

## Module Specification

Module Title  Module Code   
Credit Value  Level  Mode of Delivery  Semester B

Pre-requisite modules	Co-requisite modules	Overlapping modules

### 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 is designed to give students an overview of the field of abnormal psychology and common psychological health issues. The module will develop understanding of basic approaches to the development, assessment, and treatment of common mental disorders across a range of age groups. Topics covered include key concepts in abnormal psychology such as the classification and diagnosis of abnormal behaviour; common research methods in abnormal psychology; the symptoms, treatment, and risk factors for common mental disorders such as anxiety disorders, mood disorders (bipolar disorder and depression), personality disorders, and schizophrenia. Childhood and old age psychological health will also be discussed, along with ethical issues in mental health care.

### 2) Module Aims

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

1. To provide an overview of research and theory in the area of abnormal human behaviour and psychological disorders.
2. To provide a scientific approach to understanding theoretical approaches and data concerning abnormal behaviour and psychological disorders
3. To provide a scientific understanding of the classification and diagnostic categories, aetiology (development) and treatment of abnormal behaviour and psychological disorders
4. To provide an understanding of the commonly used research methods in the field of abnormal psychology.
5. To provide an understanding of the ethical context of abnormal psychology and allied disciplines such as psychiatry

### 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	Have a good working knowledge of diagnostic classifications of psychological disorders
A2	Be able to describe the symptoms of a range of common psychological disorders, along with their course, maintenance, and treatment
A3	Be able to describe theories relating to the development of common psychological disorders

A4	Be able to evaluate case studies of psychological problems with regard diagnosis, aetiology (development) and treatment
A5	To describe and evaluate research methodologies used in the field of abnormal psychology
A6	Be able to critically evaluate ethical issues associated with mental health care

Disciplinary skills - able to:	
B1	This module will provide an introduction to the field of abnormal psychology, enabling students' to develop an understanding of the characteristics and treatment of common mental disorders including anxiety, mood disorders, schizophrenia, and personality disorders
B2	Students will be able to understand how abnormal psychology is treated within the medical setting, as well as understanding ethical issues surrounding clinicians work with patients
B3	Students will also develop understanding about which research methods are most advantageous in the study of abnormal behaviour

Attributes:	
C1	Students will take part in group discussion work each week, which will enable students to further develop their reflective learning skills
C2	The module will improve the students' ability to review and evaluate case studies of common mental disorders
C3	This module will enhance scientific understanding of historical psychological theories covering core concepts including psychoanalytic, behavioural, and cognitive perspectives

#### 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.

Davey, G.C. (2014) <i>Psychopathology: Research, Assessment and Treatment in Clinical Psychology</i> . BPS Textbooks in Psychology. 2nd Edition. John Wiley & Sons.
Bennett, P. (2015). <i>Clinical Psychology: Psychopathology through the lifespan</i> . Open University Press.

#### 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)
Lectures	Scheduled	22
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	15

Placement	0	0
Independent Study	128	85
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
Exam	Written assignment, inc Essay	Exam	2 Hours	75%	Yes	
Coursework	Written assignment, inc Essay	Coursework	1500-2000 words	25%	No	

**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.

- Standard Reassessment
  Synoptic 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	Exam	2 Hours