Handbook

2017-2018

MPhil in Social and Developmental Psychology

This handbook is also available to view on the MPhil SDP Moodle site, to access links and forms:

http://www.student-systems.admin.cam.ac.uk/moodle
## Contents

MPhil in Social and Developmental Psychology ............................................................... 7

The University Card .................................................................................................. 7

Key Contacts .......................................................................................................... 8

Pigeonholes .............................................................................................................. 8

Computing and Information Technology ..................................................................... 8

Computing in Social Sciences on the New Museums Site ........................................ 9

Libraries ................................................................................................................. 9

Administration ...................................................................................................... 10

Graduate Education Committee ............................................................................... 10

Degree Committee ................................................................................................ 10

MPhl in Social and Developmental Psychology: Aims and Objectives ....................... 11

The Academic Year 2017-2018 ............................................................................... 11

Michaelmas and Lent Terms ................................................................................... 11

Seminar Series ..................................................................................................... 12

Supervision .......................................................................................................... 12

Ethical Issues in Psychological Research ................................................................... 13

How to apply .................................................................................................. 14

Course Work and Examination ....................................................................... 14

Course Work Marks Notification ..................................................................... 15

Written Work ........................................................................................................ 15

Plagiarism ............................................................................................................ 15

Turnitin UK Software Policy .................................................................................... 16

Student Procedures ............................................................................................... 16
Essay 1: Critical Appraisal ................................................................. 17
Essay 2: Research Proposal ................................................................. 17
Essay 3: Conceptual, Philosophical and Methodological Topic ................. 18

Submission of Course Work ............................................................... 18
Extension to Submission Date ............................................................. 18
Sources of Academic, and Pastoral Advice ........................................... 18

Presentation of Essays ......................................................................... 19
Marking of Course Work ...................................................................... 19
Examiners’ Meeting ............................................................................ 19

Essays - Details of Grading ................................................................. 20

Research Methods and Statistics ........................................................ 21
Doing Multivariate Analysis .................................................................. 21
Dissertation Presentation ...................................................................... 21
Dissertation ......................................................................................... 22
Presentation of Dissertation ............................................................... 22
Marking the Dissertation ..................................................................... 23

Dissertation – Details of Grading ......................................................... 24

Assessment of the Degree ................................................................. 25
Oral Examination – Viva Voce ............................................................. 25
External Examiner ............................................................................. 25

Award of the MPhil ............................................................................ 26

Paid Employment ............................................................................. 26
Progress to PhD Work ........................................................................ 26
Lectures in the University ................................................................. 26
Teaching and Supervising Staff on the 2017-18 MPhil SDP .................................................. 27

University Services ........................................................................................................ 28

**Welfare and Well-being** ......................................................................................... 28

**Counselling** ............................................................................................................ 28

**Special Needs** ......................................................................................................... 28

University Childcare Office .......................................................................................... 28

**Careers Guidance** .................................................................................................. 28

**Graduate Union** ...................................................................................................... 28

Useful Telephone Numbers .......................................................................................... 29

Colleges ......................................................................................................................... 29

**MPHIL SDP 2017-18 READING LISTS** .................................................................... 31
MPhil in Social and Developmental Psychology

Course Director: Professor Susan Golombok (seg42@cam.ac.uk)

Graduate Secretary: Rita Day (rd479@cam.ac.uk)

Graduate Administrator: Dawn Ellis (dle31@cam.ac.uk)

Welcome to the MPhil in Social and Developmental Psychology at the Department of Psychology, University of Cambridge.

The study of psychology has been carried out in various forms in Cambridge for more than a century. In 1897, William H.R. Rivers was appointed University Lecturer in Physiological and Experimental Psychology. A proposal for the establishment of a psychophysics laboratory had been put forward as early as the 1870s by James Ward, but it was not until 1912 that a purpose-built Psychological Laboratory was opened on the Downing Site in the centre of Cambridge. Research and teaching in psychology has continued to the present day.

On August 1st 2012, the Department of Experimental Psychology merged with the Department of Social and Developmental Psychology and the Centre for Family Research to create a unified Department of Psychology in the School of Biological Sciences. This merger provided an exciting new interface between social and developmental psychology, experimental psychology, neuroscience and biology.

The Department is split over two main sites:

- Downing Site
- New Museums Site

We hope that your time here will prove to be both enjoyable and worthwhile. Graduates can sometimes feel rather confused in Cambridge for the first few weeks. This Handbook has been prompted in part by questions asked by previous student groups, and is intended to provide basic information about the course and to assist you in settling into Cambridge, the Department and your MPhil work. A copy of the Handbook is also available on the MPhil SDP Moodle worksite https://www.vle.cam.ac.uk

The University Card

Students will need the University Card for many purposes. The card is issued by the University Card Service and sent to the student’s college for collection on their arrival. Students should please read the relevant instructions on the University Card Service’s website if they haven’t received their card. University cards can be activated to open locked doors in relevant areas of the Department. This can be done by James Glasberg on the Downing Site and the Receptionist on the New Museums Site.
Key Contacts

The graduate secretary Rita Day (rd479@cam.ac.uk telephone extension 65759) is located in the social sciences office (Room 701) on the first floor, Old Cavendish Building in the Department of Psychology on the New Museums Site.

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Position</th>
<th>Telephone Extension</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Webb (Downing Site)</td>
<td>Receptionist</td>
<td>(3)33550</td>
<td><a href="mailto:dw534@cam.ac.uk">dw534@cam.ac.uk</a></td>
</tr>
<tr>
<td>Jolanda Aldis-Clarke (New Museums Site)</td>
<td>Receptionist, Social Science Office</td>
<td>(3)34520</td>
<td><a href="mailto:jpda2@cam.ac.uk">jpda2@cam.ac.uk</a></td>
</tr>
<tr>
<td>James Glasberg</td>
<td>Chief teaching technician</td>
<td>(3)33568</td>
<td><a href="mailto:jg286@cam.ac.uk">jg286@cam.ac.uk</a></td>
</tr>
<tr>
<td>(IT Helpdesk) (Free School Lane)</td>
<td>Faculty Computing Officers</td>
<td>(7)62842</td>
<td>helpdesk@hsp. cam.ac.uk</td>
</tr>
<tr>
<td>Richard Fieldsend (Downing Site)</td>
<td>Computing Officer</td>
<td>(3)39714</td>
<td><a href="mailto:computing@psychol.cam.ac.uk">computing@psychol.cam.ac.uk</a></td>
</tr>
<tr>
<td>Judith Brown (Downing Site)</td>
<td>Library Information Supervisor</td>
<td>(3)33554</td>
<td><a href="mailto:jab202@cam.ac.uk">jab202@cam.ac.uk</a></td>
</tr>
<tr>
<td>Dawn Ellis (Downing Site)</td>
<td>Graduate Administrator</td>
<td>(3)33558</td>
<td><a href="mailto:dle31@cam.ac.uk">dle31@cam.ac.uk</a></td>
</tr>
</tbody>
</table>

Pigeonholes

Graduate pigeonholes are situated in the entrance to the Psychology Department on the Downing Site and in the corridor leading to rooms 708-713 on the New Museums Site. Students are asked to check them regularly, and should note on their look-up details which site they would prefer their mail to be sent to.

Staff pigeonholes are located in the entrance to the Psychology Department on the Downing Site, and in Reception in the Social Sciences Office on the New Museums Site.

For contact details of members of the Department of Psychology please visit the following web page: https://www.psychol.cam.ac.uk/about-us/find

Internal mail can be sent through the University Messenger Service (UMS); please ask the receptionists at the respective buildings to advise you. Any external mail must be paid for at current rates.

Computing and Information Technology

Information about computing services and training courses can be found at: http://www.uis.cam.ac.uk/

Central facilities are provided by the University Computing Service. Computers that are part of the Managed Cluster Service can generally be used by anyone, and the New Museums Site has two such rooms. You are also encouraged to ask about College facilities as soon as you arrive.
Computing in Social Sciences on the New Museums Site

The Department of Psychology has a number of Managed Cluster Service PCs located in the Cathie Marsh Room, the Social & Political Sciences Library and the Graduate Attic. The IT Helpdesk for the New Museums Site will assist you on any computing matter helpdesk@hspscam.ac.uk. If you would like access to the Cathie Marsh Room, please let Rita Day know and she will arrange for you to be registered as user. The key code for the Cathie Marsh Room is available from reception in the Social Sciences office. The IT Helpdesk for the Downing Site can be contacted at computing@psychol.cam.ac.uk – they will be able to advise you about software and appropriate training.

