

Module Specification

Module title	Nature, Nurture and Mental Health	Module code	PSY333				
Credit Value	15	Level	6	Mode of Delivery	On Campus	Sem	A

Pre-requisite modules	Co-requisite modules	Overlapping modules
PSY117 Introduction to Biopsychology, PSY121 Brain and Behaviour, PSY233 Individual Differences, PSY251 Abnormal and Clinical Psychology	N/A	N/A

1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module provides an in-depth analysis of a new, rapidly evolving, and often controversial area, of psychology and psychiatry. We will build on several key areas of psychology introduced in previous modules including social, biological and abnormal psychology to explore how genetic and environmental factors come together to cause mental illnesses such as major depression, schizophrenia and autism. Drawing on the most recent research from quantitative and molecular genetics we will explore the evidence behind several key controversies in the field including the continuum between traits and disorders, the nature vs nurture debate, genetic determinism and the ethical implications of genetic research of mental illness.

2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

1. To provide a thorough grounding in the theories, methods and research findings from historical to contemporary studies of psychiatric genetics.
2. To build upon and develop students' understanding of several key areas of psychology introduced in level 1, 2 and 3 including social, biological and abnormal psychology
3. To give students the opportunity to recognize the links between different areas of psychology and the importance of interdisciplinary approaches to understanding mental health.
4. To develop students' ability to critically evaluate the psychiatric genetics literature and apply these skills to inform their understanding of key controversies in the field including the continuum between traits and disorders, the nature vs nurture debate, genetic determinism and the ethical implications of genetic research of mental illness.

3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant [QAA benchmark statements](#) and the [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(2008\)](#). The [SEEC Credit Level Descriptors for Further and Higher Education 2003](#) and [Queen Mary Statement of Graduate Attributes](#) should also be used as a guiding framework for curriculum design.

Academic content:	
A1	Understand the central concepts and theories underlying individual differences research including their historical origins and development over time.
A2	Describe the key methods used to measure and investigate genetic and environmental causes of mental illness and show an awareness of their strengths and limitations.
A3	Understand how and why mental health research has been used to integrate multiple core areas of psychology including social, abnormal and biological psychology .

Disciplinary skills - able to:	
B1	Describe and critically evaluate key theories and empirical research examining the genetic and environmental causes of mental illnesses including major depression, schizophrenia and autism.
B2	Integrate theories and concepts across core areas of psychology including social, developmental, abnormal and biological psychology in order to explain mental illnesses.
B3	Critically evaluate empirical papers in psychiatric genetics and provide an informed view on key controversies in the field including the continuum between traits and disorders, the nature vs nurture debate, genetic determinism and the ethical implications of genetic research of mental illness.

Attributes	
C1	Critically evaluate the reliability of different sources of information.
C2	Connect information and ideas across different areas of psychology.
C3	As this module focuses on the “individual” and variation among people, it will enhance students’ personal development skills such as understanding and interpreting the behaviour of individuals (on their own and in other contexts), appreciating and deploying their own unique talents and aptitudes in non-academic domains of functioning.

4) Reading

List

Provide an indicative reading list for the module. This should include key texts and/or journals but **should not** be an exhaustive list of materials.

Plomin R., DeFries J.C., Knopik V.S., & Neiderhiser, J.M. (2017). Behavioral Genetics (7th Ed.). Worth Publishers.

5) Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found [online](#) about KIS. You may also wish to refer to the [QAA guidance on contact hours](#) when completing this section.

Activity Type	KIS Category	Time Spent (in hours)
Lecture	Scheduled	20
Practical Classes and workshops	Scheduled	2
Total		22

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Activity Type	Total Time Spent (in hours)	Percentage of Time Spent
Scheduled learning and teaching	22	14.7%
Placement	0	0
Independent Study	128	85.3%
Total	150	100

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

6) Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

Description of Assessment	Assessment Type	KIS Category	Duration/Length	Percentage Weighting	Final element of assessment	Qualifying Mark
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Research report	Report	Coursework	1,500 words	25%	Yes	
Final exam	Written Exam	Written	2 hours	75%	Yes	

Final element of assessment: The assessment that takes place last. **There should normally be only one element of assessment marked as final unless two assessment or submission dates occur on the same day.**

Qualifying mark: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. **This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.**

Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

Synoptic Reassessment

Standard Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)		
Brief Description of Assessment	Assessment Type	Duration/Length of Examination/ Coursework
Exam	Written Exam	2 hours, weighting
