

Student Transitions Booklet

Hello, and welcome!

This booklet is a friendly resource we, Eva Zysk and James Stiller, your Associate Course Leaders in Student Transitions, with help from a former NTU student, Rosie Daly have developed to help ease you into your university experience, onto your Psychology course, between each of your 3 years with us, and out of university with an overarching aim to help ensure a smooth experience for you. Have a nose through it and try out our suggested transitions tasks which we have designed specifically to assist you with what we know each of your 3 years will hold. Keep this booklet on hand throughout your degree so it can keep helping you!

We hope you find it useful in your smooth transitions.

Please note that this is not an “official document”, just a helpful resource. Thus, we always refer you to the course handbook which will contain up-to-date and definitive course information.



Booklet Overview

Year 1

Transitions into University
Transitions into Psychology
What to expect in Year 1

Year 2

Transitions between Years 1 and 2
What to expect in Year 2

Year 3

Transitions between Years 2 and 3
What to expect in Year 3
Transitions out of University or onto further degrees



Note that there will be oodles of links throughout this booklet. Disappointingly, clicking with your finger on the paper copy will not open any links. Find this booklet on NOW and click away there!

TRANSITIONS INTO UNIVERSITY

How does Uni differ from my A Levels/ Access Course?

In making the transition between A Level/Access courses, you may be wondering how university may differ. The table below answers some main differences.

	<i>A Level/Access courses</i>	<i>University</i>
<i>Teaching style</i>	Typically, Mon-Fri 9-3 classes of approx. 30 people	12-14hrs per week in lectures (often of 40-200+), seminars, workshops, and small tutorials
<i>Coursework</i>	Taught materials used in essays	Taught materials combined with independent readings/research done outside of teaching hours with references of primary research. Handed in electronically via the Dropbox on NOW.
<i>Exams</i>	Summer period	Main exam period is May–June with referral in Aug/Sept.
<i>Staff contact</i>	Formal with addressing staff as “Sir” or “Miss”	Can address by first names. Can email if have a concern that cannot be dealt with in class and can book an appointment.
<i>Deadlines</i>	Constant reminders of deadlines	Told about them in class and in the assessment specs on NOW. NOW will also remind you. It is up to you to make time to complete the work.
<i>Assessments & Homework</i>	Typically consist of a homework worksheet	Additional reading and homework outside of lectures; lecturers don’t check if you do it – it is in your best interest to complete it, however.
<i>Marking</i>	Various (e.g. A*, A, B, C, etc, or percentage based)	Grade based system: First, 2.1, 2.2, 3 rd , Fail (each can be high/mid/low)



Suggested Transitions Task

Find either (a) a grade sheet / marking matrix from A Levels and University or (b) an A Levels essay and a University style essay. (**hint** you may find these on NOW). Compare them [that is, either (a) these grade sheets, or (b) these essays], and note down the main differences between them that you can find. This activity will help you understand what is expected at university that is above and beyond the expectations at A-Levels or in an Access Course.

Library Training Events for Students

The library offers useful sessions during induction week and throughout the year to help you get a kick-start on your University journey. Have a look below to see what they're about and what previous Psychology students have told us about them.

Event	Description	What did NTU Psychology Students have to say about it?
What's different about studying at university?	A run down on what to expect from your new teaching styles with tips on time management.	<i>"Teaching methods at uni are so different from my school. I never knew what a "seminar" was and it was all explained to me here and made it seem less scary."</i>
Navigating NOW: a basic guide to NOW's functions	You will use NOW during your degree and this session will kick start and help familiarise you with how to use it.	<i>"I was worried, initially, about NOW as that is where lecturers upload materials such as lecture slides. However, I learnt there was much more useful material on there than just what was found in my course's learning room"</i>
Critical Thinking: What's that?	An insight on how to critically evaluate within your own writing which is a key skill at University.	<i>"Critical thinking was a new skill for me and I had no idea how to do it. These sessions are a great starter in helping me understand what it is and how to do it"</i>
Read it, write it, reference it!	Understanding how to reference your work which is crucial to show evidence of reading you have done for your assignments.	<i>"Everyone who struggles with referencing should attend this as you will need to come to grips with it early on so you don't keep losing marks in doing it wrong throughout your degree."</i>
<p>*More information on times, locations and how to book can be found by clicking here:</p> <p style="text-align: center;">Link to Library Events Calendar</p> <p>For more information email Library Liaison Emma Hayes: emma.hayes@ntu.ac.uk</p>		

Where can you find the literature?

During your course, you will be expected to do a lot of reading. Much academic literature is not available for free to the public, but through paying your student fees universities are able to get subscriptions to hundreds of journals and electronic books that you can access. To do this, you will need to log into the NTU library (you can do this through NOW).



Suggested Transitions Task

Many books can be found and downloaded electronically. Try to find this one from the library on NOW: "Cognitive Psychology" by Eysenck and Keane. Why not leaf through a few chapters that interest you while you're at it?

How do we know if our sources are reliable?



Suggested Transitions Task

Select any topic relevant to you (e.g. why am I so afraid of spiders? Why do I eat chocolate when I am feeling down?)

1. Firstly try Googling the answer and jot down:
 - a) the types of sources returned
 - b) the main points that answer this question.
2. Then search for the same topic using Google Scholar and jot down:
 - a) the types of sources returned
 - b) the main points that answer this question.
3. Note the differences in the type of sources returned. Which types do you think are more reliable (trustworthy)? Why?
4. Use the unfortunately-named "CRAAP framework" to evaluate the sources: legacy.juniata.edu/services/library/instruction/handouts/craap_worksheet.pdf

You may find the following link useful in helping you to improve your digital and information literacy skills, such as in gain confidence in searching, understanding and unpacking, and evaluating and organising information: www.open.ac.uk/safari. Save this link in case it is useful in the future.

How comfortable are you with Referencing?



Suggested Transitions Task

Find out the following:

- a) What is referencing, and why will you be using it at university?
- b) What is the difference between APA 6 and Harvard style of referencing?
- c) Look at one of the textbooks you already own (e.g. any from A Levels is fine) and have a go at referencing it in either APA 6 or Harvard style without any errors (no missing italics, full stops in the correct place, note the indentations, etc).
- d) Now have a go referencing a website.
- e) How would you refer to this work in an essay? Is there more than one way to do this that you can think of?
- f) If you struggle with this, don't delay and book onto the "Read it, write it, reference it!" Library event above right now!

Succeed at University!

Phil Race (a good author on how to teach well who's work we lecturers often read!) has devised a brief clever booklet for students called "Top Tips towards your Success" which can be accessed at: www.leedsbeckett.ac.uk/publications/files/100201_36648_LearnWithLeedsMet2_WEB.pdf

It provides useful top tips such as the areas and examples following, amongst others:

- Build your learning confidence
 - o E.g. *"Regard every new challenge as an adventure, not a problem."*
- Keeping up your morale (maintaining your "want" to learn)
 - o E.g. *"Remind yourself of the benefits that will accompany your successful learning. Keep in mind 'what's in it for me?'"*
- Improving your concentration
 - o E.g. *"When we're really interested in something, or fascinated by it, we tend to concentrate automatically. Try to become fascinated by what you're learning."*
- Emotions and positive feelings
 - o E.g. *"When you come across something that you think you can't do, remind yourself that it's something you can't yet do, not something that you can't ever do."*
- Following instructions well
 - o E.g. *"Remember that following a set of instructions is simply a matter of doing one thing at a time – not trying to remember all of the instructions at once."*
- Taking risks and learning from mistakes
 - o E.g. *"Try to forget the word 'mistakes' – think of them as research into finding better ways of doing things."*
- Dealing with failure
 - o E.g. *"Remind yourself that the word 'failure' means nothing more than 'not having succeeded yet'. Most things that people 'fail' at, they pass sooner or later."*
- Managing your time
 - o E.g. *"If you're got an important task to do, spend a few minutes doing something non-urgent first. The important task will still get done, but you'll have one less non-urgent task as well."*
- Research and note making
 - o E.g. *"Make your notes colourful. Maybe use a different colour for really important things. If your notes look interesting and attractive, you're more likely to keep looking at them again"*
- Develop your questioning
 - o E.g. *"There is no such thing as a silly question. There are, however, silly answers. Questions are more important than answers."*

Check out the link above for the full list of top tips!