Libraries

Whilst studying at Cambridge, students are entitled to use a whole host of libraries, including their own College and most faculty and department libraries, as well as the main University Library, or the “UL”, as it is commonly called, in West Road. Students should use the Cambridge Libraries Gateway to discover more on how to do the following: search for books, journals, and electronic resources; find locations, opening hours and borrowing rules of the many libraries available; sign up for a Research Skills session; renew books. The Gateway also centrally hosts the websites, blogs, Twitter feeds and Facebook pages of individual libraries, where general library information and resource updates are frequently published.

The Department’s graduate students have 24-hour access to the Department of Psychology Library (access outside staffed hours is with the University Card). The Department Library aims to stock copies of all the MPhil in SDP recommended books, and it contains a collection of past MPhil dissertations. The Psychology Library maintains an informative and comprehensive website. For material that is not available within the University, the Library offers an inter-library loan and document delivery service (up to ten items may be ordered free of charge). (The Central Science Library and the UL also offer an inter-library loan service for a small charge.)

The Social and Political Sciences (SPS) Library has a website alongside a strong media presence on Facebook and Pinterest, and a library assistant tweets library information regularly (@Kennifleur).

Graduates will find the UL indispensable as a resource. To access and borrow at the UL, students will need their University of Cambridge ID Card; new postgraduate students should find that their University ID cards are automatically registered at the University Library. Students changing course, or extending their programme of study, should make arrangements to see the Admissions Office. (Appointments are made during the Admissions Office opening hours. Please telephone: (01223) 333030 to schedule an appointment.)

Students may also find useful materials in the History and Philosophy of Science Library (Free School Lane), the Radzinowicz Criminology Library (Sidgwick Site), the Medical Library (Addenbrooke’s Hospital, Hills Road), and the School of Education Library (Shaftesbury Road). Students will need to register at these libraries by filling in an application form and presenting the library staff with their University Card.
Faculty libraries hold tours and inductions to their collections and facilities at the start of term, and these are also available throughout the year at the UL. It is important to attend these sessions, if possible, to ensure confident retrieval of course material and to meet subject librarians who are always happy to help and support students with their studies.

The University Library runs a Research Skills Programme. Individuals may attend any session without booking, but advance notice of groups of ten or more would be helpful. Contact: Reference Department, University Library, Tel.: (01223) 333016/35, user-education@lib.cam.ac.uk. Courses are usually 45-50 minutes in duration. Further information is available on the Research Skills Programme website.

Administration

There are two bodies primarily responsible for administering Psychology graduate students' business: the Department of Psychology Graduate Education Committee (GEC) and the School of Biological Science Degree Committee. These bodies ensure that all regulations are correctly interpreted and followed, and that appropriate liaison is maintained with the Student Registry. Any queries beyond those which can be dealt with informally by supervisors, Faculty advisors, or other individual members of staff, should be addressed to these bodies (usually to the GEC).

The dissertation supervisor should be regarded as the first source of information about aspects of the University system which may affect students' work. The colleges will also have a tutor responsible for graduate students. The Graduate Office is, however, likely to be a useful point of contact, especially in the early stages. The Graduate Secretary, Rita Day (rd479@cam.ac.uk), will respond to queries sent by email. She will also arrange an appointment for students to meet with her or with the Chair or Secretary of the relevant committee, if necessary.

Graduate Education Committee

Chair: Dr Jon Simons (Director of Graduate Education)
Secretary: Dawn Ellis (Graduate Administrator)

The Graduate Education Committee discusses most aspects of postgraduate work, and specifically it deals with:

- New applications
- Graduate Feedback
- Graduate teaching/training matters

Degree Committee

Chair: Dr Geoff Cook
Secretary: Cathy Butler
Administrative Secretary: Georgina Rutherford
The School of Biological Sciences Degree Committee is the main body responsible for liaising formally between the School and the Student Registry on postgraduate matters.

- Approval of MPhil Degrees

The Chair and Secretary of these two committees are responsible for the formal business connected with your degree to ensure that all regulations are correctly interpreted and followed, and that appropriate liaison is maintained with the Student Registry. They should be able to advise and assist when making any applications to the Student Registry.

**MPhil in Social and Developmental Psychology: Aims and Objectives**

The overall aims of the MPhil are:

- to provide students with the opportunity to study at an advanced level substantive topics at the forefront of theory and research in social and developmental psychology;
- to enable students to acquire the skills necessary for undertaking independent research in social and developmental psychology;
- to prepare students for research at the doctoral level or its equivalent in other professional contexts.

The course aims to provide students with a structured introduction to undertaking research in social and developmental psychology, and will provide a foundation for students intending to go on to a PhD. As well as reflecting on methodological aspects of research, students will be encouraged to consider psychological research in the wider context of debates within the social and other sciences. Students will also have the opportunity to study substantive issues in social and developmental psychology in greater depth. A central element in the course is each student’s own independent research project.

**The Academic Year 2017-2018**

The Full Term dates for the year are as follows, in three terms of 8 weeks duration:

<table>
<thead>
<tr>
<th>Term</th>
<th>Begins</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaelmas</td>
<td>03 October 2017</td>
<td>01 December 2017</td>
</tr>
<tr>
<td>Lent</td>
<td>16 January 2018</td>
<td>16 March 2018</td>
</tr>
<tr>
<td>Easter</td>
<td>24 April 2018</td>
<td>15 June 2018</td>
</tr>
</tbody>
</table>

The University week commences on a Thursday and ends on the following Wednesday.

**Michaelmas and Lent Terms**

During Michaelmas and Lent terms, students attend two sessions per week in which members of the department provide state-of-the-art summaries of contemporary research and scholarship on central topics in Social and Developmental Psychology. In most cases, the lecturer will focus on his or her own area of expertise. These sessions last for 1½ - 2 hours. Please check the Reading List for the allocated reading for each topic. Students are encouraged to read around the topic before each lecture.
The aim of the lectures is to increase students’ understanding of key conceptual issues, current research and important methodological and practical considerations.

Please note that attendance of lectures is recorded and will be considered when classing students.

The timetable is available online on the MPhil SDP moodle site. http://www.student-systems.admin.cam.ac.uk/moodle

**Seminar Series**

The Department of Psychology [http://talks.cam.ac.uk/show/index/9110](http://talks.cam.ac.uk/show/index/9110) and the Centre for Family Research [http://www.cfr.cam.ac.uk/seminars](http://www.cfr.cam.ac.uk/seminars) host regular Seminars during term time on topics of interest to social and developmental psychologists. Students are expected to attend the Department of Psychology’s Social and Developmental Psychology (SDP) seminars and are welcome to attend the Centre for Family Research seminars that are of interest to them. The seminars typically involve presentations by outside experts and scholars, or by advanced PhD students.

The SDP Seminars are held in the Department Lecture Theatre at Downing Site. Seminars take place on alternate Tuesdays at 1pm. Refreshments are served before the seminar from 12.30pm onwards in the Nick MacKintosh Seminar Room, 2nd Floor, Downing Site. CFR Seminars will usually take place in Room 606 of the Old Cavendish Laboratory in the New Museums Site. Details of the seminars will be advertised by posters and on the CFR website. Students will also receive updates via email.

There are other seminars held throughout the University that are open to all students. Details of these will be sent out via email circulation or will be posted on [www.talks@cam](http://www.talks@cam)

**Supervision**

The supervisor will normally expect to meet each student every 1-2 weeks, or as necessary. Supervision may be provided individually or in small groups.

In addition, students will receive written feedback from the markers of each essay. This feedback will be sent to students by the Graduate Secretary. Supervisors will be available for discussion of the written feedback, if requested.

Supervisors should not be expected, nor are they allowed, to review drafts of your essays. The one exception to this is the Research Proposal; supervisors are allowed to review a first draft. This should be sent to your supervisor at least two weeks prior to the submission date so that they have time to review it. Supervisors may also give feedback on a draft of the dissertation. However, students should ensure that these are sent to the supervisor at least two weeks before the final submission date.

Towards the end of the Lent term there will be a Dissertation Workshop, at which students will present their dissertation plans to the other students and academic staff.
Each supervisor has a heavy work-load as they are involved in undergraduate teaching and doctoral supervision, as well as in research and administrative work, in addition to their MPhil work. Supervisors aim to advise rather than direct students. Supervisors are available by appointment. It is up to students to make contact with their supervisors and make sure that they receive sufficient supervision.

Post-graduate work demands a high degree of self-discipline, and MPhil students are expected to take full responsibility for producing the required course work according to the deadlines specified in the Timetable for Submission. One of the functions of a one-year MPhil course is to assess how well students cope with working as independent scholars. It is, therefore, essential that students establish a working routine and a timetable, detailing deadlines for completion of the various stages of their work.

Important Note: Outside of term, supervisors are not obliged to see students, but they may nevertheless be willing to do so. This is a matter for discussion with individual supervisors.

