

Abnormal and Clinical Psychology

Section A: Headline Information	
Module title	Abnormal and Clinical Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	Level 7
Module number/reference	TBC
Module Co-ordinator	Dr Candice E. Condon
Parent programme	BA in Applied Social Studies (Professional Social Care)
Stage of parent programme	Stage 3
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, small group work and web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	For entry onto Stage 3, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	Psychology 1; Child Developmental Psychology; Social Psychology
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	N/A
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. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.
Recommended number of learners per module	120
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2 hours
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Library, IT.
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: 40						101: Research articles to be read and prepared for in-class discussions 40 Directed study & other reading 35 Self-directed study 26			125 hours
Allocation of marks (within the module)										
		Continuous assessment		Essay		Proctored practical examination		Proctored written examination		Total
Percentage contribution		30% presentation						70%		100%

Section B – Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The rationale for this module is to present the learner with an in-depth knowledge of the conceptual models of mental health problems and their treatment, which social care professionals will encounter. Learners will be introduced to eleven specific disorders with each of these considered from psychological, social and biological perspectives. The overall objective is to equip the learner with a broad base knowledge of a variety of mental health disorders, the different ways that they can be understood, and the various treatments of same.
Module Aims and Objectives	This module will give learners an understanding of psychological disorders and the current means of diagnosing these disorders, based on the Diagnostic and Statistical Manual (currently Edition V, 2013) of the American Psychiatric Association. Throughout the course, the learners will be made aware of the role of research in informing both theory and practice in abnormal and clinical psychology and the ethical considerations employed within abnormal and

	<p>clinical psychology. Learners will be encouraged to debate key issues within the field such as the use of medications versus talking therapies in psychology.</p>
<p>Minimum Module Learning Outcomes</p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Present a formal written account of four psychological approaches to explaining mental health problems (MIPLO 3, 8). 2. Describe and evaluate biological, social and psychological perspectives to mental health issues (MIPLO 3, 4, 8). 3. Demonstrate a formal understanding of the origins and manifestation of twelve disorders from the DSM-V (APA, 2013) (MIPLO 2, 3, 8). 4. Understand the various treatments available for individuals presenting with mental health problems (MIPLO 3, 8). 5. Apply their knowledge of psychology to their professional practice (MIPLO 2, 3, 8).
<p>Information Provided to Learners about the Module</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 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.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<p>Module Content, Organisation and Structure</p>	<ol style="list-style-type: none"> 1. Introduction to Abnormal Psychology <ul style="list-style-type: none"> • Historical overview • Issues of diagnosis • The aetiology of mental health problems: Six main models 2. The Psychological Perspective <ol style="list-style-type: none"> a. The Psychoanalytical Approach <ul style="list-style-type: none"> • Freud • Freud’s contemporaries and associates • The practice of psychoanalysis b. Behavioural Approaches <ul style="list-style-type: none"> • Classical and Operant • Combining classical and operant • Classical-conditioning-based treatments c. Cognitive Approaches <ul style="list-style-type: none"> • Social Learning Theory • Emerging clinical models • Cognitive Behavioural Therapy d. Humanistic Approaches <ul style="list-style-type: none"> • Models of the individual and neurosis • Humanistic therapy • Review the models

	<p>3. Biological Explanations and Treatments</p> <ul style="list-style-type: none"> • The Brain • Drugs and the Brain • Electroconvulsive Therapy • Psychosurgery • Review • Beyond The Individual • A Systems Approach • Psychosocial explanations of Mental Health Problems • Mental Health Promotion • Cross-Cultural Issues <p>4. Specific Disorders and Their Treatments</p> <ul style="list-style-type: none"> • Somatoform Disorders • Schizophrenia • Anxiety Disorders • Mood Disorders
<p>Module Teaching and Learning Strategy</p>	<p>Lectures will deliver the module content, and small group workshops will allow learners to apply the knowledge and theory learned.</p> <p>Prescribed readings will be used to encourage engagement by learners, and provide a basis for formative assessment or assessment for learning (Carlow College Teaching and Learning Strategy). This type of assessment may not be on course content, but acts as a way of facilitating critical and independent thinking.</p> <p>This module builds on of Stage 1 Introduction to Psychology and Child Developmental Psychology and Stage 2 Social Psychology. Small group in-class discussions will promote in learners the ability to combine theory and practice, for real world social psychological issues.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/A</p>
<p>E-Learning</p>	<p>Moodle will be used to deliver material and additional readings and links to relevant websites. Learners may also upload material for peer-learning purposes.</p>
<p>Specifications for Module Staffing Requirements</p>	<p>One lecturer</p> <p>Staff – learner ratio is typical of a lecture format, i.e. 1- 120.</p>
<p>Module Summative and Formative Assessment Strategy</p>	<p>When assessing for the programme, the three aspects of knowledge, skills and competencies are considered; as are the five domains of proficiencies stipulated by the Health and Social Care Professionals Council (CORU, 2017). Social Psychology is one module which focuses on knowledge, skills and competencies and meets four of the Minimum Programme Learning Outcomes (MIPLOs).</p> <p>This module will be assessed by an in-class presentation, and final exam.</p>

Sample Assessment Materials	<p>The requirement for the in-class presentation will be to identify a character from in a film/TV series who displays abnormal behaviour and to identify a disorder/s in the character based on the diagnostic criteria in the DSM-V (APA, 2013).</p> <p>The presentation requirements:</p> <p>Clarity of presentation (speech, length etc.) The use of interactive tools (powerpoint, Prezi, web-based interactions) An accompanied 500-word written piece.</p> <p>Sample Exam Questions:</p> <ol style="list-style-type: none"> 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.
Reading Lists and Other Information Resources	<p>Essential Reading:</p> <p>Bennett, P. (2011). <i>Abnormal and Clinical Psychology: An Introductory Textbook</i>, (3rd edition). UK: Open University Press.</p> <p>Foucault, M. (2001). <i>Madness and Civilisation</i>. USA: Routledge.</p> <p>Other Reading:</p> <p>Griggs, R. A. (2014). <i>Psychology: A Concise Introduction</i>, (4th edition). United Kingdom: Worth Publishers.</p> <p>Grilly, D. (2005). <i>Drugs and Human Behaviour</i>. UK: Pearson.</p> <p>Recommended Viewing:</p> <p>TED Talks-Variou Abnormal Psychology Researchers and Practitioners</p>
Module Physical Resource Requirements	<p>Lecture hall Internet Projector Speakers WIFI</p>