Preparing your Environment for Successful Outcomes



Suggested Transitions Task

Take a minute to look around (or mentally scan) your study space, such as your desk. Make a note of how many things you can spot in your environment that are conducive to learning (e.g. pen, notebook, highlighters on hand) and how many are not (your phone, dirty dishes, piles of forms encroaching your study space). Think about how you can set up your environment to ensure productivity, decreased distractions and positive learning experiences. Perhaps you can even try having some motivators such as a bag of gummy bears (you get to eat one for every textbook page you read!) and behaviour tracking charts (e.g. reward yourself with a star sticker on your calendar on “successful” days – you can define what that means to you, but keep it attainable to be motivating).

The Growth Mindset

Do you believe that ability is set in stone—that is, something you are born with, or do you think ability is malleable and can be actively improved? According to Carol Dweck’s popular theory about the growth mindset which has since been backed by much research, those who believe ability can be developed through dedication, effort and hard work are more likely to succeed. This is due to their underlying understanding of the importance of the learning process. Rather than focusing on “getting things right”, students who value challenges, find opportunities in failures, and seek out feedback on how to continually improve persist with work for longer, and cope better with change and set-backs, all which combine to improve their long term success. Learn more about the Growth Mindset here: <https://www.mindsetworks.com/science/>



Suggested Transitions Task

Take the mindset assessment to learn more about your mindset here:

<http://community.mindsetworks.com/my-mindset?force=1>

- a) How do you think you rate against other students coming into university?
- b) Would you like to adopt more of a growth mindset?
 1. If not, why not? Are there any drawbacks to having a growth mindset?
 2. If so:
 - i. How do you think this could benefit you? How would you tell it is working right away? How about in a year’s time?
 - ii. How do you think your lecturers would know if you had a growth mindset?
 - iii. What would be some obstacles in the way of adopting a growth mindset? How could you help yourself overcome these?

Getting it wrong to get it right

The graph below will represent your achievement journey with us. What do you see? A green arrow going up, right? Indeed! But there are also some troughs along the way when you may feel things are not going according to the grand plan.



You may feel reassured in knowing (or very surprised in hearing??) we expect students to get things wrong! We value the learning process and we are here to facilitate your learning experiences through challenging you. If it were all easy-peasy you would learn very little, uni would be boring, and that green arrow would not be heading upwards. We want you to learn a LOT while you are here. *Expect to get thing wrong too* and start to view this as a good thing. For example, if you give an “incorrect” answer in class, don’t fret! We often like these answers just as much (or personally, I like them even more – I promise you!) than correct answers because it gives us a chance to see (a) when we have not explained something well, (b) what areas students struggle with to spend more time covering it, and/or (c) so we can explain the reasons why it is incorrect which will give the class a valuable in-depth look at the topic. Also, it opens up discussions in the class. There may be more than one way of thinking about something, for instance. We love being challenged and getting things wrong here-and-there too!

Friendships & Online Networks

You will get plenty of opportunities to meet all your fellow students in induction week. Make sure you attend all of the events we have in store for you to help make this transition a smooth one. These include your Induction Tutorial where you will meet your personal tutor and your fellow tutees who will be with you the whole year through and you will get to know them very well, so there will always be a friendly face. We will also have for you, amongst other events, a Student Social, Research event, and an online Discussion where you can ask questions to staff and other current NTU students (anonymously if you wish) – so plenty of opportunities to get to know other students and staff.

One other thing that students commonly do is start up course or class social networking groups such as on Facebook, so if you have these, see if you can join in on them so you can continue conversations outside the classroom. There are other networks you can join; one outside NTU which students like is “The Student Room” (www.thestudentroom.co.uk/) through which you can talk to students at universities around the world!

In the words of our Students

Wondering what to expect? Take a look at these Psychology student profiles by clicking on the names below for an insight of what their life was like during their time at NTU, ranging from their course experiences and societies that they joined:

[Anna Wippich](#) (Psychology with Criminology BSc Hons)

[Erin Hampson](#) (Psychology with Sociology BSc Hons)

[Emma McGuinness](#) (Psychology BSc Hons)

Seeking Support

At NTU you are in safe hands. There is plenty of support, information and advice available wherever you turn.

- At University level – Student Support Services, Library, Careers, Volunteering
- At School level – Writing Development – See below
- At Course level – all your lecturers, fellow students, tutorials and study skills sessions
- Or you can even try some self help – guides and handbooks

Struggling to settle in? Don't worry!! This is very common amongst students, especially during their first year and even more common during the early few weeks of term 1. This is why NTU have Student Support Appointments where advisers can speak to you for up to half an hour about a wide range of concerns. Check out Appendix B for further support.

Are you a mature student? NTU classifies any student over the age of 21 years as a mature student (ha! Most of our "mature" students are still spring chickens!). In fact, around a third of our Psychology students are classed as mature students. So don't fret, there will be many mature students on your course! Your maturity should be an asset. Your experiences will bring an extra dimension within teaching groups. For further support and reassurance see Appendix B.

A shout out to our International Students! NTU was named the best for International Students at the Whatuni Student Choice Awards (2016). So, it's safe to say you've made a good choice! We provide support services for international students such as welcome talks to get information and advice about how to make the most of your time at NTU, as well as welcome points where you can meet with our student ambassadors who will make you feel at ease as we understand it can be quite scary at the start. However, remember you are not alone. See Appendix B for support.

Do you have a learning difficulty or disability? Student Services provide assessments, coordinate support and access arrangements and even provide funding to help support you. See Appendix B!

Do you need some writing help? We have a team that can help you improve your writing and general academic and study skills. Students love them and we strongly recommend them too! They also hold workshops such as Essay Planning and Structure; Notetaking; and Grammar and Punctuation Refresher that you could book on before term gets busy. See Appendix B....

The main message is you need to seek this help and make sure you are not hiding away hoping everything will be okay.





Suggested Transitions Task

Pick one of the scenarios below and suggest 3 things to help the student. *Hint* look on NOW and the University Webpage and find out any possible contacts or helpful links or suggestions they could use for support.

1. *Sanjeet is an international student who has just started Uni. She feels anxious about attending her lessons due to not knowing anybody.*
2. *Marek has been feeling very homesick all term. He is embarrassed to tell anyone about this.*
3. *Kate feels she has fallen behind with all of her uni work. She struggles with procrastination and time management specifically.*

TRANSITIONS INTO PSYCHOLOGY

Welcome to the weird and wonderful world of psychology! The tasks below will help dip your toes in the water and prepare you for starting your psychology degree. Give them a go – we trust you will find them to be rather useful.



Suggested Transitions Task

What exactly is psychology?

- a) *Can you provide a brief explanation in layperson's terms? (Think – how would you explain your degree area to your aunt?)*

Is Psychology a science?

- a) *Find three points arguing in favour of psychology being considered a science.*
- b) *Find three points arguing against psychology being considered a science.*
- c) *Consider your standpoint on this debate.*

Where does our knowledge come from?

There will be times where questions we may have about human cognition, brain and behaviour have previously been answered. We can find out what others have discovered by reading published research. Other times, we will not know the answers; this is when we carry out research to help answer our questions. The following tasks are designed to help you research and evaluate existing literature, and consider how we can acquire new knowledge – all of which you will be doing throughout your degree.



Suggested Transitions Task

Research a specific crime that you find interesting and answer the following questions.

- a) *How prevalent is this crime in the UK?*
- b) *Give a brief example of a case study of this crime within the last five years.*
- c) *Briefly summarise one or two psychological theories that explain this crime.*
- d) *What suggestions have been put forth to prevent this type of crime?*

Hint try using google scholar to obtain more academic sources for your evidence – these are much more highly valued than non-academic sources such as newspapers (e.g. The Guardian) and websites (e.g. Wikipedia).

Hint Remember to keep a record of the sources from which you obtained your evidence.



Suggested Transitions Task

At the end of this Booklet (Appendix A) you will find a Reading List in which we NTU psychology lecturers suggest various articles and books that we found interesting/inspiring and think you might too. Feel free to pick a journal article from here (or any other one you wish to read that you have not yet read) to use to answer the following questions:

- 1) *What two things did you find interesting and/or surprising, and why?*
- 2) *What two things do you not understand? What is your best guess as to what this meant? If you needed to understand this, what would you need to do/access?*
- 3) *What two things do you not agree with, and why not?*



Suggested Transitions Task

Think about something you would like to find out about human behaviour, e.g. decisions people make when under and not under the influence of alcohol. Now consider:

- a) *How would you go about answering your question? How would you design your investigation?*
- b) *Whom would you target as your participants?*
- c) *How would you obtain your info? (e.g. questionnaire, interviews, secondary research, experiment, observation)*
- d) *What kinds of ethical issues might you need to consider in designing your study?*

Hint search for published studies and look for their “Method” section and see how they have gathered their information for ideas.