Ethical Issues in Psychological Research

While doing research, students need to ensure that their research is conducted within the framework of the British Psychological Society’s Code of Conduct, Ethical Principles and Guidelines

Students whose project involves the collection of original data will typically be expected to submit a proposal for ethical review to either the Psychology Department Ethics Committee or Cambridge Psychology Research Ethics Committee, as soon as possible http://www.psychol.cam.ac.uk/ethics_committee

Ethics applications will be considered on a rolling basis by the Departmental Ethics Committee – approval will take at least 2 weeks. Please ensure you read the criteria set out below and other relevant information which can be found on: http://www.psychol.cam.ac.uk/ethics_committee. Please check with your supervisor whether your research work will require approval from an Ethics Committee and, if so, which one.

The Departmental Ethics Committee can review and approve projects if they raise few or no ethical issues, as indexed by the following criteria:

- **Written informed consent forms are used**
- **No young people under the age of 18, vulnerable adults or patients take part in the project**
- **No requirement for participants to take part, who have any formal psychiatric diagnosis (e.g. dyslexia, depression)**
- **No obligation for participants to reveal personal or intimate information**
- **No stimuli used that could cause high levels of stress**
- **No clinical scales/questionnaires that could suggest undiagnosed mental health problems**
- **No experiments involving deception (e.g. using hidden recordings)**
• No risk to the reputation of the Department or University if web-based recruitment is used
• No physiological measurements are taken
• The project complies with the Data Protection Act
• The ingestion of food/drink is allowed, if the risk of adverse reactions is vanishingly low. If the PEC judges there could be any higher risk than this, then it would be referred to the PREC
• The experiments are conducted on University property under the responsibility of a University employee or affiliate

Any MPhil project that is outside the above criteria should be sent to the Psychology Research Ethics Committee instead. This is a longer process (often around six weeks) so you need to plan ahead. If the project involves recruiting patients from the NHS, the project should go to the NHS Research Ethics Committee for approval. This takes a very long time and is usually not feasible within the time-scale of the MPhil.

How to apply

To apply to the Departmental Ethics Committee, complete the online application form (http://www.psychol.cam.ac.uk/pec_form). Attach any relevant materials to the application (such as consent form, questionnaires, debriefing, etc, or whatever information is required for the committee to evaluate what the research involves).

Students who plan to collect data on children or other vulnerable individuals will also need to complete a DBS (Disclosure & Barring Service Check) before they begin collecting data. Because these reviews and checks can be time-consuming, these procedures need to be initiated as early as possible. Students who require DBS checks should initiate this process in or before October 2017, while requests for Ethical approval should be submitted as soon as the study design is determined.

Course Work and Examination

Students are expected to complete the following pieces of coursework for assessment (the word count includes citations in the text but does not include the reference list):

• One 3,000 word essay in the form of a Critical Appraisal of a research paper
• One 5,000 word Research Proposal
• One 4,000 word essay related to Conceptual, Philosophical or Methodological issues covered on the course
• An Assessment Exercise on multivariate analysis (that students must pass but does not contribute to the final MPhil mark)
• A Dissertation presentation (that is not formally assessed)

A Dissertation of no more than 15,000 words (with a recommended length of 10,000 words) should be written on a topic approved by the student’s supervisor. A qualitative dissertation may be up to 15,000 words. Students will be penalized if their dissertation is less than 10,000 words or more than 15,000 words. The dissertation should demonstrate mastery of a substantive topic in social or developmental psychology and of appropriate research methods, and include some element of original data collection.
<table>
<thead>
<tr>
<th>Assessment Unit</th>
<th>Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1 (Critical Appraisal)</td>
<td>Monday, 13 November 2017</td>
</tr>
<tr>
<td>Essay 2 (Research Proposal)</td>
<td>Monday, 29 January 2018</td>
</tr>
<tr>
<td>Submit Dissertation Presentation Title</td>
<td>Thursday, 1 March 2018</td>
</tr>
<tr>
<td>Dissertation Workshop Presentation</td>
<td>Thursday 15 March 2018</td>
</tr>
<tr>
<td>Essay 3 (Conceptual Philosophical and Methodological)</td>
<td>Monday 26 March 2018</td>
</tr>
<tr>
<td>Dissertation Submission</td>
<td>Monday, 04 June 2018</td>
</tr>
</tbody>
</table>

Please note that the sequence of essays is not negotiable.

**Course Work Marks Notification**

Essay 1 marks will be notified on 04 December 2017

Essay 2 marks will be notified on 19 February 2018

Essay 3 marks will be notified on 23 April 2018

A time plan, detailing when each stage of work must be completed, can help students to meet these deadlines. Although the submission date for the dissertation is not until June, it is important that students start thinking about the content and title as soon as possible and that they set aside sufficient time to work on the dissertation.

**Written Work**

In all pieces of submitted work it is important that students think carefully about the structure, organization, and content of what they write.

In all their work students are expected to locate their arguments within a context of relevant theory and research and to evaluate whatever evidence may be available. In addition, students should pay attention to methodological considerations, explaining, for example, why specific methods are appropriate in their dissertation research.

**Plagiarism**

**Department statement on Plagiarism**

Students submitting written work for examination for the MPhil in Social and Developmental Psychology are reminded of the need to acknowledge adequately the work of others in accordance with good academic practice.
The following guidance has been issued by the Faculty Board of Biology:

Plagiarism is defined as submitting as one's own work, irrespective of intent to deceive, that which derives in part or in its entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity.

In general, plagiarism can be defined as:

The unacknowledged use of the work of others as if this was your own original work.

In the context of an examination, this amounts to:

Passing off the work of others as your own to gain unfair advantage.

Such use of unfair means will not be tolerated by the University; if detected, the penalty may be severe and may lead to disciplinary proceedings being taken against you.

Full details of what constitutes plagiarism and how to avoid it can be found at http://www.biology.cam.ac.uk/exams/plagiarism

**Turnitin UK Software Policy**

All work submitted for assessment in the Department of Psychology for the MPhil in Social and Developmental Psychology will be submitted to Turnitin to check for originality. These reports will be referred to the examiners, only if there is *prima facie* evidence of plagiarism or poor academic practice.

What will happen if matches are identified between my work and another source?

If Turnitin UK detects matches between your work and another source, the Examiners will review the resulting originality report to judge whether the matches are innocent, or whether you have appropriately referenced these matches (if not, this may constitute plagiarism), and/or whether you have made excessive use of material from other sources (which may be poor academic practice).

The Examiners will mark your work purely on the basis of its academic merit. However, depending on the extent and context of the matches, your work may be referred to the Proctors for further investigation. In such cases the Turnitin UK originality report may be used as evidence. If plagiarism is established, the penalty may be severe and your degree may be withheld.

The Department will use Turnitin UK Software and in doing so is not required to obtain the explicit consent of students when submitting their assessed work to the software. Students will be asked to confirm that they have read and understood the Department’s guidance on plagiarism. The software may be used at any point in the academic year.
Student Procedures

Students should be aware of the following procedures:

Student Complaints Procedure
www.studentcomplaints.admin.cam.ac.uk/student-complaints.

Examination Review Procedures
www.studentcomplaints.admin.cam.ac.uk/examination-reviews

Essay 1: Critical Appraisal

A 3,000 word Critical Appraisal of a published research paper. Students will be given a choice of two papers on Thursday November 2nd and will be expected to write their essay within ten days. This essay assesses students’ ability to produce a clearly argued critical evaluation of a published paper, akin to a peer-review of a submission to a good international journal.

The evaluation should identify the merits and faults of the article, with justification for each of the points made. For example, if a student thinks it is problematic that the participants were predominantly adolescents, they would then need to explain why that was a problem and how the results might have been different had the sample characteristics been different. The evaluation might identify limitations in the introduction (e.g., whether or not there's a particular line of research or perspective that wasn't addressed/considered), the methods (e.g., sample size, measures used, how participants were recruited), the results (e.g., this might focus on the analyses or the interpretation of the results, sometimes authors might over-generalise their findings), and the discussion (e.g., do the authors do a good job in describing the findings and integrating them with the literature?).

There's no expected format for this essay. Students may organise their essay by sections of the article, and discuss the strengths and weaknesses of each section. Another option might be to identify the key issues that are most important about the research and structure the essay accordingly.

Students are encouraged to highlight the strengths of the article. Being critical isn't about being negative; it's about providing a detailed analysis of the merits and faults of a piece of work.

Essay 2: Research Proposal

A 5,000 word research proposal, on a theme related to their research, for which students agree a title with their supervisor.

