

Abnormal Psychology

Section A: Headline Information	
Module title	Abnormal Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	7/8
Module number/reference	TBC
Module Co-ordinator	Dr Susan Ní Chuileann
Parent programme(s)	BA (Honours) in Arts and Humanities
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures and Web Facilitated Learning
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 2 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Psychology
Maximum number of learners per module	60
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Library, IT Resources
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 10						101: 65 hours Self-directed study and reading 36 hours assessment prep and writing			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				40%			60%	100%		

Section B: Module Descriptor

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs

Abnormal Psychology is the study of brain dysfunctions that cause irregular behaviours, like those exhibited by patients with obsessive-compulsive disorder and schizophrenia. Major names in History, such as Winston Churchill, Abraham Lincoln and possibly Adolf Hitler would have had disorders such as depression, bipolar and other mood altering problems. Likewise, significant characters in English Literature such as Heathcliff, or the wife of Scott Fitzgerald suffered from major disorders of the mind. Accordingly, the rationale for including Abnormal Psychology in the Arts and Humanities Programme rests in its ability to deepen the learner's breath of knowledge across the core disciplines. The objectives are twofold, with the first aiming to enhance the learners career pathway in the discipline of Psychology through the building of relevant ECTS. The second is to introduce the learner on the Arts and Humanities Programme a deep knowledge of important concepts such as anxiety disorders, post-traumatic stress disorder, depression, obsessive-compulsive disorder,

	eating disorders, sexual disorders, personality disorders, bipolar personality and schizophrenia. The learner will also be introduced to skill sets such as diagnosis procedures and treatments, along with the ethical implications to assisting patients with abnormal psychological disorders.
Module Aims and Objectives	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. This module further aims to engage the learner across historical figures, characters from the Literature, Media and Arts with disorders, as well as the philosophical ethical issues surrounding the treatment of persons with these disorders.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. List and describe several models used to understand the aetiology of mental health problems. (MIPLO 2, 7) 2. Compare and contrast psychoanalytical and cognitive-behavioural approaches to understanding and treating mental health problems. (MIPLO 2, 5, 7, 8) 3. Critically evaluate the role of families for individuals with a diagnosis of poor mental health. (MIPLO 1, 3, 7, 8) 4. Describe and debate the role of the brain and electroconvulsive therapy for understanding and treating mental health problems. (MIPLO 3, 4, 6, 7)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources. Diploma Supplement contains module name, code, stage and ECTS.
Module Content, Organisation and Structure	<p>Defining and Describing the Study of Abnormal Psychology</p> <ul style="list-style-type: none"> • Concepts of Abnormality • A Historical Overview of Mental Health Problems • Issues of Diagnosis • The Aetiology of Mental Health Problems • Summing Up <p>The Psychoanalytical Perspective</p> <ul style="list-style-type: none"> • Let's Talk Freud. • Freud's Contemporaries and Descendants • Practicing Today • Behavioural Approaches • Cognitive Approaches • Humanistic Approaches • Summing it Up

	<p>New Directions in Cognitive Therapy</p> <ul style="list-style-type: none"> • Why Change Thinking? • The Third Wave of CBT • Metacognitive Therapy • Mindfulness • Relational Frames Theory • Summing it Up <p>Biological Explanations and Treatments</p> <ul style="list-style-type: none"> • Let's talk about the brain. • How do drugs affect the brain? • What is Electroconvulsive Therapy (ECT)? • What is Psychosurgery? • One Flew Over the Cuckoo's Nest <p>Beyond the Individual</p> <ul style="list-style-type: none"> • The Family as a System • The Family as a Structure • Treating the Entire Family • Jane Eyre and Wuthering Heights <p>Psychosocial Explanations</p> <ul style="list-style-type: none"> • Rich or Poor? • Male, Female or Other? • Minority Status • Girl Interrupted/ Nazi Germany and the European Jew
<p>Module Teaching and Learning Strategy</p>	<p>This module will be delivered in a two-hour lecture format across twelve weeks.</p> <p>Typically, the first hour will deliver information while the second hour will be given over to:</p> <p>Debating what was just learned Writing up what was just learned Critiquing the methods used about what was just learned.</p> <p>The rationale for this teaching mode rests in the amount of information to be covered in this timeframe and in teaching the learner the correct method of Case Report Writing in Psychology.</p> <p>Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/A</p>
<p>E-Learning</p>	<p>N/A</p>
<p>Specifications for Module Staffing Requirements</p>	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p>

	<p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area (experience of working professionally with mental health problems would be an advantage)</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
<p>Module Summative and Formative Assessment Strategy</p>	<p><u>Case Study (40%), 1500 words</u> Critically evaluate the use of ECT for people with depression today (40%). Would you take a psychoanalytical or a CBT approach to the treatment of OCD? (40%) Your answer should make sure to define and describe each approach (10%) and the disorder (10%) and provide a rationale (20%) for the approach chosen to treat this disorder. (MIMLO 1, 2, 4)</p> <p><u>Example Exam Questions (60%)</u> 2 hours duration and 2 questions must be answered</p> <ol style="list-style-type: none"> 1. Evaluate the use of SSRIs as a treatment for individuals diagnosed with Obsessive Compulsive Disorder. Support your answer with relevant research evidence. 2. Describe Structural Family Therapy how it works. Outline the therapeutic process involved in this approach and how changes can occur within dysfunctional families. 3. Describe somatization disorders and explain why they are considered difficult to treat. Illustrate your answer with examples from theory and research. 4. Differentiate between Anorexia Nervosa and Bulimia Nervosa. Explain the cultural and gender variations in the reporting and occurrence of eating disorders. Support your answer with relevant examples and research evidence.
<p>Sample Assessment Materials</p>	<p>N/A</p>
<p>Reading Lists and Other Information Resources</p>	<p><u>Essential Reading:</u> Bennett, P. <i>Abnormal and Clinical Psychology: An Introductory Textbook</i>, 3rd edn (UK: Open University Press, 2011)</p> <p><u>Other Reading:</u> Articles as posted on Moodle by the Lecturer</p> <p><u>Essential Viewing:</u> TED TALKS ac allocated by the Lecturer</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall with PowerPoint, DVD and internet access.</p>