

## Abnormal Psychology

<b>Module title</b>										
<b>Abnormal Psychology</b>										
<b>Module NFQ level</b> (only if an NFQ level can be demonstrated)		<b>Module number / reference</b>		<b>ECTS Value</b>		<b>Duration</b>				
8				5		12 weeks				
<b>Parent programme(s)</b> . Principal programme title, and embedded(s) if relevant				<b>Stage of parent programme</b>		<b>Semester No.</b>				
BA (Honours) in Psychology				3		1				
<b>Teaching and Learning modes</b>		<b>Proportion</b> (% of Total Directed Learning)								
Classroom / Face to Face		19.2%								
Workplace										
Online										
Other (Identify)		80.8% (Directed and self-directed Learning)								
<b>Entry requirements (statement of knowledge, skill and competence)</b>										
Successful completion of Stage 2 of the programme or equivalent is required for entry onto Stage 3.										
<b>Maximum number of learners per instance of the module</b>		40								
<b>Average (over the duration of the module) of the contact hours per week</b>		2								
<b>Pre-requisite module title(s) (if any)</b>										
<b>Co-requisite module title(s) (if any)</b>										
<b>Is this a capstone module? (Yes or No)</b>		No								
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>										
Lecture Hall, Library, IT Resources										
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b>										
<b>Role e.g. Tutor, Mentor etc.</b>		<b>Qualifications &amp; experience required:</b>				<b># of Staff with this profile (WTEs)</b>				
Lecturer/Tutor		Minimum level 9 qualification in Psychology (experience of working professionally with mental health problems would be an advantage)				100%				
<b>Analysis of required learning effort</b>										
				<b>Hours of Learner effort</b>						
<b>Classroom and demonstrations</b>		<b>Mentoring and small-group tutoring</b>		<b>Other (specify)</b>		<b>Directed e-learning</b>	<b>Independent learning</b>	<b>Other (specify)</b>	<b>Work-based learning</b>	<b>Total effort</b>
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					

24	1:10					101			125
----	------	--	--	--	--	-----	--	--	-----

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	40%			60%	100%

<p><b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b></p>	<p>The rationale for including <i>Abnormal Psychology</i> 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 <i>Clinical Psychology</i>, <i>Counselling Psychology</i>, <i>Health Psychology</i>, <i>Educational Psychology</i> and <i>Child Developmental Psychology</i>. 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.</p> <p>Within this degree programme, the study of <i>Abnormal Psychology</i> 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.</p>
<p><b>Module Aims and Objectives</b></p>	<p>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.</p>
<p><b>Minimum Intended Module Learning Outcomes</b></p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. List and describe several models used to understand the aetiology of mental health problems. (MIPLO 1, 2, 4, 7)</li> <li>2. Compare and contrast psychoanalytical and cognitive-behavioural approaches to understanding and treating mental health problems. (MIPLO 1, 2, 4, 8)</li> <li>3. Describe and discuss the role of families comprised of individuals with a diagnosis of poor mental health. (MIPLO 1, 2, 4, 8)</li> </ol>

