



# Psychology

General information	
Academic subject	Scientific English – Advanced Level
Degree course	Psychology
Academic Year	Second Year
European Credit Transfer and Accumulation System (ECTS)	6
Language	English
Academic calendar (starting and ending date)	First Semester
Attendance	Recommended

Professor/ Lecturer	
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Department and address	Chiaia Napolitano Building, 3rd floor, office n. 315
Virtual headquarters	Platform Teams. Code: 9z4kr8p
Tutoring (time and day)	On Wednesdays from 10 to 11 a.m. It can change according to the academic year timetable and specific needs of the students and/or the professor in charge of the laboratory.

Syllabus	
Learning Objectives	The course helps students to participate in the disciplinary community as novice members by guiding them in the production as well as understanding of different written genres in English that are commonly used in academic scientific contexts.
Course prerequisites	Knowledge of English (Level B2)
Contents	<p>Analysis of the main text genres used in the field of psychology (research article, review article, case report, clinical report) as well as of the main spoken genres used in the scientific discourse (interactions with patients, academic interactions, and conference attendance).</p> <p style="text-align: center;">(For both curricula)</p> <p>Linguistic support for writing a RA (Research / Review Article) using a series of PowerPoint Presentations created ad-hoc ("How to write a RA", "How to write a Literature Review", "Using Tenses in Scientific Writing", " Abstract ", " Which Verb Tense should be used in the Abstract ", " How to write an Abstract in a RA ", " Introduction ", " How to write a compelling RA Introduction ", " Materials and Methods "; " Results "and "Discussion" and "Useful Phrases for Academic Papers").</p> <p style="text-align: center;">(for the Clinical and Community Psychology curriculum)</p> <p>Listening to videos Lessons from a free online course on <b>Developing Clinical Empathy: Making a Difference in Patient Care</b> at St. George's University of London using PowerPoint Presentations created ad-hoc to facilitate the understanding of the contents, for example, "Understanding Empathy", "Skills for developing effective, empathic practice", "Challenges of being Empathic", "The Role of Awareness and the role of Self-care", "Advice for your future Practice". Furthermore, students see videos about a specialist medical examination and identify - through group discussion - opportunities (missed or caught) for verbal and non-verbal empathic responses through the mini project called "Empathic Opportunities within a consultation: Verbal and non-verbal empathic responses".</p>

	(for the Occupational and Organizational Psychology Curriculum) Listening to video lessons of a free online course on <b>Emotional Intelligence at Work</b> of Coventry University using PowerPoint presentations created ad hoc to facilitate the understanding of the contents, for example "Defining Emotional Intelligence", "Models of Emotional Intelligence", "Applying Emotional Intelligence ". In addition, students participate in the mini project called "Real-Life Cases" which involves choosing a case study from <a href="https://www.6seconds.org/cases/">https://www.6seconds.org/cases/</a> and presenting it in class followed by a group discussion.
<b>Books and bibliography</b>	PowerPoint Presentations created ad-hoc to facilitate the understanding of the contents related to scientific articles and video lessons.
<b>Additional materials</b>	The materials are provided during the course and uploaded to the Teams platform

<b>Work schedule</b>			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
<b>Hours</b>			
40	20	20	
<b>ECTS</b>			
6	3	3	
<b>Teaching strategy</b>			
Frontal Lesson, Dialogue Lesson, Group Work, Problem Analysis, Problem Solving, Cooperative Learning, Rôle Reversal Patient-Psychologist.			
<b>Expected learning outcomes</b>			
<b>Knowledge and understanding on:</b>	(Listening) S/he can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. S/he can understand most TV news and scientific programmes). (Reading) S/he can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes and viewpoints. S/he can understand contemporary scientific literature.		
<b>Applying knowledge and understanding on:</b>	(Writing) S/he can write clear, detailed text on a wide range of subjects related to his/her interests. S/he can write an essay and report, passing on information or giving reasons in support of or against a particular point of view.		
<b>Soft skills</b>	<ul style="list-style-type: none"> <li><i>Making informed judgments and choices</i></li> <li>(Speaking) Spoken interaction: S/he can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. S/he can take an active part in discussion in professional contexts, accounting for and sustaining his/her views. Spoken production: S/he can present clear, detailed descriptions on a wide range of subjects related to his/her field of interest. S/he can explain a viewpoint on a topical issue giving advantages and disadvantages of various options.</li> </ul>		

	<ul style="list-style-type: none"> <li>• <i>Communicating knowledge and understanding</i> (Speaking/Writing) S/he can relate on topics and contents dealt with during the course in a personal and professional manner and s/he can write abstracts, scientific reports, prepare PowerPoint presentations, discuss cases both to experts by using scientific language or to laypeople by popularizing scientific language.</li> <li>• <i>Capacities to continue learning</i> (Speaking / Writing / Reading/ Listening) S/he can read, analyse, and communicate – in written or in spoken modality - contents included in scientific research works (articles, reports, lectures, conference talks, psychotherapeutic talks etc.) S/he can use language knowledge and skills acquired during the course to understand and interact with other people (i.e., colleagues, experts, or laypeople) on issues related to clinical communication of empathy (for the Clinical and Community Psychology curriculum) and of emotional intelligence (for the Occupational and Organizational Psychology Curriculum).</li> </ul>
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<b>Assessment and feedback</b>	
Methods of assessment	Writing a RA to assess the acquired competence in grammar and in scientific writing as well as a spoken exam to assess the acquired oral scientific skills.
Evaluation criteria	The exam involves writing an RA which aims to verify the level of mastery of the contents, methods and models illustrated during the course. Furthermore, this test is followed by an interview on topics that are not the subject of the written test. This interview aims to evaluate the ability to present the contents orally and to critically reason on the topics, approaches and knowledge addressed during the course.
Criteria for assessment and attribution of the final mark	Theoretical-practical references to the Literature in the field of English for Psychology (Advance level) and appropriate use of Academic English
<b>Additional information</b>	
	Mid-term tests conceived in order to improve writing, listening and communicative skills.