WHAT TO EXPECT IN YEAR 1

This year comprises 50% psychology (detailed below) and 50% Sociology/Criminology. You will receive more and more psychology in Years 2 and 3.

Introduction to Psychology (20 cps) – Lectures:

What to expect: Explore some big questions in psychology such as 'who am I?', 'why is social media so popular?' Also, you'll hear some good jokes (and many bad ones!).

What did previous students enjoy most? "The enthusiasm of the lecturers and the diversity they all bring to the module; each week is something different, so something new and fun to learn about."

Module Leader's Top Tip for pre-term preparation: Look at the Research Digest (Google it) and pick out some interesting studies.

Previous student's Top Tip for pre-term preparation: "Use NOW to find about the main studies' discussion throughout lectures so you can build on this by finding other material which really interests you and which you can actually use in academic writing."

Core Textbook: Ones that we ourselves wrote! The first is called *Essential Psychology*. (SAGE 2015). Editors: Our very own Phil Banyard, Chris Norman, Belinda Winder & Gayle Dillon. The other is Phil Banyard (again!) & Andy Grayson's *Introducing Psychological Research* (2008, Second Edition: Revised and Expanded, Palgrave).

Introduction to Psychology – Tutorials:

What to expect: While tutorials are linked with the lectures in that the assessment elements together provide one grade (20 cps in combination), they are also independent in terms of structure and most content. You will meet with your personal tutor and small group each week; make close friendships; receive pastoral support; hone key writing and oral communication skills; receive help in areas in which you struggle.

What did previous students enjoy most? "The relaxed and friendly atmosphere; how easy it is to express views without fear of judgement as everyone's really close."; "The relationships developed with and support received from your tutor and fellow tutees"; "Choice of interesting topics for the assessments."

Module Leader's Top Tip for pre-term preparation: Make sure you take the time to complete the pre-induction task which will help you become familiarised with university work and its submission, online resources, and some members of staff. We will discuss it in the first tutorial so come having given this a go.

Previous student's Top Tip for pre-term preparation: "Go to all of these! Tutorials are very skill based which can help an awful lot when you least expect it! Also get to know your tutor - they can be one of your greatest support mechanisms for both your uni and personal life. They know what they're talking about!"

Core Textbook: None, but you will receive a detailed Tutorial Handbook that you will need to bring with you to each session. Hang onto this handbook as it will be useful throughout your whole degree.

Research Methods 1 (20 cps):

What to expect: The content will let/make you think; working in a variety of groups on research tasks and projects; getting to know lots of interesting people; devising and carrying out some clever research!

What did previous students enjoy most? “The fun atmosphere and friendliness of the lecturers, the step by step guides to research, and the one-on-one support.”

Module Leader’s Top Tip for pre-term preparation: Look at the Research Digest (Google it) and focus on the methods that psychologists use to collect their evidence.

Previous student’s Top Tip for pre-term preparation: “Make a mental note to write down key terms and specialist terminology you come across. These terms are used all over the psychology domain and can help your essay writing sound a million times more professional, as well as lessening your stress levels as you’ll know what you and others are talking about! Win win.” “Reading journal articles in other modules are not just relevant to those modules, they give examples and an insight into the styles and language needed for lab reports so keep this in mind when reading any academic work.”

Recommended Textbook: *Introduction to research methods in psychology* - Dennis Howitt, Duncan Cramer (2014)

Statistics 1 (20 cps):

What to expect: Weekly lectures where you are taught about different methods of analysing psychological data. Every two weeks, you will have a workshop where you put these methods into practice, usually using computers. In the workshop, you will work on the concrete problems just like those on the final exam.

What did previous students enjoy most? Students always say that the workshops are the place where everything comes together. Sometimes the content of lectures may seem a bit abstract, but it finally clicks in the workshop when students work on concrete examples. Students also say the mock exams are a great way to gain feedback on their progress and prepare for the real exam.

Module Leader’s Top Tip for pre-term preparation: Get the core text book and have a browse. Even from a quick browse you will see what the content of the course is going to be. Also, buy a calculator and give it a name, like Joe-the-calculator or something, and learn to love it and it will learn to love you too.

Previous student’s Top Tip for pre-term preparation: “Watch some YouTube videos on SPSS (statistics software). This will give you a feel for what you will be doing in the workshops.” “Read through some introductory material and come up with a list of questions you could ask your lecturer, and see if these are answered in class.”

Core Textbook: Miles and Banyard (yes, Phil again – get his autograph, he is famous!!)
“*Understanding and Using Statistics in Psychology*”

What else to expect in Year 1: Lots of fun events and clubs; meeting very approachable and caring staff members; having a buddy (Year 2 student) who can help you. At the end of the year Psych with Sociology students will choose an Option module for year 2.



Anything else that's good to know?

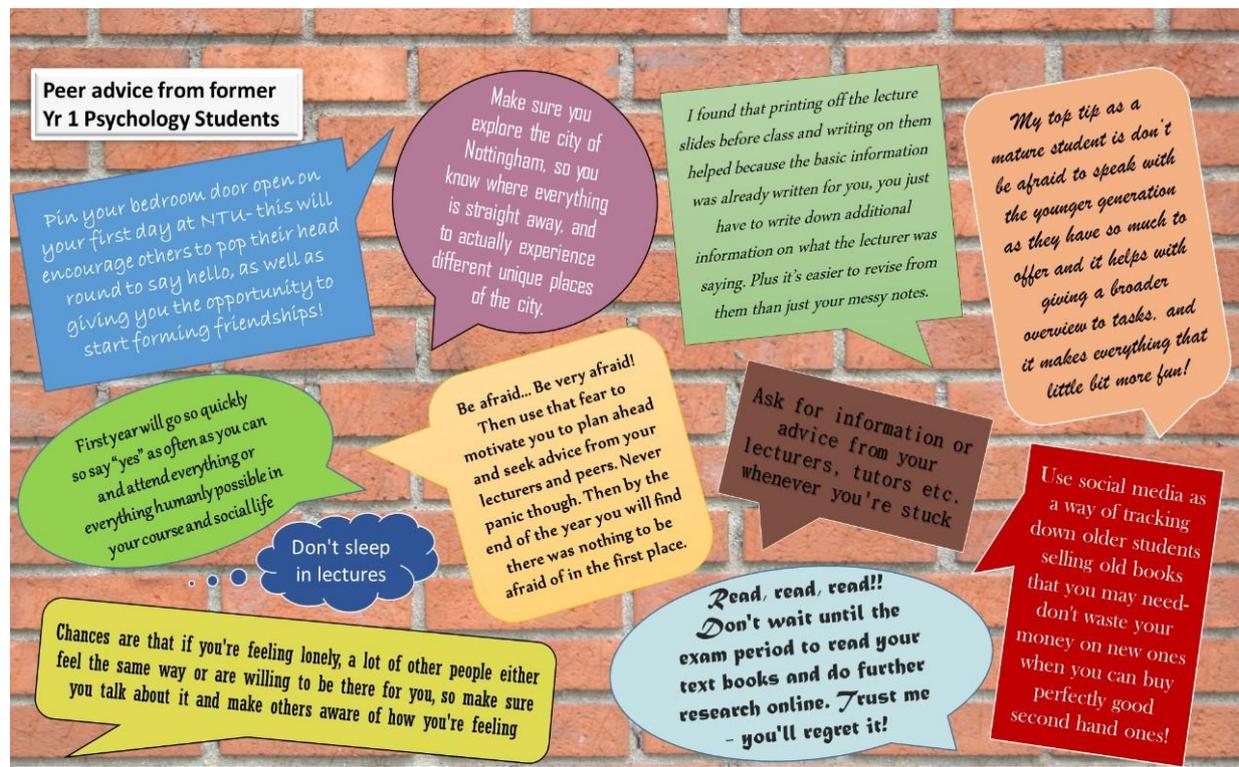
Remember that while you need to pass Year 1 in order to proceed to Year 2, the first year grades do not count towards your overall degree. It's a year of trial and error and is designed to give you plenty of feedback which you can use to continually improve in your academic work. Don't be disappointed if you don't achieve a high grade in Year 1. Remember, you are just getting used to and adapting to uni style learning and writing and can improve on this throughout years 2 & 3. Use first year as a learning experience. Also, read your feedback and ask your tutors how you can improve and incorporate it into your next year of uni.