	<p>4. Describe and evaluate the role of the brain and electroconvulsive therapy for understanding and treating mental health problems. (MIPLO 1, 2, 4, 8)</p>
<p><b>Information Provided to Learners about the Module</b></p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module Moodle page 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.</p>
<p><b>Module Content, Organisation and Structure</b></p>	<p>Over the course of 12 two-hour lectures, the learner will cover topics such as:</p> <p><b>Defining and Describing the Study of Abnormal Psychology</b></p> <ul style="list-style-type: none"> <li>• Concepts of Abnormality</li> <li>• A Historical Overview of Mental Health Problems</li> <li>• Diagnostic and Statistical Manual of Mental Disorders /International Classification of Mental and Behavioural Disorders</li> <li>• Issues of Diagnosis</li> <li>• The Aetiology of Mental Health Problems</li> <li>• Ethical Guidelines Surrounding the Treatment of Psychological Disorders</li> </ul> <p><b>The Study of Psychological Disorders</b></p> <ul style="list-style-type: none"> <li>• Mood Disorders</li> <li>• Anxiety Disorders</li> <li>• Schizophrenia</li> <li>• Substance-Related and Addictive Disorders</li> <li>• Eating Disorders</li> <li>• Somatic Symptom Disorders</li> <li>• Autism Spectrum Disorder</li> </ul> <p><b>The Psychoanalytical Perspective</b></p> <ul style="list-style-type: none"> <li>• Let's Talk Freud.</li> <li>• Freud's Contemporaries and Descendants</li> <li>• Practicing in Modern Society</li> <li>• Behavioural Approaches</li> <li>• Cognitive Approaches</li> <li>• Humanistic Approaches</li> </ul> <p><b>New Directions in Cognitive Therapy</b></p> <ul style="list-style-type: none"> <li>• Why Change Thinking?</li> <li>• The Third Wave of CBT</li> <li>• Metacognitive Therapy</li> <li>• Acceptance and Commitment Therapy</li> <li>• Positive Psychology</li> <li>• Mindfulness</li> <li>• Relational Frame Theory</li> </ul> <p><b>Biological Explanations and Treatments</b></p>

	<ul style="list-style-type: none"> <li>• Let's talk about the brain.</li> <li>• How do drugs affect the brain?</li> <li>• Electroconvulsive Therapy (ECT)</li> <li>• Psychosurgery</li> </ul> <p><b>Beyond the Individual</b></p> <ul style="list-style-type: none"> <li>• The Family as a System</li> <li>• The Family as a Structure</li> <li>• Treating the Entire Family</li> </ul>
<b>Module Teaching and Learning (including formative assessment) Strategy</b>	<p>This module will be delivered in a two-hour lecture format across twelve weeks. Class will continually be a place for debate, small group discussions, feedback on any areas remaining difficult to comprehend and learner Q&amp;A.</p> <p>Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.</p>
<b>Work-Based Learning and Practice-Placement</b>	N/A
<b>E-Learning</b>	N/A
<b>Specifications for Module Staffing Requirements</b>	<p>Staff: Learner ratio is typical of the overall programme approach with a maximum of 40 learners, but where there are cross-programme modules, the maximum staff: learner ratio may vary between 50 and an upper limit of 120.</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>Additional staff will be required where the maximum number of learners exceed the resources available.</p>
<b>Module Summative Assessment Strategy</b>	<p>The assessment for this module will be Continuous Assessment (40%) and end of semester exam (60%):</p> <p>The In-class Assessment will consist of a MCQ and short answer quiz. It will typically occur Mid-Semester and addresses MIMLOS 1-4</p> <p>The end of semester exam will be two hours in duration and learners will be asked to answer two (out of four) questions.</p>
<b>Sample Assessment Materials</b>	<p><b>Same Exam Questions (60%)</b> 2 hours' duration and 2 questions must be answered.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>

<p><b>Reading Lists and Other Information Resources</b></p>	<p><b><u>Essential Reading:</u></b>  Butcher, J., Hooley, J., Mineka, S., and Nock, M. (2016). <i>Abnormal psychology</i> (17<sup>th</sup> ed.). Essex, England: Pearson.</p> <p>Kring, A. M. and Johnson, S. L. (2019). <i>Abnormal psychology: The science and treatment of psychological disorders</i>. United States: Wiley.</p> <p>Nolen-Hoeksema, S. (2019). <i>Abnormal psychology</i> (8<sup>th</sup> ed.). New York: McGraw Hill Education.</p> <p><b><u>Other Reading:</u></b>  Articles as posted on Moodle by the Lecturer from specific journals will also be included, such as:</p> <p><i>Journal of Abnormal Psychology</i>  <i>Journal of Abnormal Child Psychology</i>.</p> <p><b><u>Essential Viewing:</u></b>  Ted Talks as allocated by the Lecturer</p>
<p><b>Module Physical Resource Requirements</b></p>	<p>Lecture Hall with PowerPoint, DVD and internet access.</p>