The research proposal should

- provide a review of the literature
- clearly articulate the student’s research questions or hypotheses
• explain the methods the student plans to use to address their research aims
• explain how they will recruit participants and how many they expect to have
• a data analytic plan that describes the statistical analyses the student plans to run to address their aims

This is the one piece of work that supervisors are encouraged to review before submission. This should be sent to your supervisor at least two weeks prior to the submission date so that they have time to review it.

**Essay 3: Conceptual, Philosophical and Methodological Topic**

A 4,000 word essay on a theme related to a Conceptual, Philosophical or Methodological issue covered during the taught component of the course.

Lecturers will submit a choice of essay titles based on topics covered in the course. Students will receive these on Thursday 15th March. Students are expected to demonstrate an analytical command of the relevant topic, which should include a critical review of research and theory in the field.

Students should take care to answer the question as set.

**Submission of Course Work**

Submission dates and times must be strictly adhered to and are **not** negotiable. All coursework is to be handed in by 12 noon on the specified date unless otherwise stated. Late submission will result in the reduction of the mark by 3% for each day (24 hours) that submission is delayed starting from 12 noon on the due date.

**Extension to Submission Date**

In exceptional cases, such as illness or other serious causes of disruption to study, may necessitate an extension to the submission date. The Director of the MPhil SDP must be notified in writing of any problems at least 48 hours before the submission due date.

**Sources of Academic, and Pastoral Advice**

Your academic supervisor should always be the first person that you approach for academic advice. He or she will know how to help, or know whom to refer you to. The Course Director can assist with general academic queries. For all graduate students, the Director of Graduate Education can provide further knowledge, support, and advice.

If you experience personal problems or illness that may prevent you from studying effectively, please don't suffer in silence. It is best to notify your supervisor and the Graduate Secretary in the first instance, in case there are implications for the submission of your work. Extensions on MPhil essays need the support of your College Tutor, and supporting documentation from a doctor or college nurse, where relevant.
**Presentation of Essays**

Students should ensure that each piece of assessed work keeps within the appropriate word limit (with the number of words being indicated on the cover page of each essay). Referencing in the text should follow APA style, i.e., cite the surname of the author, the year of publication and, where relevant, the page number in round brackets. Full references should be presented at the end of the text in the conventional way. (For more information and examples, see the APA Style Manual). The essays must be typed on A4 paper, double-spaced, with 3 cm margins on the left and right-hand side. Personal identification (name or CRSId) should only appear on the Title Page. The essays do not have to be bound but should at least be stapled.

Two hard copies of each piece of assessed work must be handed into the Graduate Secretary in the Social Sciences office on the New Museums Site by 12.00 noon on the deadline date.

A soft copy (Microsoft Word) should be emailed to rd479@cam.ac.uk also by 12.00 noon on the day of the deadline. The electronic copy permits the Department to use automated plagiarism detection software. Please also email a copy of your title page (in Microsoft Word) so that it can be anonymised for marking.

On the front page of the essays students should state:

- name (**this should only appear on the front page**)
- the essay number
- the title of the essay
- the date of submission, and
- the final word count

**Marking of Course Work**

Each essay is marked anonymously by two examiners (i.e. the examiners are unaware of whose essays they are marking) and moderated by the MPhil Director and Chair of Examiners. The Student Registry, which rules in this matter, declares that the pass mark for an MPhil is the lower limit of the upper-second class for BA Honours extrapolated for one year of graduate study. The essays and the dissertation will be marked accordingly.

Feedback from both markers will be sent to the students and their supervisors along with their final mark.

Students may wish to discuss the feedback with the markers, and/or supervisor. If so, they should contact them directly.

**Examiners’ Meeting**

All marks are provisional until the Examiners’ Meeting where marks will be finalised. This meeting will be held late June early July.
# Essays - Details of Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Distinction</strong></td>
<td>• tackles a problem not well covered in the literature&lt;br&gt;• shows an outstanding and extensive grasp of a wide range of sources and utilizes them in a scholarly fashion&lt;br&gt;• demonstrates superior understanding of relevant theoretical and methodological issues throughout&lt;br&gt;• provides a very well-argued and referenced answer&lt;br&gt;• shows great insight and originality&lt;br&gt;• very well written and structured&lt;br&gt;• well-argued and supported by clear evidence&lt;br&gt;• Candidate provides clear and concise conclusions, linking the interpretations to the question</td>
</tr>
<tr>
<td><strong>High Distinction 81+</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Distinction</strong></td>
<td>• tackles a problem not well covered in the literature or approaches a topic from a new angle&lt;br&gt;• shows an excellent grasp of a wide range of sources and utilizes them in a scholarly fashion&lt;br&gt;• shows a superior understanding of relevant theoretical and methodological issues&lt;br&gt;• provides a well-argued and referenced answer, with indications of insight and/or originality&lt;br&gt;• well written and structured, well-argued and supported by clear evidence demonstrating the difference between evidence and interpretation&lt;br&gt;• Candidate provides clear and concise conclusions, linking the interpretations to the question</td>
</tr>
<tr>
<td><strong>Distinction 75-80</strong></td>
<td></td>
</tr>
<tr>
<td><strong>High Pass</strong></td>
<td>• shows a firm grasp of a wide range of sources and utilizes them in a scholarly manner&lt;br&gt;• shows a good understanding of relevant theoretical and methodological issues&lt;br&gt;• Provides a clear, well-organised answer, showing understanding of relevant theoretical and methodological issues</td>
</tr>
<tr>
<td><strong>High Pass 69-74</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Pass</strong></td>
<td>• shows knowledge of a good range of sources and utilizes them in a scholarly manner&lt;br&gt;• shows some understanding of relevant theoretical and methodological issues&lt;br&gt;• Provides a clear, well-organised answer, but has some theoretical and/or methodological weaknesses&lt;br&gt;• Marks at the upper end of the range will have more minor and less serious weaknesses: those at the lower end will have more substantial weaknesses</td>
</tr>
<tr>
<td><strong>Pass 60-68</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fail</strong></td>
<td>• Shows an inadequate grasp of sources or utilizes sources in a casual manner&lt;br&gt;• Fails to provide a coherent answer&lt;br&gt;• Shows inadequate understanding of theory and/or methods</td>
</tr>
<tr>
<td><strong>Fail Below 60</strong></td>
<td></td>
</tr>
</tbody>
</table>
Research Methods and Statistics

Over the duration of the course students are expected to gain an awareness of, and become experienced in, using a wide range of social science research methods and concepts. This will enable them to place their own research and choice of methods in a broader context as well as develop a critical awareness of alternative methods and approaches. In addition, they will acquire a set of skills that will be transferable to their future careers.

All MPhil SDP students are required to take the “Doing Multivariate Analysis (DMA)” module offered by the Social Sciences Research Methods Centre [http://www.ssrmc.group.cam.ac.uk/](http://www.ssrmc.group.cam.ac.uk/) and pass an assessment exercise. The result from this will NOT contribute towards your final MPhil mark. However, you are required to pass in order to be awarded the MPhil. In addition, if the result of your skills check has indicated that you need to strengthen your current statistical skills before undertaking the DMA module, you will need to attend and pass the Foundations in Applied Statistics, and/or Basic Quantitative Analysis modules first. The results of these modules will NOT contribute to your final mark for research methods, but you will need to pass them in order to progress onto the DMA module.

Every student must book a place for each SSRMC module they wish to take. It is generally recommended that students take 3 modules in addition to DMA. The selection of modules should be discussed with the supervisor. Students are responsible for making their own bookings. If a student is unable to attend a SSRMC course they should provide at least two full working days’ notice of cancellation. If a student fails to do this, the Department will be charged for a student’s attendance at a course.

Doing Multivariate Analysis

This module will introduce you to the theory and practice of multivariate analysis, covering Ordinary Least Squares (OLS) and logistic regression. You will learn how to read published results critically, to do simple multivariate modelling yourself, and to interpret and write about your results intelligently.

Half of the module is based in the lecture theatre, and covers the theory behind multivariate regression; the other half is lab-based, in which students will work through practical exercises using statistical software. To get the most out of the course, you should also expect to spend some time between sessions having fun by building your own statistical models.

In addition to the “Doing Multivariate Analysis (DMA)” module, students may attend other SSRMC courses [http://www.ssrmc.group.cam.ac.uk/](http://www.ssrmc.group.cam.ac.uk/) appropriate to their research needs. Supervisors will be able to guide students as to the most appropriate courses for their projects. Although marks from any assessed modules will not count towards the final MPhil mark, students are expected to take assessments wherever offered.

Dissertation Presentation

At the end of Lent Term (15th March 2018), students will give a brief oral presentation on their research projects focusing on the methods and statistical analyses that they have chosen in order to address their research question. This is an opportunity to showcase their
acquired research skills, and allow feedback from their peers and members of academic staff that will help further refine their methods.

