have learnt over the course of the programme and is also an opportunity to showcase their ability to apply this to concrete examples. Presentations are followed by questions from the audience and wider class discussion of particular points of interest. The tutor may also include feedback about the presentation in the written evaluation which is sent to participants after the programme has ended.


COMPARISON
CAUSALITY
EVENTUALITY
LOCALITY
TIME
INDIVIDUALITY
LANGUAGE

OUR AWARDS AND ACCREDITATIONS

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