MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Psychopharmacology				
Module Code	USPK7A-30-3		Level	3	Version	1
Owning Faculty	Health and Applied Sciences		Field	Psychology	
Contributes towards	Psychology - BSc Hons + Psychology combinations				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	USPSTY-30-2		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	28/03/2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to evidence: • A systematic understanding of key aspects of Psychopharmacology (Component B). • A conceptual understanding of psychopharmacology which enables the student to devise and sustain arguments (Component B). • The capacity to critically evaluate concepts and evidence from psychopharmacology from a range of sources (Component A). • The ability to critically review, consolidate and extend a systematic and coherent body of knowledge (Component A).
Syllabus Outline	The content of the module may vary from year to year to take account of the expertise of staff and developments in the field. However the list below provides a summary of the potential content for this module: 1) Research Methods in Psychopharmacology 2) Communication Within the CNS (e.g. Neurotransmitters and receptors – sites for drug action) 3) Factors Affecting Mental and Neurodegenerative Disorders. 4) Mood Disorders 5) Obsessive Compulsive Disorder, anxiety and related disorders 6) Psychotic Illness 7) Neurodegenerative Disorders 8) Cognitive Enhancers 9) Drugs of Reward and Abuse 10) Psychopharmacology of Obesity 11) Sex Differences and Psychopharmacology Through completion of this module, students will also demonstrate qualities and

	transferable skills necessary for employment which will not be formally assessed. These will include the ability to: • Communicate effectively, both face-to-face or in writing. • Understand, analyse and use complex data. • Retrieve and organise information from different sources. • Handle primary source material critically. • Engage in effective team work. • Make critical judgements and evaluations to gain different perspectives on a question. • Use personal planning and project management skills to become more independent and pragmatic. • Be computer literate
Contact Hours	As a 30-credit module this module assumes 300 hours of study on the part of the student. Scheduled learning for this project will be approximately 72 hours and may take several forms. This will be delivered primarily as lecture/seminar/debate. Independent learning – Students are expected to spend 228 hours on independent learning tasks and preparation of assessments.
Teaching and Learning Methods	A variety of pedagogical approaches will be used with the aim of maximising the active engagement in the module content and developing understanding and critical analytic skills in the area of occupational psychology. **Scheduled learning** includes interactive lectures, seminars, tutorials, debates and workshops including independent learning and student led sessions. Lectures will be used to introduce main concepts and to guide and inform student centred learning while workshops/seminars will provide students the opportunity to discuss issues in-depth. Group seminar presentations will further contribute to group working and presentation skills underpinning readiness for future employment. **Independent learning** Students will be expected to engage in substantial and focused independent work in this module. Students will be encouraged to independently source relevant items or materials (e.g. current media topics) and to bring these to the timetabled session for debate and evaluation. There is also a research review competition involving group independent learning. Student cohorts will also be provided with a virtual meeting space that they will be able to fully utilise independently for the purposes of peer-support, collaboration and discussion, in order to foster a sense of learning community. **TEL** Students will be enabled to use Blackboard, the university supported virtual learning environment, to organise and communicate their learning material. Students will be able to engage with the material, other students and members of staff through this system and make use of the various functionalities built into the Blackboard (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.). Moreover, students will be able to communicate with their instructors using university sponsored tools (such as Lync). A culture of continuous learning will be developed through the implementation of regular on-line discussion groups which discuss identified topics in-depth.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data					
Number of credits for this module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	

The table below indicates as a percentage the total assessment of the module which constitutes a –

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Written exam assessment percentage			40%
Coursework assessment percentage			60%
Practical exam assessment percentage			0%
			100%

*NB. The group seminar presentation appears closer to the definition given for a 'Practical Exam'. However, in keeping with previous module specifications the group seminar is currently included under 'coursework assessment'.