Two weeks before the presentation, students will be asked to submit the title of their presentation. A timetable will be drawn up and students will be informed of their individual presentation slots. **ALL** students must be in attendance for the entire day.

Each student will be allocated a time slot of 15 minutes. They will be expected to speak for between 8 and 10 minutes, using appropriate visual/audio material to illustrate their presentation. Students should also be prepared to answer questions from their peers and members of academic staff present.

**Presentations should include**

- A critical summary of relevant previous research
- A clear statement of the research question(s)
- A description and defence of the methods being used to collect data
- A description of how the student intends to analyse the data

**Students may also wish to include**

- Why this research is important
- The particular strengths and weaknesses of the proposed design and analysis
- Any points on which students would particularly like the audience’s thoughts or comments

**Dissertation**

Students should begin to make progress on their research project during the first two terms. Using the course to develop research skills and become familiar with their research topic, students should begin to think about their research project in October, narrowing their focus to a specific dissertation topic during the Lent term. The Easter Term is left free for them to complete their research and write their dissertation.

Supervisors may give feedback on a first draft of the dissertation, but students should ensure that these are sent to the supervisor at least two weeks before the final submission date, to give them sufficient time to review it, and for the student to make any subsequent changes.

**Presentation of Dissertation**

The dissertation should not exceed the word limit of 15,000 words (with a recommended length of 10,000 words). The layout of the dissertation should be similar to a journal article. Students should hand in two hard copies and an electronic copy. The hard copies need to be
soft bound, i.e. comb binding or channel binding. A good and quick place for soft binding is the Graduate Union Shop at 17 Mill Lane, or at the Department of Psychology Library on the Downing site. The dissertations should be handed in by 12.00 noon on the due date. Students should remember that printing and binding take time and there can be unforeseen technical obstacles. Binders are usually very busy at MPhil dissertation submission peak times.

The electronic copy should have a file name that includes the name of the student, 'Dissertation', and the date of submission (e.g. 'Hines - Dissertation - 2018_05_06.doc'). The electronic copy permits the Department to use automated plagiarism detection software. Please read the Statement on Plagiarism of the University of Cambridge and the Statement on Plagiarism of the Department for more information.

On the front page of the Dissertation students should state:

- the Dissertation title
- that it is a Dissertation for the degree of MPhil in Social and Developmental Psychology
- student's name
- the word count
- the copyright statement (student's name, year of submission), and
- the date of submission

With the Dissertation students need to hand in two signed forms:

- Certificate of Dissertation Submission form
- Copyright statement form (because one copy of your dissertation may be held in the Department of Psychology Library)

**Marking the Dissertation**

The dissertation is marked anonymously by two examiners (i.e. the examiners are unaware of whose dissertations they are marking) and moderated by the Chair of Examiners.

Feedback from both markers will be sent to the students and their supervisors along with their final mark.
## Dissertation – Details of Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Distinction</strong> 81+</td>
<td>• tackles a problem not well covered in the literature and approaches it from a new angle</td>
</tr>
<tr>
<td></td>
<td>• shows an outstanding and extensive grasp of a wide range of sources and utilizes them in a scholarly fashion</td>
</tr>
<tr>
<td></td>
<td>• demonstrates superior understanding of relevant theoretical and methodological issues throughout</td>
</tr>
<tr>
<td></td>
<td>• presents a very well-argued and referenced thesis</td>
</tr>
<tr>
<td></td>
<td>• shows great insight and originality</td>
</tr>
<tr>
<td></td>
<td>• very well written and structured</td>
</tr>
<tr>
<td></td>
<td>• well-argued and supported by clear evidence</td>
</tr>
<tr>
<td></td>
<td>• Candidate provides clear and concise conclusions, linking the interpretations to the research question</td>
</tr>
<tr>
<td><strong>Distinction</strong> 75-80</td>
<td>• Tackles a problem not well covered in the literature or approaches a topic from a new angle</td>
</tr>
<tr>
<td></td>
<td>• Shows an excellent grasp of a wide range of sources and utilizes them in a scholarly fashion</td>
</tr>
<tr>
<td></td>
<td>• Shows a superior understanding of relevant theoretical issues or shows ingenuity in applying a particular method to an empirical problem</td>
</tr>
<tr>
<td></td>
<td>• Presents a well-argued thesis which integrates theory, methods and data and shows insight and/or originality</td>
</tr>
<tr>
<td></td>
<td>• Well written and structured, well-argued and supported by clear evidence demonstrating the difference between evidence and interpretation</td>
</tr>
<tr>
<td></td>
<td>• Includes diagrams/maps/images/tables which must be clearly labeled and link with the argument, appropriate referencing and a well-structured bibliography</td>
</tr>
<tr>
<td></td>
<td>• Provides clear and concise conclusions, linking the interpretations to the problems identified in the research</td>
</tr>
<tr>
<td><strong>High Pass</strong> 69-74</td>
<td>• Shows a firm grasp of a wide range of sources and utilizes them in a scholarly manner</td>
</tr>
<tr>
<td></td>
<td>• Shows a good understanding of relevant theoretical issues</td>
</tr>
<tr>
<td></td>
<td>• Applies chosen research method(s) in a sound manner</td>
</tr>
<tr>
<td></td>
<td>• Presents a clear and well-argued thesis which integrates theory, methods and data and demonstrates some insight</td>
</tr>
<tr>
<td></td>
<td><em>Reasons for not achieving a distinction mark: structure is unclear, no distinction between interpretation and evidence, some conclusions under developed</em></td>
</tr>
<tr>
<td><strong>Pass</strong> 60-68</td>
<td>• Shows an adequate grasp of a wide range of sources and utilizes them in a scholarly manner</td>
</tr>
<tr>
<td></td>
<td>• Shows an adequate understanding of theoretical issues</td>
</tr>
<tr>
<td></td>
<td>• Applies chosen research methods in a sound manner</td>
</tr>
<tr>
<td></td>
<td>• Presents a clear and well-argued thesis which adequately integrates theory, methods and data</td>
</tr>
<tr>
<td></td>
<td><em>Marks at the upper end of the range will have more minor and less serious weaknesses: those at the lower end will have more substantial weaknesses</em></td>
</tr>
<tr>
<td><strong>Fail</strong> Below 60</td>
<td>• A dissertation which shows insufficient evidence of competence in conducting a scholarly investigation of a clearly defined empirical problem</td>
</tr>
<tr>
<td></td>
<td>• Does not reach the standards of achievement in several of the aspects defined under criteria for a Pass</td>
</tr>
</tbody>
</table>
Assessment of the Degree

Each essay and the dissertation are marked by two examiners. The final mark is based on the mark for the dissertation (worth 50%) and the submitted coursework (worth 50%). A pass mark of 60% has to be achieved for each piece of work, with the proviso that a failure to meet this grade in one of the submitted essays may be compensated for by outstanding performance on at least one other essay. A failure to achieve a mark of 60% for the dissertation is not open to compensation, and also means a Fail for the whole degree.

A distinction will be awarded where the grand average mark is 75% or above.

Pass Candidates are expected to have pass marks for both components of the course (essays and dissertation). If any essay mark falls below 60, the candidate must show compensating performance in another essay. Mean marks are rounded up to the nearest tenth (.1) of a point.

Oral Examination – Viva Voce

The Examiners have the option of requesting a viva, or oral examination, for any candidate. This is only conducted in borderline cases, when examiners cannot agree on the final grading. The viva is intended to allow candidates to demonstrate knowledge of their subject area and to clarify any queries raised by the Examiners, to enable them to assign a definitive mark, or assure themselves that the work presented is the candidate’s own.

Vivas will take place before the final Examiners’ meeting. In many cases, students may have left Cambridge after submitting the dissertation. However, if you are required to attend a viva, you must return to Cambridge. Vivas must almost always be held in person. The Faculty Degree Committee has determined that vivas held by video-conference are not in the best interest of students, and therefore will not authorise this except in very unusual circumstances. Students are usually expected to bear the cost of their return travel and accommodation if they have left Cambridge. If a viva is necessary, you will be notified as soon as possible so that appropriate arrangements can be made. If you have any queries or concerns about a viva, please contact rd479@cam.ac.uk

External Examiner

In addition to the Faculty Examiners, there is an External Examiner, who has the role of assessor and adjudicator comparable to that of External Examiners for undergraduate courses. As well as reviewing a wide sample of work produced by candidates, the External Examiner will always be asked to review any essay or dissertation that has been awarded Marginal Fail or Fail marks.