What to do in your 1st year: A checklist

- Learn early on how to navigate the NOW (Note that the library has events that can help!)
- Set up good habits: learn to manage your time, attend all classes (remember attendance is monitored), keep up with the readings
- Find out what your degree will entail, both in terms of content and structure so you know what to expect (as a useful starting point, leaf through this booklet)
- Have a look at the grading criteria you will be marked against on all of your Year 1 assessments
- Fully immerse yourself in Uni life: join societies, clubs and teams. You can see what is going on by logging into the NTSU website. Don't be shy and give it a go!
- Volunteer! How about becoming a mentor for an A-levels student? Or maybe even volunteer abroad? www4.ntu.ac.uk/current_students/while_here/volunteering/International/index.html
- There are also some paid opportunities that would be great for your CV, such as working with local young people in schools and colleges as a mentor, associate or student ambassador. www.ntu.ac.uk/studentsinclassrooms
- Attend the Library Support sessions. These include help with writing skills, referencing, time management, etc. They also offer one-on-one appointments and have student mentors to help you: www.ntu.ac.uk/library/developing_skills/index.html (See also Appendix B). One student told us: *"My Library Student Mentor was very helpful. I felt a bit lost during first year with the work ethic overwhelming me, but I was directed to book an appointment with a Library Student Mentor and was so glad I did! We kept in contact and they helped me for the remainder of their time at NTU!"*
- Check out the Library NOW Learning Rooms. This contains lots of different guides, quizzes and tutorials to help you study successfully at NTU, from how to access resources off campus, through to how to develop a strong argument in your academic writing.
- Attend Social Sciences ACE week events to engage with a range of extra curricula activities to complement your studies and future career
- Consider doing an exchange for a semester or full year next year. You will need to apply by January if you wish to start in Sept next year. www4.ntu.ac.uk/current_students/study_abroad/isep-student-exchange/index.html
Here is a video to inspire you: www4.ntu.ac.uk/about_ntu/global_university/videos/index.html

Peer Advice from our former Psychology Year 1 Students



TRANSITIONS BETWEEN YEARS 1 AND 2

In Year 1 you have covered many of the basic areas of psychology, cognitive, developmental, social, biological and research methods and statistics.



Suggested Transitions Task

Identify three areas where you were strongest in Year 1 (these can be modules or specific competencies, such as in writing)

- 1.
- 2.
- 3.

Identify three areas where you were weakest in Year 1:

- 1.
- 2.
- 3.

For areas you are weak you might want to do some pre-reading on the topic before you return to Year 2 as you will be covering these areas in more detail. To help (and reassure) you, we have provided an overview of some of the modules you will be doing next year and some suggested some areas where you can prepare (you can use the table to tick them off once you have had a look).

Module	Tick if you have had a look at the information for this module	Tick if you have done the preparatory work
Cognitive and Biological Psychology		
Social and Lifespan Development		
Research Methods and Statistics		
Year 2 tutorials		



Suggested Transitions Task

You have undoubtedly come across a lot of unfamiliar terminology and psychological jargon. Brainstorm all the jargon you have come across thus far (or a minimum of 12) for each of the categories below:

a) Psychological jargon to which I do know the definitions:

b) Psychological jargon which is Greek to me:



Suggested Transitions Task

Psychology is one of the most widely applicable fields. Think about what sorts of jobs psychologists may have. Which fields would you think psychologists may be working in? What sorts of people might they be work with? What types of related jobs could *you* possibly do with your new knowledge about how humans think, feel or behave?



Suggested Transitions Task

Interview an applied or practicing psychologist. Ask them questions about what got them interested in psychology broadly or the specific field, the major highlights of their training, what they would do differently in their career, and what advice they would give to people like you just starting. If you can find one who is working in a field similar to the one you are most interested in, that would be great. If not, just ask broader questions.



Suggested Transitions Task

Research a job posting within Psychology and save the posting (we'll come back to it again).

- a) *Write down a list of what skills are needed for the position based on the advertisement and what you think the employers would be seeking.*
- b) *Now write a list of the skills you have learned in your first year that may be relevant to this position and give examples of how you have demonstrated them (*hint* this is excellent interview preparation). Do any match up with the skills from (a) above?*
- c) *Circle the skills you do not yet feel you have attained. Keep this list; we will revisit this activity in a year's time to see how many of the skills you will have mastered by Year 3.*



Suggested Transitions Task

Reflect back on your 1st year. Did you feel on top of your workload? Did you get things done in timely manner? Did you avoid last minute panic? Did you attend and function in your 9am classes? Did you avoiding feeling overly stressed? Did you make time for friends and fun? If not, what you were doing may not have be working for you. Put together a feasible action plan to change your approach that you think could work better for you for the coming year. If you don't aim to follow your plan now, you will find you will fall back into old habits and patterns. Can you think of some ways to reward yourself if you follow your plan? This will help strengthen this behaviour (as you now know!).

WHAT TO EXPECT IN YEAR 2

This year comprises two-thirds (80 credits) Psychology and one-third (40 credits) Sociology/ Criminology. You will receive even more psychology in Year 3.

Research Methods and Statistics 2 (40 cps):

- **What to expect:** Working in groups on three mini research projects in the research methods labs, and having lots of fun with numbers in the stats sessions. You'll do an experiment, a psychometric study, and an analysis of qualitative data
- **What did previous students enjoy most?** The knowledgeable and helpful lecturers.
- **Module Leader's Top Tip for pre-term preparation:** Read chapter 10 'Advanced Experimental Design in the set book (and ebook) by Howitt and Cramer: Introduction to Research Methods in Psychology
- **Previous student's Top Tip for pre-term preparation:** "Look at feedback from your year one lab reports and incorporate it into your year 2 reports. This module is a smaller scale, yet very similar to your research project so the more you practice here, the more prepared you'll be for your third year project."
- **Recommended textbooks:** For Stats/SPSS - Discovering statistics using IBM SPSS: and sex and drugs and rock'n'roll - Field 2013; For Experimental - Introduction to research methods in psychology – Howitt & Cramer 2014 (electronic resource); For Psychometric: Researching Online – Dolowitz, Buckler, Sweeney & 2008; For Qualitative: Introduction to qualitative methods in psychology – Howitt 2013

Social and Lifespan Development (20 cps):

- **What to expect:** You will develop an appreciation and understanding of the diversity of development of individuals and groups across age, time, culture and place
- **What did previous students enjoy most?** It's a very interesting topic that the staff get very excited about and you will too.
- **Module Leader's Top Tip for pre-term preparation:** Two tasks - (1) Identify an online news article (on any topic) where you feel social and lifespan developmental psychology can be applied to and/or used to explain the story. (2) Think about how social and lifespan developmental psychology can be relevant to what you want to do as a career
- **Previous student's Top Tip for pre-term preparation:** "Do the tasks the ML suggested – they will help get you thinking about this field."

Cognitive and Biological Psychology (20 cps):

- **What to expect:** As the title suggests, this module consists of two parts: cognitive and biological. The cognitive part will help you gain insight into how we think, perceive, and learn. The biological part will tell you how those processes are supported by our brains.
- **What did previous students enjoy most?** Various cool demonstrations, videos, and in-class activities.
- **Module Leader's Top Tip for pre-term preparation:** Some optional pre-term activities: (1) How can knowledge of cognitive and biological psychology inform the work of professional psychologists? List as many areas of applied psychology as you can (e.g., clinical, forensic, educational...), and for each area try to find at least one application of cognitive and one of biological psychology. If you're stuck, ask a fellow student! (2) Using your knowledge from Year 1, identify one cognitive and one biological topic that you think would be the most interesting for you and read one peer-reviewed paper (or perhaps more!) on each of those topics.
- **Textbooks:** For Cog: Eysenck's Cognitive Psychology, 7th Edition. For Bio: Pinel's Introduction to Biopsychology 9th ed.

