

The Psychopathology of Mental Disorders

7.1 Module Overview									
Module Number		Module Title	The Psychopathology of Mental Disorders						
Stage of Principal Programme			2	Semester	1	Duration. <i>(Weeks F/T)</i>	12	ECTS	5
Mandatory / Elective (M/E)	E Core	Hours of Learner Effort / Week	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours) 125 hours			
Contact Hours									
In person face-to-face					✓	24			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other: <ul style="list-style-type: none"> independent reading, engagement with VLE, research and preparation of assessments 					✓	101			
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
	Staff - Learner Ratio X:Y
Lecturer	A minimum level 9 qualification in Psychology
	1:120

Assessment Techniques – percentage contribution					
Continuous Assessment	40%	Proctored Exam – in person	60%	Practical Skills Based	
Project		Proctored Exam - online		Work Based	
Capstone (Y/N)?	N	If Yes, describe			

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO	Related MIPLO #
On completion of this module a learner will be able to:	
1. List and describe several models used to understand the aetiology of mental health problems.	1, 2, 4, 7
2. Compare and contrast psychoanalytical and cognitive-behavioural approaches to understanding and treating mental health problems.	1, 2, 8

3. Describe and discuss the role of families comprised of individuals with a diagnosis of poor mental health.	2, 4
4. Describe and evaluate the role of the brain and electroconvulsive therapy for understanding and treating mental health problems.	1, 8

7.3 Indicative Module Content, Organisation and Structure

The rationale for including *The Psychopathology of Mental Disorders* is that it is the exploration what it means to display abnormal human behaviour, what psychological disorders are, and how society views such illnesses both today and throughout history. Abnormal Psychology is an area of psychology that is linked to many other practices and branches of psychology such as Clinical Psychology, Counselling Psychology, Health Psychology, Educational Psychology and Child Developmental Psychology. By providing learners with a foundation in this area, it will give them the opportunity to engage in the core skills and knowledge which will augment their learning across other modules in the degree programme.

Within this degree programme, the study of mental disorders is focused on introducing the learner to a range of important psychological concepts and modes of studying disordered thinking and behaviour. The learner will study a number of psychological disorders within the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Mental and Behavioural Disorders (ICD). These psychological disorders include: Anxiety disorders, mood disorders, schizophrenia, substance-related and addictive disorders, eating disorders, somatic symptom disorder and autism spectrum disorder. The learner will also be introduced to skill sets such as diagnostic procedures and treatments, along with the ethical implications of assisting patients with abnormal psychological disorders.

The aim of this module is to provide the learner with an appreciation and understanding of human behaviours that impair a person's ability to function in daily life. An objective is to introduce the learner to personality and intelligence tests, interviews, patient observations and written case studies, in relation to abnormal behaviour and cognition. This module further aims to engage the learner across several interlocking modules in psychology as they progress through the degree as well as introducing some of the ethical issues surrounding the treatment of persons with these disorders.

Over the course of 12 two-hour lectures, the learner will cover topics such as:

Defining and Describing the Study of Abnormal Psychology

- Concepts of Abnormality
- A Historical Overview of Mental Health Problems
- Diagnostic and Statistical Manual of Mental Disorders / International Classification of Mental and Behavioural Disorders
- Issues of Diagnosis
- The Aetiology of Mental Health Problems
- Ethical Guidelines Surrounding the Treatment of Psychological Disorders

The Study of Psychological Disorders

- Mood Disorders
- Anxiety Disorders
- Schizophrenia
- Substance-Related and Addictive Disorders
- Eating Disorders
- Somatic Symptom Disorders
- Autism Spectrum Disorder

The Psychoanalytical Perspective

- Let's Talk Freud.
- Freud's Contemporaries and Descendants
- Practicing in Modern Society
- Behavioural Approaches

- Cognitive Approaches
- Humanistic Approaches

New Directions in Cognitive Therapy

- Why Change Thinking?
- The Third Wave of CBT
- Metacognitive Therapy
- Acceptance and Commitment Therapy
- Positive Psychology
- Mindfulness
- Relational Frame Theory

Biological Explanations and Treatments

- Let's talk about the brain.
- How do drugs affect the brain?
- Electroconvulsive Therapy (ECT)
- Psychosurgery

Beyond the Individual

- The Family as a System
- The Family as a Structure
- Treating the Entire Family

7.4 Work-based learning and practice-placement (if applicable)

N/A

7.5 Specific module resources required (if applicable)

There are requirements for the psychology learner to have access to statistical packages for psychological research in the psychology lab, such as SPSS and NVIVO. These licenses and packages are provided to the learners in the college.

7.6 Application of programme teaching, learning and assessment strategies to this module

This module will be delivered over 12 weeks, which consists of lectures (12) and tutorials (each learner will have 4 tutorials). The lecturer and tutor utilise research informed theories, analysis and critique in delivering the content. Tutorials provide an opportunity for learners to engage in discussion and develop their critical thinking and research skills. Group work in tutorials also provides opportunity to apply psychological theories and research to real world scenarios.

Assessments for this module consist of an in-class MCQ and short answer assessment worth 40%- and two-hour exam worth 60%.

In-class assessment: The in-class assessment will be a Multiple-Choice Quiz and short answer assessment (weighted at 40%) will be an assignment to examine the learners' knowledge of the module content. Learners have the opportunity to demonstrate understanding of material and ability to compare, contrast and critique psychological theories (MIMLOs 1, 2, 4).

Exam: The exam (weighted at 60%) consists of four exam questions, of which the learners must answer any two questions. The exam maps onto the minimum intended module learning outcomes (1, 2, 3, 4). The two-hour proctored exam allows learners to demonstrate their understanding of the core concepts, psychological theories and research studied in the course. This form of assessment encourages learners to describe,

compare and critique the core psychological theories related to child developmental psychology to showcase their learning and understanding (MIMLOs 1, 2, 3, 4).

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1, 2, 4	In-class MCQ and short answer assessment	40%
1-4	In-person end of semester proctored exam	60%

7.8 Sample Assessment Materials

In-class MCQ and short answer assessment

- There will be 30 multiple choice questions and 4 short answer questions.
- There will be one mark for each correct answer on the MCQ and 5 marks awarded for the short answer questions
- This assessment takes place in the classroom at the mid-point in the semester.
- It is of 1.5 hours duration

Sample Exam Questions (60%)

The exam is of 2 hours duration and the learner will answer two out of four questions. Each question requires an essay-type exam answer

1. 'Addiction is a family disease'. Critically discuss this statement in relation to Substance-Related and Addictive Disorders. Refer to the DSM-V (APA, 2013) in your answer.
2. Compare and contrast the symptoms, possible causes and treatments for Generalised Anxiety Disorder and Social Anxiety Disorder. Refer to the DSM-V (APA, 2013) in your answer.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Butcher, J., Hooley, J., Mineka, S., and Nock, M. (2016). *Abnormal psychology* (17th ed.). Essex, England: Pearson.

Kring, A. M. and Johnson, S. L. (2019). *Abnormal psychology: The science and treatment of psychological disorders*. United States: Wiley.

Nolen-Hoeksema, S. (2019). *Abnormal psychology* (8th ed.). New York: McGraw Hill Education.

Indicative Other Resources:

Other Reading:

Articles as posted on Moodle by the Lecturer from specific journals will also be included, such as:

Journal of Abnormal Psychology

Journal of Abnormal Child Psychology

Essential Viewing:

TED TALKS as allocated by the Lecturer