Please note that all marks for essays and the dissertation are provisional until they have been ratified by the External Examiner. The External Examiner can overrule any marks given by internal examiners.
Award of the MPhil

After the Board of Examiners, which includes the External Examiner, has ratified final marks, the School of Biological Sciences Degree Committee decides approval of the MPhil degree. The Administrative Secretary of the School of Biological Sciences Degree Committee informs the students about their approval of the MPhil degree by letter. In some cases, this may not be until September, so students should make sure that their contact details are updated on their self-service pages. It is only once the student has been notified by the Degree Committee of the approval of the MPhil degree that they can contact their college to arrange to attend a graduation ceremony.

Paid Employment

Under no circumstances are MPhil students allowed to take up paid employment during their studies in Cambridge, even during vacations.

Progress to PhD Work

Students aiming to apply to stay in Cambridge to undertake PhD research should discuss this matter with their supervisor as soon as possible because of the funding deadlines. Application is carried out online. The deadline for applications is 26th April, but students who wish to secure funding should apply by the end of the respective funding deadlines (see links below). No student is assured of being accepted. In addition to good results in your MPhil, good references, a coherent research proposal, and the availability of a willing specialist supervisor are the most important factors that influence acceptance.

Information on funding can be found at http://www.graduate.study.cam.ac.uk/finance/funding

Students wishing to continue to PhD should have a final MPhil mark of 70 or above.

Lectures in the University

All lectures are listed in the University’s special issue of the Reporter entitled ‘Lecture List’, to which supplements are published in January and April. Students are entitled to attend any lecture; but it is usual to ask permission from the relevant member of staff to attend a seminar.
Teaching and Supervising Staff on the 2017-18 MPhil SDP

Contact Details

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Office</th>
<th>Extension</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Elian Fink</td>
<td>Centre for family Research</td>
<td></td>
<td><a href="mailto:ef364@cam.ac.uk">ef364@cam.ac.uk</a></td>
</tr>
<tr>
<td>Dr Juliet Foster</td>
<td>Corpus Christi</td>
<td>(3)39038</td>
<td><a href="mailto:jlf1000@cam.ac.uk">jlf1000@cam.ac.uk</a></td>
</tr>
<tr>
<td>Prof. Susan Golombok</td>
<td>Centre for Family Research 605</td>
<td>(3)34511</td>
<td><a href="mailto:seg42@cam.ac.uk">seg42@cam.ac.uk</a></td>
</tr>
<tr>
<td>Dr David Good</td>
<td>Kings College</td>
<td>(7)63430</td>
<td><a href="mailto:dg25@cam.ac.uk">dg25@cam.ac.uk</a></td>
</tr>
<tr>
<td>Prof. Melissa Hines</td>
<td>Free School Lane 705A Churchill</td>
<td>(3)34575</td>
<td><a href="mailto:mh504@cam.ac.uk">mh504@cam.ac.uk</a></td>
</tr>
<tr>
<td>Prof. Claire Hughes</td>
<td>Centre for Family Research 610</td>
<td>(3)34512</td>
<td><a href="mailto:ch288@cam.ac.uk">ch288@cam.ac.uk</a></td>
</tr>
<tr>
<td>Prof. Marinus van Ijzendoorn</td>
<td>N/A</td>
<td></td>
<td><a href="mailto:mhv26@cam.ac.uk">mhv26@cam.ac.uk</a></td>
</tr>
<tr>
<td>Dr Vasanti Jadva</td>
<td>Centre for Family Research</td>
<td></td>
<td><a href="mailto:vj227@cam.ac.uk">vj227@cam.ac.uk</a></td>
</tr>
<tr>
<td>Dr Sander van der Linden</td>
<td>Porter’s Lodge, New Museums Site</td>
<td>(3)30398</td>
<td><a href="mailto:sv395@cam.ac.uk">sv395@cam.ac.uk</a></td>
</tr>
<tr>
<td>Prof. Brian Little</td>
<td>N/A</td>
<td>N/A</td>
<td><a href="mailto:bl321@cam.ac.uk">bl321@cam.ac.uk</a></td>
</tr>
<tr>
<td>Dr Nicola Morant</td>
<td>N/A</td>
<td>N/A</td>
<td><a href="mailto:nm432@cam.ac.uk">nm432@cam.ac.uk</a></td>
</tr>
<tr>
<td>Dr Jason Rentfrow</td>
<td>Downing Site</td>
<td>(7)67805</td>
<td><a href="mailto:pjr39@cam.ac.uk">pjr39@cam.ac.uk</a></td>
</tr>
<tr>
<td>Dr Kai Ruggeri</td>
<td>Corpus Christi</td>
<td>(7)68218</td>
<td><a href="mailto:dar56@cam.ac.uk">dar56@cam.ac.uk</a></td>
</tr>
<tr>
<td>Prof John Rust</td>
<td>Psychometrics Centre</td>
<td>(7)69483</td>
<td><a href="mailto:jnr24@cam.ac.uk">jnr24@cam.ac.uk</a></td>
</tr>
<tr>
<td>Dr Simone Schnall</td>
<td>Downing Site</td>
<td>(3)34529</td>
<td><a href="mailto:ss877@cam.ac.uk">ss877@cam.ac.uk</a></td>
</tr>
</tbody>
</table>
University Services

Welfare and Well-being

While it is hoped that your time at Cambridge will be an untroubled one, there may be occasions when you need additional help and support
http://www.cambridgestudents.cam.ac.uk/welfare-and-wellbeing

Counselling

The University Counselling Service http://www.counselling.cam.ac.uk/ provides free counselling for students and employees of the University. For advice or to make an appointment contact them on (3)32865 or email counsellingreception@admin.cam.ac.uk

Special Needs

The Disability Resource Centre http://www.disability.admin.cam.ac.uk/ provides information, advice and support for disabled students and employees of the University. They can be contacted on 332301 or disability@admin.cam.ac.uk

University Childcare Office

Students with children are advised to consult the excellent service of the University Childcare Office http://www.childcare.admin.cam.ac.uk/ in 21 Trumpington Street. They maintain an email list for parents with weekly announcements on childcare and child activities which can be joined by students and employees of the University. Visit their website for an abundance of help and advice on all matters concerning childcare.

Careers Guidance

The University Careers Service http://www.careers.cam.ac.uk/ organises meetings, maintains a data bank and advises graduates on their futures. They have open access advice but some services require you to register with them. Information about all their services can be found at http://www.careers.cam.ac.uk/guide.asp

Graduate Union

University facilities for a central student union are less elaborate than in most universities because of the extensive support offered by the collegiate system. The Graduate Union http://www.gradunion.cam.ac.uk/ provides a site of interchange between college MCRs (the Middle Common Room representing the graduate students of each college), centralised guidance about matters of welfare and an articulate voice for graduates in the University’s government structure. They produce a welfare handbook and a diary full of names and addresses at the beginning of the academic year. They also provide an alternative recourse for students who for whatever reason wish to circumnavigate their college (which is extremely rare).
### Useful Telephone Numbers

<table>
<thead>
<tr>
<th>Service</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addenbrooke’s Hospital</td>
<td>245151</td>
</tr>
<tr>
<td>Graduate Admissions Office</td>
<td>338394</td>
</tr>
<tr>
<td>Cambridge Students Union</td>
<td>333313</td>
</tr>
<tr>
<td>Counselling Service</td>
<td>332865</td>
</tr>
<tr>
<td>Accommodation Service</td>
<td>338099</td>
</tr>
<tr>
<td>Rape Crisis</td>
<td>358314</td>
</tr>
<tr>
<td>University Library</td>
<td>333000</td>
</tr>
</tbody>
</table>