What else to expect in Year 2: More autonomy; we will have higher expectations but we will work with you closely to help you achieve these; more structured labs including an experimental, psychometric and qualitative lab sequence. You will also have fortnightly tutorials which will scaffold your learning across all the areas you are covering in year 2; these will have a more independent focus than Year 1. As in Year 1, you will have a personal tutor who will provide pastoral and academic support.



Anything else that's important to know?

If you haven't yet, we strongly encourage you to get involved in some voluntary or paid work or other activities that will contribute to your CV and therefore employability, as Year 3 will be a busy year! Homesickness may be common. Make sure you visit your family whenever you can and get involved in local events and clubs to meet new people. Remember that Student Support Services are here to help with any problems you may be facing!



What to do in your 2nd year: A checklist

- Have a look at the grading criteria specific to Y2 – note that these have changed from Y1
- Use feedback from last year's lab reports to work on and apply to this year's RM assessments
- Attend Social Sciences ACE week events to engage with a range of extra curricula activities to complement your studies and future career
- Attend Psychology Research Seminars (Wednesdays 4pm) to see how psychologists conduct and present their research and to learn more about psychology. One student told us: *"These were very insightful as I got to see professional academics present their research and got use to some of the terminology used within psychology and I even applied those terms within my own work (which is what the markers are after) so, you can't lose!"*
- Have a look at the training events the NTU Library offers throughout the year. They're free, last an hour, and you'll learn lots of useful hints and tips to help you study smarter.
www4.ntu.ac.uk/library/developing_skills/events_workshops/index.html
- Consider doing an exchange for a semester. You will need to apply by July if you wish to start in Jan/Feb of your second year. www4.ntu.ac.uk/current_students/study_abroad/isep-student-exchange/index.html. One Psychology Exchange student visiting from Northern Arizona University told us: *"Travelling to a new country that you're unfamiliar with can be stressful. However, once you get there it'll all come together. It may feel awkward to put yourself out there but if you can be open to the new experiences you'll have a great trip and come back with memories you'll have for the rest of your life."*

- You already know the library offers student mentors to help you with your studies throughout your degree. Now you're in year 2, why not apply to be one yourself? Plus, you'll get paid for it! http://www.ntu.ac.uk/library/developing_skills/index.html (See also Appendix B). One student told us: *"Being a Library Student Mentor has been really rewarding, seeing many of the students I helped go on to get a first in their work. It's also really flexible so I could easily fit it around my own uni work, whilst earning some money to support me!"*
- Want to support local young people in schools or colleges? You could be a mentor, associate or student ambassador, all while helping pay the bills. www.ntu.ac.uk/studentsinclassrooms
- Start thinking of areas of psychology of most interest to you. At the end of this year you will be able to select 3 option modules for Year 3, and you will be coming up with a project idea that you will do towards your Year 3 dissertation.
- Consider applying for a SPUR (Scholarship Projects for Undergraduate Researchers) project for the summer between Year 2 and 3. These are paid supervised research positions that aim to developing scholarship students' potential and interest in research by providing an opportunity to further their knowledge and skills base as a member of a research team: <https://portal.ntu.ac.uk/pva/spur/SitePages/Home.aspx>. One student told us: *"The SPUR is giving me a great opportunity to be actively involved in international research. It has allowed me to assist in all areas, including: designing experiments, recruiting participants and analysing data - all of which are crucial aspects for developing my 3rd year project. I feel this experience will be invaluable in my attempt of reaching my desired goal of becoming a PhD student."*
 - *"We agree! We hope this will "spur" some of you towards continuing on in academia!"*
– Us punny academics

Peer Advice from our Former Year 2 Psychology Students



TRANSITIONS BETWEEN YEARS 2 AND 3

Psychological Literacy

A topical concept in psychology is that of Psychological Literacy, which has been defined as the adaptive capacity to apply psychological science to achieve personal and societal needs. Universities are increasingly focused in helping shape “psychologically literate citizens who are liberally educated, globally minded, and concerned with carrying out ethical and social responsibilities using the disciplines tools-that is, knowledge, strategies, and insights about human behaviour” (www.psychologytoday.com).



Suggested Transitions Task

Read through the attributes of a psychologically literate citizen put forth by McGovern et al. (2010) [see below] and, for *each* attribute consider:

- a) *Do you understand what is meant?*
- b) *Can you think of a couple of hypothetical examples?*
- c) *Do you believe you possess this attribute?*
- d) *What do you think you can do in your third year to attain/hone this attribute?*

1. Having a well-defined vocabulary and basic knowledge of the critical subject matter of psychology
2. Valuing the intellectual challenges required to use scientific thinking and the disciplined analysis of information to evaluate alternative courses of action
3. Taking a creative and amiable sceptical approach to problem solving
4. Applying psychological principles to personal, social, and organizational issues in work, relationships, and the broader community
5. Acting ethically
6. Being competent in using and evaluating information and technology
7. Communicating effectively in different modes and with many different audiences
8. Recognizing, understanding, and fostering respect for diversity
9. Being insightful and reflective about one’s own and others’ behaviour and mental processes



Suggested Transitions Task

Think about where you would like to see yourself in 5, 10 and 20 years’ time. Then think what resources you would need, what steps you would need to take, and who could help you to achieve your goals. If you are brave enough, write these thoughts down – you do not need to commit yourself to them but they can help you plan ahead. Studies have found that students who have specific goals tend to achieve more in their careers than students who prefer not to think ahead or make plans.



Suggested Transitions Task

Revisit the job application in Psychology you found last year (see transitions between year 1 and 2 to remind you). Again, hang onto this list so we can revisit this again next year.

- a) Add a list of the skills you have learned in your second year that may be relevant to this position and give examples of how you have demonstrated them (*hint* this is excellent interview preparation).
- b) Look at the skills you previously circled that you did not yet then feel you have attained.
 - a. Did you acquire any of these skills this year?
 - b. For the outstanding skills you feel you still do not have, consider how you can make the most out of your 3rd year to attain them.
 - c.

WHAT TO EXPECT IN YEAR 3

This year comprises 5/6^{ths} (100 credits) Psychology and 1/6th (20 credits) Sociology/Criminology. For this year, you select half of the modules you take (referred to as 'option modules') in addition to a number of compulsory modules (referred to as 'core' modules). You will choose one A Option module (terms 1+2), one B Option module (term 1), and one C Option module (term 2).

Research Project (40 cps):

- **What to expect:** Self-directed study supported by regular meetings with a supervisor and optional workshops and lectures. Project work starts in October and ends in late March.
- **What did previous students enjoy most?** "The freedom of what topic you can choose." "The one-on-one guidance from your supervisor."
- **Module Leader's Top Tip for pre-term preparation:** Read as much as you can in the general area in which you would like to do your project. Don't focus too much on what your own research might look like. Just immerse yourself in recent literature. Concrete Goal: Use Google Scholar to find 15 journal papers published in the last 5 years and read them, focussing particularly on the introduction (what the authors see as the state of the field) and the discussion, including what the authors see as unanswered questions.
- **Previous student's Top Tip:** "Start ASAP! Don't underestimate your time frame as you have to make sure you don't neglect your other modules. Have regular meetings with your supervisor so you have targets to meet. Time management is VITAL!"

Professional Practice in Psychology (20 cps):

- **What to expect:** You will use work-based problem solving to apply academic content to real world settings through working with an external organisation.
- **What did previous students enjoy most?** "You can see for yourself how real organisations can benefit from psychological literature."
- **Module Leader's Top Tip for pre-term preparation:** Look over the notes for success in working with groups from your Intro to Psych tutorials handbook (Term 2). Start thinking about how psychology can be applied to real world problems – how can we turn theory into practice?

- **Previous student's Top Tip for pre-term preparation:** "Although you have a long time for this, start early with your reading and make time for regular meetings with your group. Communication is vital in this module so keep speaking to each other and work as a team."

