

This is a translation of a Swedish document. In the event of a discrepancy, the Swedish-language version shall prevail.

## Research Seminars in Psychology II, 1.5 credits

### *Forskningsseminarier i psykologi II, 1,5 hp*

<b>Course Code/Codes</b>	35PS041
<b>Subject Area</b>	Psychology
<b>School/equivalent</b>	JPS
<b>Valid from</b>	2016-01-01
<b>Approved</b>	2015-11-04
<b>Revised</b>	2020-01-20
<b>Approved by</b>	Head of School
<b>Translation to English, date and signature</b>	2015-05-29 NB! Written in English.

## 1 Course content

This course consists of at least two seminars during one term, featuring invited speakers where participants will critically evaluate and discuss the topic both orally and in writing. The seminars delve into a variety of specific areas in psychology to highlight current pertinent issues. Each seminar will include a list of articles to be read before the presentation and which focus on the given subject. Speakers will present their work followed by ample opportunity to discuss it. Students will also attend a post-seminar meeting, led by a member of staff, to critically analyse the literature and presentation.

## 2 Outcomes

### 2.1 The course in relation to the doctoral programme

The course shall primarily refer to the following intended learning outcomes for third-cycle courses and study programmes as described in the Higher Education Ordinance, i.e. the doctoral student shall demonstrate:

#### *Knowledge and understanding*

- broad knowledge and systematic understanding of the research field (part of outcome 1)
- advanced and up-to-date specialised knowledge in a limited area of this field (part of outcome 1)
- familiarity with research methodology in general (part of outcome 2)
- familiarity with the methods of the specific field of research in particular (part of outcome 2)

#### *Competence and skills*

- the capacity for scholarly analysis and synthesis (part of outcome 3)
- the capacity to review and assess new and complex phenomena, issues and situations autonomously and critically (part of outcome 3)

- the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively (part of outcome 4)
- the ability to review and evaluate research and other qualified tasks (part of outcome 4)
- the ability to identify the need for further knowledge (outcome 7)
- the capacity to contribute to social development both through research and education and in some other qualified professional capacity (part of outcome 8)
- the capacity to support the learning of others (part of outcome 8)

*Judgement and approach*

- intellectual autonomy and disciplinary rectitude (part of outcome 9)
- the ability to make assessments of research ethics (part of outcome 9)
- specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used (outcome 10)

The intended learning outcomes are listed in the same order as in the general syllabus for the programme.

## 2.2 Intended course learning outcomes

To obtain a passing grade, the doctoral student shall demonstrate:

- Broad knowledge and systematic understanding of general issues in psychological research
- Advanced and current specialized knowledge in psychology
- Familiarity with the research methods in the area presented in each seminar
- An active knowledge and understand of the key methodological, theoretical, and ethical features of the research area in each seminar
- An ability to actively participate in the discuss the main issues during the seminar (measure by attendance and talking during seminar)
- A concise written summary of the main issues, with reflections, for each seminar

## 3 Reading list and other teaching material

The following course readings and teaching material will be used on the course:

Students will be required to read a designated number of published articles authored or recommended by each guest seminar speaker. Guest speakers will be asked by the inviting member of staff to nominate some of their own publications that at as a whole demonstrate/address a specific theoretical/methodological theme of their work. The nominated publications will be reviewed and approved by the inviting member of staff prior to being included in the course literature. Students can expect to be notified of the specific readings for each seminar by the start of the course (the start of each term)

## 4 Teaching formats

Teaching on the course takes the following format:

Teaching formats will include traditional lecturing, independent study and discussion seminars. Lectures will include time allocated for questions and discussion of the topic. Specifically, students will be asked to read a selection of published work authored by each guest speaker prior to each lecture. They will then be asked to attend a formal lecture given by the guest speaker and participate in discussion during that lecture. They will be asked to write a reflective summary of

the key learning points they have taken from the published work and lecture. This reflective report will then be discussed as a group during a follow up seminar led by the inviting member of staff.

## 5 Examination

The course is assessed through an examination consisting of the components listed below. The individual components are not graded separately but together they provide the basis for assessment and grading.

A written examination consisting of a PM for each seminar

Active participation in the oral discussions

For examinations consisting of several examination components, the following applies: If during the course it is concluded that a doctoral student is unable to complete a certain examination component, the examiner may set a substitute assignment provided that circumstances do not reasonably allow for the course component to be completed at a later date during the run of the course.

*For examinations consisting of several examination components, the following applies:* If during the course it is concluded that a doctoral student is unable to complete a certain examination component, the examiner may set a substitute assignment provided that circumstances do not reasonably allow for the course component to be completed at a later date during the run of the course.

## 6 Grades

Examinations on third-cycle courses and study programmes are to be assessed according to a two-grade scale with either of the grades 'fail' or 'pass' (local regulations).

The grade shall be determined by a teacher specifically nominated by the higher education institution (the examiner) (Higher Education Ordinance).

To obtain a passing grade on examinations included in the course, the doctoral student is required to demonstrate that he/she attains the intended course learning outcomes as described in section 2.2. Alternatively, if the course consists of multiple examinations generating credit, the doctoral student is required to demonstrate that he/she attains the outcomes that the examination in question refers to in accordance with section 5.

A student who has failed an examination is entitled to a retake.

If an examination consists of several examination components, and a student fails an examination component, the examiner may, as an alternative to a retake, set a make-up assignment with regard to the examination component in question.

A doctoral student who has failed an examination twice for a specific course or course element is entitled, upon his/her request, to have another examiner appointed to determine the grade.

## 7 Admission to the course

### 7.1 Admission requirements

To gain access to the course and complete the examinations included in the course, the applicant must be admitted to a doctoral programme at Örebro University.

Moreover, the applicant shall be admitted as a doctoral student within the subject area Psychology.

## 7.2 Selection

Selection between applicants who have been admitted to doctoral programmes at Örebro University and who otherwise meet the admission requirements as listed above is made according to the following order of precedence:

If no other selection criteria are specified in this section, priority shall be given to applicants with a lower number of course credits left before the award of their degree over applicants with a higher number of remaining course credits. Should two or more students have equal number of credits, selection will be done through the drawing of lots. This also applies within any selection groups listed unless otherwise stated.

## 7.3 Other applicants than doctoral students admitted at Örebro University

Other applicants than doctoral students admitted at Örebro University may be given access to the course on the grounds of provisions for and/or agreements regarding contracted courses, joint degrees, national graduate schools or cooperation in other respects with other universities.

Any decisions on what such other applicants may be given access to the course are made separately and on the basis of the provisions and/or agreements that occasion the student to apply for the course.

For participation in the course in other respects, the same provisions shall apply as for doctoral students admitted to Örebro University.

## 8 Transfer of credits for courses, study programmes and other experience

Provisions on the transfer of credits can be found in the Higher Education Ordinance and on the university's webpage.

## 9 Other information

---

## Transitional provisions

---