### Colleges

<table>
<thead>
<tr>
<th>College</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christ’s</td>
<td>334965</td>
</tr>
<tr>
<td>Churchill</td>
<td>336221</td>
</tr>
<tr>
<td>Clare</td>
<td>333200</td>
</tr>
<tr>
<td>Clare Hall</td>
<td>332360</td>
</tr>
<tr>
<td>Corpus Christi</td>
<td>338003</td>
</tr>
<tr>
<td>Darwin</td>
<td>335666</td>
</tr>
<tr>
<td>Downing</td>
<td>334800</td>
</tr>
<tr>
<td>Emmanuel</td>
<td>334241</td>
</tr>
<tr>
<td>Fitzwilliam</td>
<td>332000</td>
</tr>
<tr>
<td>Girton</td>
<td>338999</td>
</tr>
<tr>
<td>Gonville and Caius</td>
<td>332413</td>
</tr>
<tr>
<td>Homerton</td>
<td>411141</td>
</tr>
<tr>
<td>Hughes Hall</td>
<td>334893</td>
</tr>
<tr>
<td>Lucy Cavendish</td>
<td>332190</td>
</tr>
<tr>
<td>Jesus</td>
<td>339339</td>
</tr>
<tr>
<td>King’s</td>
<td>331100</td>
</tr>
<tr>
<td>Magdalene</td>
<td>332100</td>
</tr>
<tr>
<td>New Hall</td>
<td>351721</td>
</tr>
<tr>
<td>Newnham</td>
<td>335700</td>
</tr>
<tr>
<td>Pembroke</td>
<td>338126</td>
</tr>
<tr>
<td>Peterhouse</td>
<td>338200</td>
</tr>
<tr>
<td>Queens’</td>
<td>335591</td>
</tr>
<tr>
<td>Robinson</td>
<td>311431</td>
</tr>
<tr>
<td>St. Catharine’s</td>
<td>338300</td>
</tr>
<tr>
<td>St. Edmund’s</td>
<td>336250</td>
</tr>
<tr>
<td>St John’s</td>
<td>338627</td>
</tr>
<tr>
<td>Selwyn</td>
<td>335846</td>
</tr>
<tr>
<td>Sidney Sussex</td>
<td>338814</td>
</tr>
<tr>
<td>Trinity</td>
<td>338494</td>
</tr>
<tr>
<td>Trinity Hall</td>
<td>332518</td>
</tr>
<tr>
<td>Wolfson</td>
<td>335935</td>
</tr>
</tbody>
</table>
MPHIL SDP 2017-18 READING LISTS

Michaelmas Term

Week 1M: Quantitative Methods
Dr Kai Ruggeri (dar56@psychol.cam.ac.uk)

09 Oct: Lecture 1: Part 1
10 Oct: Lecture 2: Part 2

Reading Lists for Statistics: Lecture 1 and 2:


Please familiarise yourselves with these textbooks, which will be used as a reference to guide:

Week 2M: Qualitative Research Methods
Dr Nicola Morant: (nm432@cam.ac.uk)

16 Oct: Lecture 1: Introduction to Qualitative Research Methods
17 Oct: Lecture 2: Qualitative Data Analysis

16 Oct: Lecture 1: Dr Nicola Morant: Introduction to Qualitative Research Methods
This session will introduce students to the epistemological assumptions underlying forms of qualitative research, and review the range of qualitative research methods. It will focus on interviews as a key method for qualitative research. Some practical work will be involved.

Key / Required Reading
At least one of the following:
17 Oct: Lecture 2: Dr Nicola Morant: Qualitative Data Analysis

This session will provide an overview of various techniques for analysing qualitative data (grounded theory, interpretative phenomenological analysis, narrative analysis, discourse analysis). It will focus primarily on thematic analysis as a flexible and generic method. Validity in qualitative research will be briefly covered. Again some practical work will be involved.

Key / Required Reading
At least one of the first two, plus Braun & Clarke (2006) paper:

Additional Reading for both sessions

Interviewing

Thematic Analysis
- Web-based: www.psych.auckland.ac.nz/thematicanalysis

Discourse Analysis
- Web-based: www.lboro.ac.uk/departments/socialsciences/research/groups/darg/ (Loughborough University Discourse and Rhetoric Group)

Interpretative Phenomenological Analysis
Although the behaviour and psychological characteristics of women and men, as well as girls and boys, are similar in many ways, they also differ in some respects. These sessions present and evaluate theoretical perspectives that have attempted to explain the development of psychological and behavioural differences between the sexes. Session 1 will focus in particular on sex differences in children’s play behavior (toy, playmate, and activity preferences). Session 2 will focus in particular on other gender-related outcomes, including sexual orientation, gender identity, and psychiatric diagnoses, such as autism and anorexia.
Reading for Lecture 1 & 2:

Introductory Reading:


Primary Readings:


Additional Reading:


Lecture 1: Additional Reading (*Most important)


**Lecture 2: Additional Reading (**Most important**)


**Recent Comprehensive Reviews Relevant to both Sessions:**


Also go where your reading and research lead you. If a paper cites another paper that sounds interesting, or that provides background that could be helpful, feel free to look at that paper too.

**Week 4M: Attachment and Differential Susceptibility**
Professor Marinus van IJzendoorn (mhv26@cam.ac.uk)

**30 Oct: Lecture 1: Attachment and Crying**
**31 Oct: Lecture 2: Differential Susceptibility**

**Lecture 1: Attachment and crying**

Infant crying is considered a primordial attachment behaviour. Crying alerts parents to the needs of the infant, for example when it needs food, is anxious, or when it becomes ill. But persistent infant crying has also been shown to be a major trigger of maltreatment. How do we perceive, interpret, and react to infant crying? What roles do gender, parenting experience, and hormonal levels play in listening, neural processing and responding to infant crying?

**Recommended Readings for Lecture 1: Attachment and crying**

*Parental sensitivity and infant crying*

Bell, S M, & Ainsworth, M D S (1972) Infant crying and maternal responsiveness *Child Development, 43,* 1171-1190


Ainsworth, M D S, & Bell, S M (1977) Infant crying and maternal responsiveness A rejoinder to Gewirtz and Boyd *Child Development 48,* 1208-1216

Gewirtz, J L, & Boyd, E F (1977b) In reply to the rejoinder to our critique of the 1972 Bell and Ainsworth report *Child Development, 48,* 1217-1218


**Epidemiology of crying**


**Neurobiological studies on cry reactivity**


Lecture 2: Differential Susceptibility

Some children and adults who are exposed to adversities suffer long-term negative consequences, whereas others develop relatively unscathed. Apparently, some individuals are more vulnerable when they encounter setbacks or hardships. For the past 4 decades, developmental psychopathology theory and research used a ‘dual risk’ or ‘diathesis stress’ model. The focus on the problematic side of life has prevented attention to what happens to these ‘vulnerable’ individuals when they grow up in favorable circumstances. Differential susceptibility theory suggests that high vulnerability might in fact be susceptibility. That is, individuals who are susceptible to negative experiences, “for the worse”, may also benefit most from positive experiences, “for the better”. This theory changes the way we think of the interplay of genes and environment, of nature and nurture.

Recommended Readings for Lecture 2: Differential Susceptibility

First empirical studies on various markers


Theoretical background


Boyce WT: Differential susceptibility of the developing brain to contextual adversity and stress. *Neuropsychopharmacology* 2016, 41:142-162 http://dx.doi.org/10.1038/npp.2015.294

*New developments*


**Week 5M: Psychology and the Design of New Technology**
**Dr David Good** ([dg25@cam.ac.uk](mailto:dg25@cam.ac.uk))

**06 Nov:** Lecture 1: Social Interaction & ICT
**07 Nov:** Lecture 2: The (nearly) Autonomous Car

The role of psychological theories and methods in the design of new technologies is now widely appreciated as is the contribution of various social science approaches. They are also valuable in understanding the consequences which follow from the introduction of a new technology as a culture of use develops around it. These sessions will cover one instance where the technology has been with us for some time, the other will cover an emerging technology that builds on established technologies, but holds out the promise of a radical
transformation. Necessarily the discussion in the second will be far more speculative. Neither session will involve design exercises as such, but if you are interested in design practice relevant to these areas, a good book to start with is:


**Social Interaction & ICT**

Interaction in any other environment than face to face leads to a reduction in what we can perceive of our interlocutors actions, but can lead to increased permanence in the availability of those actions. This has been true ever since the invention of written communication, but the prevalence and significance has been greatly increased by the invention of various other communication platforms. There are many consequences which follow for both our personal and working lives and the impact operates through many channels. There has been much interest in these effects ever since the invention of the telephone, see Rutter (1984,1987) and Daft & Lengel (1984, 1986), and in recent years investigation of its effects on has been supported by a number of advances in our understanding of emotional processes.

Important in this regard has been work on Appraisal Theories and the Component Process Model, see (Scherer 2009) Moors et al (2013), which provide a basis for understanding how these technologies might have an impact on our emotional experiences when communicating via them. A different approach, but not necessarily an antithetical one, to the problem is provided by Koch (2005). These will provide the focus for our discussion. Those interested in pursuing the matter further will find a mountain of published articles in the literature. Some suggestions of what you might pursue are listed in the additional readings along with some foundational works on the nature of language use and social interaction which will help you place each proposal in a bigger picture of the field if you wish to pursue this topic further.

Kock, N. (2005) Media richness or media naturalness? The evolution of our biological communication apparatus and its influence on our behavior toward e-communication tools. IEEE transactions on professional communication. 48(2): 117-130


**Social interaction & language use**


**Additional references for the interested:**


The (nearly) Autonomous Car

The idea of a wholly driverless car has captured the imagination of many science fiction writers down the years. It has now also captured the imagination of some very large corporations with very large R&D budgets such as Apple, Google, Tesla and Uber. There are a multiplicity of motivations behind this work and enacting the concept will be challenging in terms of behaviour inside the car alone. The target articles provide a general background to the challenges of automation, and an interesting recent commentary on the business inside the car.