Advanced CH Psychology Option (20 cps):

- **What to expect:** You can choose either Advanced Biological & Cognitive Psychology or Advanced Social & Developmental Psychology depending on what you find most interesting. Both modules build on the work you have done in Year 2 on these core areas of psychology, and will take you to the cutting edge of the field.
- **What did previous students enjoy most?** Having the opportunity to focus on areas of psychology that they were most drawn to and to actively contribute to their learning experience.
- **Module Leader's Top Tip for pre-term preparation:** Review last year's notes and familiarise yourself with the terminology and the topics. Then, choose a good quality journal in the field, sit down with a large coffee and have a read.
- **Previous student's Top Tip for pre-term preparation:** "Get used to reading journal articles. As soon as you know what's on the reading list do some pre-class reading (you don't have to make endless notes but be familiar with your topics). Remember, there are no stupid questions, so ask about anything you don't understand – that's how you learn – and lots of people will be wondering about the same thing, anyway."
- **Recommended Textbook:** These modules draw mainly on journal articles: reading lists will be provided. You'll be moving up a level but it will help to have last year's core texts on hand.

Option Modules (20 cps):

- **What to expect:** A plethora of highly interesting modules relating to a wide range of areas in psychology for you to choose at the end of Year 2.
- **What did previous students enjoy most?** By Year 3 students have a better idea of the areas that are of most interest to them, and they enjoy focusing on these areas further and attaining more depth of knowledge.

What else to expect in Year 3: Even more autonomy; more options for areas of psychology that are interesting to you (option module and choice of project topic); individual supervision sessions and small-group fortnightly tutorials with your project supervisor.



Anything else that's important to know?

Don't delay any aspect of your project so as to avoid unnecessary rush and stress in Term 2



What to do in your 3rd year: A checklist

- Have a look at the grading criteria specific to Y3 – note that these have changed from Y2.
- Attend Psychology Research Seminars (Wednesdays 4pm) to see how psychologists conduct and present their research and to learn more about psychology. This will be highly useful to your third year project.
- Attend the employability events – they will be invaluable when you start job applications. Remember that students can use NTU Employability Services after they graduate too so keep in touch with them to help you find that dream career!
- It's still not too late to apply for a library student mentor position!
http://www.ntu.ac.uk/library/developing_skills/index.html (See also Appendix B)
- Consider if you would like to go on in academia and maybe apply for an MSc/PhD? Talk to staff about it who can try to answer any questions you may have.

Peer Advice from our Former Year 3 Psychology Students

As you can see from all the advice we received from our students, by Y3 you'll have a lot more to say!

Advice from former Yr 3 Psych Students

Write your dissertation like an Ikea brochure, with clear instructions, explanation of why it's important, how you did it and what it shows

I have found as a 3rd year that lecturers are more than happy to help if you are willing to ask for help and guidance

Make sure you keep on track with the set reading. This is important not only for essential knowledge for the next lecture and eventually for the exam, but also to help you understand how to read journal articles which is a key skill to gain from a psychology course. This will allow you to develop an understanding what structure will be best suited for your project

Enjoy your third year. I am more than positive that you will all do well because you have not only made it this far, but NTU have an excellent psychology staff that I am sure you all know try their best to make sure we achieve our potential.

Use your research project to delve into a subject area within psychology that you are passionate about. Don't focus on trying to make it as complicated as possible as this will only make the write-up more difficult. I found that because I enjoyed my subject (linguistics) it was far easier to not only read research papers and absorb information but I also enjoyed the write-up.

Presentations used to make my heart pound (although everyone else thought I was confident). Facing this fear at NTU is probably one of the most valuable things I have taken from my degree leading to a career I never thought I would do!

When you receive work, start it straight away to avoid the most stressful situation you will ever experience - multiple deadlines due in at once

Keep your work-life balance in check. 3rd year is a lot of work but it doesn't mean you can't enjoy yourself either. 3rd year was my favourite year as you make the time and effort to make the most of your final year at uni. And the harder you work, the more rewarding the downtime!

I found waking up early and going to the library the best way to work, as I was able to finish my work by 3pm and have the rest of the day for myself. Starting the day late in the afternoon sometimes drags into the evenings and the day sometimes seemed short. So wake up and smell the coffee!

When writing up your assignments, get as many people as possible to read and re-read it. I found that when others read my pieces of work, there were mistakes found and possible methods of phrasing sentences that I was not able to think of myself

Plan well ahead for post graduate careers or further study if you haven't already. Accepting a place for teacher training in January eased additional stresses during revision knowing that a path for the future was emerging.

Keep on top of your assessments and in-class mini assignments; although this is obvious, in third year work really creeps up and you will find yourself having to always play catch-up unless you treat university as if you would a job and put the hours in.

Focus on your own expectations, goals and achievements. After two years of sharing modules with all of your peers, some may have got into the habit of comparing feedback and grades with others. Try not to get caught up in this during third year since everyone is studying different modules and only your own grades count in the end!

Work hard and play hard. This is important, don't become a robot as this will just overwork your body and you won't absorb everything. A healthy brain is a happy brain, so don't forget to have fun and make the most of your last year as - trust me - it will go very fast.

Don't be afraid to take a risk with your dissertation methodology! Playing it safe might guarantee a high grade for some, however this won't be mentally stimulating or rewarding at the end of a year's worth of hard work. Whilst the grade is important to many pushing yourself with research skills can be taken much further than a 1st class mark.

Make sure you keep on track with the set reading. This is important not only for essential knowledge for the next lecture and eventually for the exam, but also to help you understand how to read journal articles which is a key skill to gain from a psychology course. This will allow you to develop an understanding what structure will be best suited for your project

Work in groups. I always thought throughout all of my education that I was better working by myself. However, 3rd year taught me that group work allows me to critically evaluate my work in a dimension that forces me to re-focus or re-evaluate my writing

Write first, edit after.

As a third year you will find that you have a lot of free time on your hands. However, be mindful that this is not free time and is a time to recap on lectures and project/assignments.

One of the most important lessons I have learnt is to familiarise myself with the marking criteria!! Third year is all about critical evaluation, descriptives is 1st year and a little of 2nd year, however 3rd year is a step up from both. Read the marking criteria for each course and make sure you tick each criteria for the higher marks

Plan, look at examples, don't forget previous feedback and content of modules as they can help you with final projects. Read, but stay sceptical and look at the writing structure and styles of articles that you like as this can help you plan own structure.

No matter how stressed you get or how too much work you think you have just push through it and carry on going you will get there in the end. Also remember that third year of uni is probably the hardest but the best year of uni so you must remember to enjoy it as well as to work as hard as you possibly can.

Make the most of the university's employability team. Set up a meeting and work through your CV and application forms with them. They know their stuff so take on their advice and your chances or acceptance will increase without a doubt

Always have a plan. Bullet point themes or theory to include; don't just start writing

Transitions out of University or onto further degrees



Suggested Transitions Task

Revisit the job application in Psychology you found in your first year that we worked with again last year (see transitions between year 1 and 2 and between 2 and 3 to remind you).

- a) Add a list of the skills you have learned in your third year that may be relevant to this position and give examples of how you have demonstrated them (*hint* this is excellent interview preparation).
- b) Look at the skills you previously circled that you did not yet then feel you have attained. Did you acquire any of these skills this year?
- c) Have a practice go at applying for this position now. Get feedback from a peer about how well your application is aligned with the key competencies the employers were seeking. *Hint* this will help you in applying for similar jobs in the future.

The British Psychological Society – Careers in Psychology



Psychology has an impact on all areas of life, from education and health, to the economy and crime. Find out more about psychology careers and training opportunities via the BPS website: <http://www.bps.org.uk/careers-portal>. They even suggest specific career choices based on your degree and what kind of a psychologist you wish to become: <http://careers.bps.org.uk/yourstatus>.

Are you interested in a career in clinical psychology?

Now is the time to experience the kinds of work clinical psychologists do. This will help you decide whether this kind of career is for you and will help your application for a clinical psychology training course.

If you're not sure what kind of work experience is relevant, there is lots to choose from. Clinical psychologists work with a huge range of people with health and care needs, and there are lots of jobs where you can get experience of working with these groups of people, and the kinds of organisations that support them.

Top tip: make sure you think psychologically about any experience. So do read psychological research about the area you are working in - Beinar H, Kennedy P, & Llewelyn S. (2009). *Clinical Psychology in Practice* (2nd ed.). BPS Blackwell is a great place to start (and is available from the NTU library).

Here at NTU we also have our MSc in Psychology in Clinical Practice which is a superb opportunity to learn more about the theory and practice of clinical psychology, and to gain first-hand experience of doing clinical research in the NHS.



