



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Psychopharmacology		
Module Code	USPKJT-15-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Health & Applied Sciences	Field	Psychology
Department	HAS Dept of Health & Social Sciences		
Module Type:	Standard		
Pre-requisites	Mind, Brain and Development 2020-21		
Excluded Combinations	None		
Co-requisites	None		
Module Entry Requirements	None		
PSRB Requirements	None		

Part 2: Description
<p><b>Educational Aims:</b> In addition to the learning outcomes, 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:</p> <ul style="list-style-type: none"> <li>Communicate effectively, both face-to-face or in writing.</li> <li>Understand, analyse and use complex data.</li> <li>Retrieve and organise information from different sources.</li> <li>Handle primary source material critically.</li> <li>Engage in effective team work.</li> <li>Make critical judgements and evaluations to gain different perspectives on a question.</li> <li>Use personal planning and project management skills to become more independent and pragmatic.</li> </ul> <p><b>Outline Syllabus:</b> 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: Research Methods in Psychopharmacology</p>

## STUDENT AND ACADEMIC SERVICES

Communication Within the CNS (e.g. Neurotransmitters and receptors – sites for drug action)  
Factors Affecting Mental and Neurodegenerative Disorders.  
Mood and Affective Disorders  
Psychotic Illness  
Neurodegenerative Disorders  
Cognitive Enhancers  
Drugs of Reward and Abuse  
Psychopharmacology of Obesity  
Sex Differences and Psychopharmacology

**Teaching and Learning Methods:** Scheduled learning includes lectures, seminars, tutorials, practical classes and workshops.

Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices you make.

A variety of approaches will be used with the aim of maximising the active engagement of students. These may include:

Lectures  
Seminars/ Workshops  
Directed and Independent Learning  
Formative Assessment Opportunity

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.). Innovative technologies will be used to enhance in class interaction such as the Turning Point technologies.

Scheduled learning: Scheduled learning for this project will be approximately 36 hours and may take several forms, such as lectures, seminar discussion, practical workshop on assessment and diagnosis, films, virtual learning environments (VLEs) and other technology-aided means.

Independent learning: Students will be expected to spend 114 hours on independent learning tasks and preparation of assessments.

### Part 3: Assessment

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. The assessment criteria for both components A and B directly relate to the listed learning outcomes.

Component A: Online seen exam over 24 hour period.

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.

Component B

Presentation: Psychologists often address social, personal and organizational problems in collaboration with others. Therefore, students must evidence their understanding of the module material and sustain arguments through a group presentation, which will consist of individual contributions for which marks will be based. The length of the presentation will be 25 mins max, which will include time for questions and answers.

## STUDENT AND ACADEMIC SERVICES

Resit Component A: Online seen exam over 24 hour period.			
Resit Component B: Coursework essay: For students engaged in a resit of component B, the presentation is replaced by a critical review of research on a topic covered in the module. This is because the presentation requires interaction with other students from the class, which is not possible during the resit period.			
First Sit Components	Final Assessment	Element weighting	Description
Presentation - Component B		40 %	Group presentation (max 25 mins)
Examination (Online) - Component A	✓	60 %	Online Examination (24 hours)
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		40 %	Coursework essay (1200 words)
Examination (Online) - Component A	✓	60 %	Online Examination (24 hours)

Part 4: Teaching and Learning Methods																	
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Module Learning Outcomes</th> <th>Reference</th> </tr> </thead> <tbody> <tr> <td>A systematic understanding of key aspects of Psychopharmacology</td> <td>MO1</td> </tr> <tr> <td>A conceptual understanding of psychopharmacology which enables the student to devise and sustain arguments</td> <td>MO2</td> </tr> <tr> <td>The capacity to critically evaluate concepts and evidence from psychopharmacology from a range of sources</td> <td>MO3</td> </tr> <tr> <td>The ability to critically review, consolidate and extend a systematic and coherent body of knowledge</td> <td>MO4</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	A systematic understanding of key aspects of Psychopharmacology	MO1	A conceptual understanding of psychopharmacology which enables the student to devise and sustain arguments	MO2	The capacity to critically evaluate concepts and evidence from psychopharmacology from a range of sources	MO3	The ability to critically review, consolidate and extend a systematic and coherent body of knowledge	MO4						
Module Learning Outcomes	Reference																
A systematic understanding of key aspects of Psychopharmacology	MO1																
A conceptual understanding of psychopharmacology which enables the student to devise and sustain arguments	MO2																
The capacity to critically evaluate concepts and evidence from psychopharmacology from a range of sources	MO3																
The ability to critically review, consolidate and extend a systematic and coherent body of knowledge	MO4																
Contact Hours	<table border="1"> <thead> <tr> <th colspan="2">Independent Study Hours:</th> </tr> </thead> <tbody> <tr> <td>Independent study/self-guided study</td> <td>114</td> </tr> <tr> <td><b>Total Independent Study Hours:</b></td> <td><b>114</b></td> </tr> <tr> <th colspan="2">Scheduled Learning and Teaching Hours:</th> </tr> <tr> <td>Face-to-face learning</td> <td>36</td> </tr> <tr> <td><b>Total Scheduled Learning and Teaching Hours:</b></td> <td><b>36</b></td> </tr> <tr> <td><b>Hours to be allocated</b></td> <td><b>150</b></td> </tr> <tr> <td><b>Allocated Hours</b></td> <td><b>150</b></td> </tr> </tbody> </table>	Independent Study Hours:		Independent study/self-guided study	114	<b>Total Independent Study Hours:</b>	<b>114</b>	Scheduled Learning and Teaching Hours:		Face-to-face learning	36	<b>Total Scheduled Learning and Teaching Hours:</b>	<b>36</b>	<b>Hours to be allocated</b>	<b>150</b>	<b>Allocated Hours</b>	<b>150</b>
Independent Study Hours:																	
Independent study/self-guided study	114																
<b>Total Independent Study Hours:</b>	<b>114</b>																
Scheduled Learning and Teaching Hours:																	
Face-to-face learning	36																
<b>Total Scheduled Learning and Teaching Hours:</b>	<b>36</b>																
<b>Hours to be allocated</b>	<b>150</b>																
<b>Allocated Hours</b>	<b>150</b>																

## STUDENT AND ACADEMIC SERVICES

Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p><a href="https://uwe.rl.talis.com/modules/uspjkt-15-3.html">https://uwe.rl.talis.com/modules/uspjkt-15-3.html</a></p>
--------------	---

### Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Sociology with Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Law with Psychology [Sep][FT][Frenchay][3yrs] LLB (Hons) 2018-19

Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Psychology with Criminology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Psychology with Sociology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Psychology and Mental Health [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Applied Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Health Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Social Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Biological Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Criminology with Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Social Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2018-19