The question of automation more generally is not just a question of the interaction between a person and a machine even when the ambition is to reduce the interaction to nothing. The additional reading is deliberately drawn from a diversity of sources, both academic and non-academic. It includes a diversity of views which certainly do not exhaust the range of issues which will matter in future where psychology in general and social psychology in particular can make a valuable contribution to the design of both artefacts and policies. The links were sound at the time of writing, but if they fail by the time you read this, do get in touch.

Target Articles

Casner et al. (2016) The challenges of partially automated driving. Communications of the ACM vol. 59 (5) pp. 70-77


Additional reading


Week 6M: Measuring Psychological Constructs
Dr Jason Rentfrow (pjr39@psychol.cam.ac.uk)

13 Nov: Lecture 1: Part 1
14 Nov: Lecture 2: Part 2

Measurement is a crucial aspect of psychological research. If we are to understand the psychological processes involved in behaviour, it’s essential that we use methods that enable us to measure the concepts we’re most interested in. However, most psychological constructs are abstract and can be very difficult to measure reliably. The aims of these lectures are to introduce students to fundamental concepts in psychological assessment,


Schoettle, B. & Sivak M. (2016), Motorists' Preferences for Different Levels of Vehicle Automation, Transportation Research Institute, Univ of Michigan www.umich.edu/~umtriswt


namely reliability and validity, and to illustrate some of the ways in which researchers have developed and evaluated various psychologically assessment techniques.

Reading Lists for Lecture 1 and 2:


Week 7M: Social Representations Theory
Dr Juliet Foster (jif1000@cam.ac.uk)

20 Nov: Lecture 1: Part 1
21 Nov: Lecture 2: Part 2

A number of approaches have developed within social psychology in recent years that aim to examine the relationship between individuals, social groups, societies and broader culture. Central to all of these is the idea that there is a reciprocal, or mutually co-constructive relationship between individual and society. One of these is social representations theory. These lectures will introduce the theory in more depth, considering what the theory is aiming to respond to within social psychology, and how successfully it might do this, both theoretically and methodologically.

Please ensure that you have read the two highlighted papers before these lectures. We will be discussing them as a group (Moscovici in the first session; Bauer and Gaskell in the second).

Aims and Objectives

• to introduce sociocultural traditions within social psychology
• to provide an understanding of theory and research in social representations
• to make students aware of the historical antecedents of this idea
• to introduce methodological approaches and problems in the study social representations

**Readings:**


Week 8M: Quantitative Methods

Dr Kai Ruggeri (dar56@psychol.cam.ac.uk)
27 Nov: Lecture 1: Part 1
28 Nov: Lecture 2: Part 2

Reading Lists for Statistics: Lecture 1 and 2:


Please familiarise yourselves with these textbooks, which will be used as a reference to guide:


**Lent Term**

**Week 1L: Social Cognition**

22 Jan: Prof Claire Hughes (ch288@cam.ac.uk)
23 Jan: Dr Elian Fink (ef364@cam.ac.uk)

22 Jan: Lecture 1: *Origins & individual differences in Theory of Mind*

23 Jan: Lecture 2: *Consequences of individual differences in Theory of Mind*

**2017 MPhil Reading for Theory of Mind lectures:**

**General**

General review papers / measurement papers
(eespecially useful if Theory of Mind is an unfamiliar construct for you)


**Origins & individual differences in Theory of Mind (Prof Claire Hughes)**


**Consequences of individual differences in Theory of Mind (Dr Elian Fink)**


**Week 2L: New Family Forms**

**Prof Susan Golombok (seg42@cam.ac.uk)**

**29 Jan: Lecture 1: Families with Same-sex Parents**

**30 Jan: Lecture 2: Assisted Reproduction Families**

**29 Jan: Lecture 1: Prof Susan Golombok, Families with Same-Sex Parents**

This lecture will examine the influence of parental sexual orientation on children’s social, emotional and gender development.
Essential Reading:

Reading List:


30 Jan: Lecture 2: Prof Susan Golombok: Assisted Reproduction Families

This lecture will look at parenting and child development in families created through assisted reproduction (in vitro fertilisation [IVF], donor insemination, egg donation and surrogacy), with an emphasis on families where parents lack a genetic and/or gestational link with their children.

Essential Reading:


Reading List:


doi:10.1111/cdep.12039


**Week 3L: Embodied Morality**

**Dr Simone Schnall** ([ss877@cam.ac.uk](mailto:ss877@cam.ac.uk))

**5 Feb: Lecture 1: Part 1**
**6 Feb: Lecture 2: Part 2**

How do people tell right from wrong? It used to be assumed that moral decisions are based on rational thought, such that people determine on objective facts and logical analysis what is morally acceptable behaviour. More recently, however, empirical findings suggest that decisions about morality and ethical behaviour are far from rational, but are often guided by emotional and other intuitions. We will discuss research showing that first, embodied feelings and intuitions influence moral judgments, and second, positive moral emotions can be harnessed to bring about positive behavioural change. These findings suggest that emotions and intuitions play a powerful role in moral considerations.

**Introductory Reading (Review)**


**Lecture 1**


**Lecture 2**


**Additional Reading**


Week 4L: Psychometrics
Professor John Rust (jnr24@cam.ac.uk)

12 Feb: Lecture 1:
13 Feb: Lecture 2:


Also materials on website: www.psychometrics.cam.ac.uk

Week 5L: Bullying and Cross-cultural Parenting
Dr Vasanti Jadva (vj227@cam.ac.uk)

19 Feb: Lecture 1: Bullying and Mental Health
20 Feb: Lecture 2: Part 2: Cross-cultural Parenting

Synopsis:

**Bullying and mental health**

Being bullied can have serious consequences for children’s physical and mental health. This lecture will look at different types of bullying and will summarise research findings showing the adverse health effects for the victim. It will end by looking at how victims of bullying can be supported at home and at school.

**Cross-cultural parenting**

This lecture will look at how parenting is practiced in different cultures and how this relates to children’s development. It will also discuss the challenges of cross-cultural research.

*Reading Lists:*

**Lecture 1:** Bullying and Mental Health


**20 Feb: Lecture 2: Part 2: Cross-cultural Parenting**


**Week 6L: Social Judgement and Decision-Making**  
**Dr Sander van der Linden** ([sander.vanderlinden@psychol.cam.ac.uk](mailto:sander.vanderlinden@psychol.cam.ac.uk))

**26 Feb:** Lecture 1: Part 1  
**27 Feb:** Lecture 2: Part 2

Humans navigate the social world by paying close attention to the thoughts, feelings, and behaviors of others. We will focus on the relationship between social perception and social change processes, from reducing prejudice to promoting cooperative behavior in real-world social dilemmas. We will start by exploring how people perceive and misperceive social (societal) norms and how (biased) norm-perception influences social decision-making. In the second session we will discuss how norms spread in populations, how social consensus emerges, and the boundary conditions under which norms do and do not influence human social behavior.
Introductory Reading (Review):


Lectures:


Additional Reading:


Week 7L: Personality, Motivation and Well-Being
Professor Brian Little (bl321@cam.ac.uk)

05 Mar: Lecture 1: Personality: The Social Ecology of Traits
06 Mar: Lecture 2: Personal Projects and Well-Doing: Crafting a Life

These two lectures provide a framework for studying personality, motivation and human well-being. We will examine and challenge some common assumptions about the nature of human nature and the factors that shape the course of human lives.

Lecture 1 presents a social ecological model of personality of relevance to both developmental and social/personality psychology. We examine the influence of stable traits on well-being and human accomplishment and conclude that traits, commonly understood, are necessary, but not sufficient, for a full account of how lives might prosper.

Lecture 2 expands our concept of personality by looking at the nature of personal projects and their pursuit and introduces the notion of free traits, which involve counterdispositional behaviour such as biogenically introverted individuals acting in an extraverted fashion. We will explore the proposition that the sustainable pursuit of a person’s core projects is an intrinsic aspect of human flourishing.

Readings:

** overview reading required
* required

For a brief overview of the major themes covered in these two lectures see:


For an excellent overview of different ways of approaching an individual’s personality see:


For recent trade books on personality in which many of the lecture themes are addressed see:


**Lecture 1: **Personality: The Social Ecology of Traits


Lecture 2: Personal Projects and Well-Doing: Crafting a Life


Week 8L: Population Behaviour and Policy  
Dr Kai Ruggeri (dar56@psychol.cam.ac.uk)

12 Mar: Lecture 1: Part 1  
13 Mar: Lecture 2: Part 2

Reading Lists for Lecture 1 and 2:


Maps – Follow the link for: http://map.cam.ac.uk