Reading Strategy	Students are encouraged to make full use of resources available (particularly through the library website) to support learning and assessment. **Core readings** It is essential that students read one of the many texts on Psychopharmacology available through the Library. Module guides will also reflect the range of reading to be carried out. **Further readings** Students are expected to identify all other reading relevant to their module assignments for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Most resources can be accessed remotely. **Access and skills** Key research and literature searching skills will be covered in the module, online and in the module guide. The development of literature searching skills is also additionally supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.
Indicative	The following list is offered to provide validation panels/accrediting bodies with an

| Reading List | indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module guide or through BlackBoard.

Books:
Julian, R. Advokat, D. and Comaty, J. (2008) *A Primer of Drug Action: A comprehensive guide to the actions, uses, and side effects of psychoactive drugs* 11th ed. New York: Worth.
Parrott, A. Morinan, A. Moss, M. and Schole,y A. (2004) *Drugs and Behaviour*. Chichester: John Wiley and Sons.
Stahl, S. (2013) *Essential Psychopharmacology* 4th ed. Cambridge: Cambridge University Press.

Journals: Human Psychopharmacology, Journal of Psychopharmacology, Psychopharmacology |
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Part 3: Assessment

| Assessment Strategy | The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the module's Learning Outcomes are attained, as described below. Assessments are also designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom.

Controlled condition – 1 hour Timed essay
The timed essay is a seen paper under exam conditions lasting one hour. Students will choose one question from those presented and they will be expected to draw on relevant theories and published studies in answering the question set. They will be required to structure an appropriate essay answer, and to communicate clearly and effectively their informed opinions and conclusions drawn logically from the material presented. This essay will assess students' capacity to critically evaluate concepts and evidence from psychopharmacology from a range of sources as well as their ability to critically review, consolidate and extend a systematic and coherent body of knowledge.

Course work components
Component A – Group Seminar presentation (30%)
The presentation will assess students' conceptual understanding of psychopharmacology, their ability to devise and sustain arguments and the extent to which they have a systematic understanding of key aspects of the topic.
The group seminar presentations provide students with an opportunity for group working, as well as a way of developing their presentation skills. Presenting to their peers or other groups with the aid of appropriate technologies is an important skill frequently required in the world beyond University. Students will be required to organize themselves into groups of around 4 to 5 in order to deliver a 45 minute seminar, and then chair a follow-on discussion or other interactive group activity (e.g. seminar quiz). This will support a coherent seminar program for a reasonably large group of students (e.g. 50+). Students will be able to develop their independent learning skills in addition to working as a member of a group, an important key skill. Students will receive a group mark for the presentation, encouraging teamwork.

Component B – Discussion and Debate (10%)
Third year students are expected to apply their independent learning skills and develop their critical evaluation to relevant module content, including contemporary issues that may emerge during the course of the module (e.g. legalisation of illicit drugs, drug delivered euthanasia, student use of cognitive enhancers). Discussion and debate based on tutorial groups will provide a platform for the individual allocation of a relatively small proportion (10%) of |
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the total module mark. This will be awarded across the delivery of the module to help encourage regular attendance and independent learning and active contribution to module topics.

Component C – Literature Review (60%)
The literature review (up to 2000 words) will help students to develop their critical essay writing skills and to demonstrate both the breadth and depth of their topic understanding. They will be expected to demonstrate abilities in obtaining and presenting relevant summaries of appropriate research studies and theories. To develop a level of understanding that enables a valid critical evaluation of the material presented, and the identification of appropriate areas for future research etc. within the field of psychopharmacology.

Resit - Research Proposal
The 2000 word research proposal replaces the group seminar presentation as well as the discussion and debate. Students will be required to submit a research proposal derived from a literature review of a relevant psychopharmacology research area. Key elements should be included (e.g. aims and objectives, background and rationale, methods of investigation, methods of analysis, ethics, references).

Identify final assessment component and element	Component A Timed Essay	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**40**	**60**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Timed essay	100
Component B **Description of each element**	**Element weighting (as % of component)**
1. Seminar Presentation	30
2. Discussion and Debate	10
3. Literature Review	60

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Timed essay	100
Component B **Description of each element**	**Element weighting (as % of component)**
1. Literature Review	50
2. Research proposal	50

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated

by the Module Description at the time that retake commences.