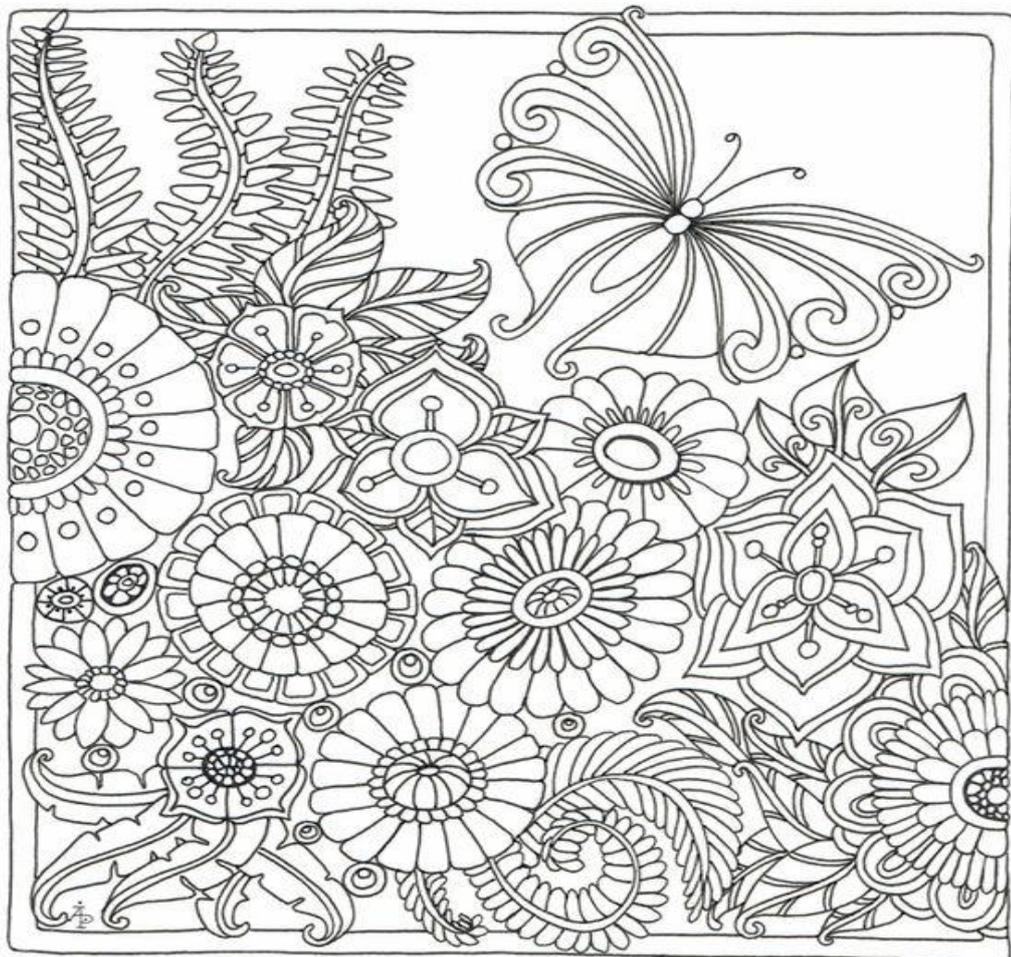
What to do post-graduation: A checklist

- Keep in touch with fellow students
- Get involved with the NTU Alumni
- Find a career mentor
- Think outside the box about what jobs may be relevant & follow your passions
- Top up on your skills, knowledge and experience – there are many opportunities to do that; make sure you find them
- Never stop learning!



Did you know?

Some of the most successful people had no idea what they wanted to do after graduation. For some, the inspiration moments come early; for others, later in life. Work on your knowledge, skills and abilities, and keep a positive attitude. Apply yourselves fully to anything you do and make the most of the opportunities that life brings you.



APPENDIX A: Reading List (You'll find these on NOW)

NTU Psychology Recommends

Below are a selection of books that Psychology staff recommend, either because it inspired them, provides interesting insights into psychology or because it's a recent read they enjoyed!

Andy Grayson	<i>Children's minds</i> - by Margaret Donaldson - link	The first psych book I read and it inspired me into the subject. A great background to Piaget, it makes you think, and it is short!
Mark Griffiths	Rosenhan, David (1973). "On being sane in insane places". <i>Science</i> 179 (4070): 250-258.	The Rosenhan study is a real eye-opener, innovative methodology and ground breaking in relation to the topic (a sane person living among those deemed by others to be insane and recording how staff treated him).
	Thigpen, C.H. & Cleckley, H. (1954) A case of multiple personality. <i>Journal of Abnormal and Social Psychology</i> , 49, 135-51	As a teenager, the Thigpen and Cleckley study was one that just hooked me into psychological extremes and made me want to learn more about psychology generally and personality more specifically.
Eva Zysk	<i>The Man Who Mistook His Wife for a Hat</i> (1985) by Oliver Sacks	Bizarre and incredible short cases presented by a renowned neurologist provide insight into the lives and difficulties of those suffering with neurological impairments including perceptual and intellectual aberrations had piqued my interest in psychology from my 1st year as a science student and helped convert me to psychology!
Mike Marriott	<i>Bentall, R. P. (2004). Madness explained: Psychosis and human nature. Penguin UK.</i>	Although a complex read at times - and the theories have since been updated and expanded - this book first fully crystallised for me a comprehensive argument away from biomedical explanations of human suffering (e.g. "psychosis") and towards psychological understanding.
	<i>The Dulwich Centre for Narrative Therapy – An Invitation to Address Privilege and Dominance – link</i>	Written to help therapists to reflect upon their own personal background in order to better position themselves when meeting with therapy clients, this document is a thought-provoking read for anyone who wants to engage in debates around the nature of human experience, and how our own prejudices might affect our position in such debates.
Duncan Guest	Clark, A., and Chamlers, S (1998) <i>The Extended Mind. Analysis</i> . 58 (1).7-19. – link	As a third year undergraduate I came across the writing of Andy Clark on dynamical systems and George Mead on the self. Both led me to question my views on thought, the mind and the self in terms of the extent these are "things" that reside "in" me. These readings gave me an appreciation of the interconnectedness of things in a way that has stayed with me since.
	Mead, G, H (1912) <i>The Mechanism of Social Consciousness. The Journal of Philosophy, Psychology and Scientific Methods</i> , 9 (15), 401-406. – link	

Phil Banyard	<p>Jon Ronson (2011). <i>The Psychopath Test</i>. London: Picador http://www.jonronson.com/psycho.html</p>	<p>Combining Ronson's trademark humour, charm and investigative incision, <i>The Psychopath Test</i> is both entertaining and honest, unearthing dangerous truths and asking serious questions about how we define normality in a world where we are increasingly judged by our maddest edges.</p>
	<p>Philip K Dick (1968) <i>Do Androids Dream of Electric Sheep</i>. SF Masterworks.</p>	<p>This dark science fiction work that later became the source of the cult classic film <i>Blade Runner</i> does not seem to date even though it is 50 years old. At the heart of the story is a fundamental psychological question about what it means to be human. What is the difference between human intelligence and artificial intelligence? And if we can create sophisticated human-like artificial intelligence will it matter if we can't distinguish them from human beings?</p>
Juliet Wakefield	<p><i>Social Psychology: Revisiting The Classic Studies</i> – by Joanne Smith – link</p> <p>Levine, M., Prosser, A., Evans, D., & Reicher, S. D. (2005). Identity and Emergency Intervention: How Social Group Membership and Inclusiveness of Group Boundaries Shape Helping Behavior. <i>Personality and Social Psychology Bulletin</i>, 31(4), 443-453.</p>	<p>A clear and accessible introduction to some of the classic studies in Social Psychology that gave me a renewed appreciation of the subject's origins. In the final chapter of the book Levine revisits the story surrounding the murder of Kitty Genovese and questions whether it was truly an example of the bystander effect. His discussion of a social identity interpretation of helping behaviour links with his 2005 paper (listed opposite) that inspired me to begin researching the social identity processes involved in the giving and receiving of help.</p>
Kevin Maguire	<p><i>Bringing up the Bodies</i> – by Hilary Mantel</p>	<p>A novel I have just completed, which, although in no way a psychology text, serves very well to remind us about how perception is everything and, in particular, cultural perspectives are so influential that they can change ethical values, notions of fact and truth, etc...</p>
Andrew Dunn	<p>Goodale, M. A., & Milner, A. D. (1992). Separate visual pathways for perception and action. <i>Trends in neurosciences</i>, 15(1), 20-25</p>	<p>This short paper is nothing less than a master class in how to co-ordinate different streams of research into a theoretical framework, and to convey it clearly to a wide audience. It formed the basis of my own PhD and affected the way I thought about making structured, evidence based arguments. At the time it was genuinely ground breaking and many people still like the basic premise though it's clear that they oversimplified their case. Nevertheless it remains an important paper. Also see... Milner, A. D., & Goodale, M. A. (1995). <i>The visual brain in action</i> (Vol. 27), Oxford University Press</p>
	<p>Cartwright, J. (2000; 2008). <i>Evolution and human behavior: Darwinian perspectives on human nature</i>. MIT Press.</p>	<p>This is great introduction to applying evolutionary theory to psychology. It's readable and informative. I'd recommend getting the 2008 version because it's more up-to-date. Also see Laland, K. N., & Brown, G. R. (2011). <i>Sense and nonsense: Evolutionary perspectives on human behaviour</i>. Oxford University Press. It provides a clear overview to the various different evolutionary approaches to understanding human (and non-human) behaviour.</p>

Sarah Seymour-Smith	Testament of youth - by Vera Brittain	For me this changed my life and got me interested in psychology. "The Testament of Youth" got me thinking about the futility of war and the strength of women. I was particularly impressed by the author's choice to switch her degree from literature to history as a consequence of her experience in the war. It got me thinking about the feminist stance of the personal being political.
Belinda Winder	Rosenhan, David (19 January 1973). "On being sane in insane places". <i>Science</i> 179 (4070): 250–258. - link	This made me want to be a psychologist and try to duplicate the study! The idea that experts could not actually tell the difference between 'real' patients and pretend ones was mind-blowing for me. My faith in mental health diagnoses and mental health institutions was shaken (maybe things are not as fixed and precise as they appear), whereas my admiration of psychologists, psychotherapists and psychiatrists getting out there and doing such brave research to test and understand the system grew exponentially. I wanted to be like that – challenge, understand, to do real research that unravelled stuff that people might just take for granted, with excluded and vulnerable populations...
Christina Howard	Eye and Brain - Richard Gregory	I just found it fascinating (and still do!) how our brains do so much computation to allow us to see the world around us that we're not even aware of. An equivalent but more recent text would be Basic Vision by Snowden, Thompson and Troscianko
	Land, M, F., & Tatler, B, W (2001) Steering with the head. the visual strategy of a racing driver. <i>Current Biology</i> .11(15):1215-20. - link	I remember this being pretty cool when I read this as an undergrad back in the day!
Mike Rennoldson	An Invitation to Social Construction - by Kenneth Gergen – Sage 2009	Either of these books are great introductions to social constructionism, a set of ideas that suggest our psychological lives are more influenced by our culture and language than you might think. As I went through my clinical psychology training I found issues such as social and economic inequality, the misuse of power and the possibility of change were at the centre of a lot the distress that led to people seeking help. Social constructionism is by no means the only psychological approach to these topics, but it brings them together in a way I found fascinating and very useful in my work.
	Social Constructionism - by Vivien Burr – Routledge, 2015	
Maria Karanika-Murray	Fight Club - by Chuck Palahniuk	Fight Club follows the experiences of an unnamed protagonist struggling with insomnia. Inspired by his doctor's exasperated remark that insomnia is not suffering, the protagonist finds relief attending various support groups before establishing an underground fighting club as radical psychotherapy. Chuck Palahniuk explores skilfully themes around personality disorders, stress, insomnia, social support, but also social unrest.

Mark Andrews	The Blank Slate: The Modern Denial of Human Nature – by Steven Pinker	Although the nature versus nurture debate may seem trite and that every reasonable person now understands that human psychology arises from an interaction of both genes and environment, nonetheless deep rooted dogmas in favour of environment-only explanation are still extremely prevalent in academic social sciences. In this book, Pinker outlines the science behind what is known about how both genetics and the environment shape our psychology. He then traces the rise and development of environment-only dogmas and discusses how these explanations have come to be seen as morally and socially desirable while explanations that acknowledge that genetics also plays a role are sometimes seen as dangerous, racist, sexist and even fascist. This book was highly critically acclaimed and is likely to be fascinating to anyone interested in psychology generally, including cognitive psychology. More generally it shows how political or moral perspectives in academic social science can have a stultifying effect on scientific progress.
Nadja Heym	We Are All Completely Beside Ourselves – by Karen Joy Fowler – link	A great introduction to comparative psychology; development/theory of mind in chimps
	The Joy of Sin: The Psychology of the Seven Deadly Sins – by Simon Laham - link	Sinner or saint? This book examines the extent to which sinning not only feels good, but is actually good for you. In so doing it gives a fascinating introduction to social psychology
Garry Young	Becker, E. (1975). Escape from Evil. New York. The Free Press	This is the first book that really had an impact on me, academically. In essence, it seeks to account for human actions – for good or ‘evil’ – in terms of our need to deny death (our existential angst) and therefore symbolically strive for immortality. Not only did I enjoy the way the author made his case; importantly, it taught me how one could integrate work from a number of different disciplines. I guess this is what inspired me to become interested in interdisciplinary work.
	Stephens, G. L., & Graham, G. (2000). When self-consciousness breaks: Alien voices and inserted thoughts. Cambridge, MA: MIT Press.	This book inspired me to become interested in philosophical psychopathology
Mhairi Bowe	An Anthropologist on Mars (1995) – by Oliver Sacks	The book recounts seven paradoxical tales of patients adapting to neurological conditions including autism, Asperger’s syndrome, amnesia, epileptic reminiscence, Tourette’s syndrome, acquired colorblindness, and the restoration of vision after congenital blindness. One of these case studies - Franco Magnani - inspired my PhD!

APPENDIX B: Student Well-Being and Support



Student Services:

www4.ntu.ac.uk/student_services/

Student Support Appointments:

Email student.support@ntu.ac.uk or leave a voicemail at 0115 848 6060

Health and Wellbeing: (e.g. feeling isolated, not coping well)

www4.ntu.ac.uk/student_services/health_wellbeing/index.html

Struggling to Settle in?

www4.ntu.ac.uk/student_services/need_help/struggling-to-settle-in/index.html

Mature Students

www4.ntu.ac.uk/student_services/individual_support/mature_students/new_mature_students/index.html

Individual Support (e.g. transgendered students, student parents)

www4.ntu.ac.uk/student_services/individual_support/index.html

Email transition.support@ntu.ac.uk

International Students

www4.ntu.ac.uk/student_services/international_students/our_services/events/index.html

One student told us: "I found that there were many other international students who spent a good amount of time in the library. It was open 24/7 which allowed me to spend as much time as I needed researching and doing homework. To top it all off there was a Starbucks within the library which was perfect for when I had to stay late." – Psychology BSc (Hons) Exchange student visiting from Northern Arizona University (USA)

Student Disability & Learning Difficulties (e.g. dyslexia, physical and sensory disability)

www4.ntu.ac.uk/student_services/disability_services/index.html?utm_medium=short_url&utm_campaign=sssd Disability&utm_source=short_url

One student told us: "As a dyslexic student, I was always a bit anxious to go to University but, when I go to NTU, my worries were put at ease and my confidence was boosted. The constant support they offered was outstanding during examination periods. I had private rooms and personal scribes help me achieve my final grade of a first class honours."

Student Academic Help

The library has student mentors who can help with your academic writing and maths skills. There are mentors assigned to the School of Social Science so they can help you specifically with your studies. You can attend a drop-in session or book a one-to-one appointment. They have already experienced first year so can relate to any academic issues you have – no doubt they had the same issues when they started themselves.

www4.ntu.ac.uk/library/learning_teaching/teaching_support/student_mentors/index.html

Writing development

We have a team that can help you improve your writing and general academic and study skills. Students love them and we strongly recommend them too! Email SOCsocialscienceslearnerSupport@ntu.ac.uk or call 0115 848 2671 to book your 60 min one-on-one appointment with Siân Trafford or Lee Reynolds. They also hold workshops. Visit the Learner Support learning room on NOW for the schedule of events.

Psychology Student Transitions

The Associate Course Leader for Student Transitions for Combined Honours is Eva Zysk Eva.Zysk@ntu.ac.uk, and for Single Honours is James Stiller (James.Stiller@ntu.ac.uk). Drop us a line, we are always happy to help ☺.