




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Psychopharmacology				
Module Code	USPKJT-15-3	Level	3	Version	2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Department	Health and Social Sciences	Module Type	Standard		
Contributes towards	BSc (Hons) Psychology BSc (Hons) Psychology with Criminology BSc (Hons) Psychology with Sociology BSc (Hons) Psychology with Law BSc (Hons) Criminology with Psychology BSc (Hons) Sociology with Psychology BSc (Hons) Law with Psychology				
Pre-requisites	USPSTY-30-2 Mind, Brain and Development	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to evidence:</p> <ul style="list-style-type: none"> • 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	<p>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:</p> <ul style="list-style-type: none"> • Research Methods in Psychopharmacology • 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 <p>Through completion of this module, students will also demonstrate qualities and transferable skills necessary for employment which will not be formally assessed.</p>

	<p>These will include the ability to:</p> <ul style="list-style-type: none"> • 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. 																									
Contact Hours	<ul style="list-style-type: none"> • <i>Scheduled learning</i>: 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. • <i>Independent learning</i>: Students will be expected to spend 114 hours on independent learning tasks and preparation of assessments. 																									
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, practical classes and workshops.</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>A variety of approaches will be used with the aim of maximising the active engagement of students. These may include:</p> <ul style="list-style-type: none"> • Lectures • Seminars/ Workshops • Directed and Independent Learning • Formative Assessment Opportunity <p>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</p>																									
Key Information Sets Information	<p>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.</p> <table border="1" data-bbox="459 1644 1370 2036"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black; text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <div style="text-align: right; margin-top: 5px;"></div>	Key Information Set - Module data					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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	<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Seen 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</p> <p>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:</p> <table border="1" data-bbox="568 551 1264 786"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>60%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>40%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		60%		Coursework assessment percentage		40%		Practical exam assessment percentage		0%					100%
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Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities as well as specific study skills training within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any core reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available in the module handbook and via the module information on Blackboard or through any other vehicle deemed appropriate by the module leader.</p> <p>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p>																				
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an 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 other more frequently updated mechanisms.</p> <p>Current editions of: Stahl, S. (2013) <i>Essential Psychopharmacology</i> 4th ed. Cambridge: Cambridge University Press. Anderson, IM and McAllister-Williams, R. (2016) <i>Fundamentals of Clinical Psychopharmacology</i> 4th ed. Boca Raton: CRC Press.</p> <p>Journals: Human Psychopharmacology, Journal of Psychopharmacology, Psychopharmacology</p>																				

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
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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: 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.

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 40 min max, which will include time for questions and answers.

Resit Component A: Controlled condition – 1 hour Timed essay

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.

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

First Sit	
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Component A (controlled conditions)	Element weighting (as % of component)
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Description of each element	
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EX1 Examination (1 Hour)	100
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Component B	Element weighting (as % of component)
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Description of each element	
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CW1 Group Presentation (max 40 min)	100
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Resit (further attendance at taught classes is not required)

Component A (controlled conditions)	Element weighting (as % of component)
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Description of each element	
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EX1 Examination (1 Hour)	100
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Component B Description of each element	Element weighting (as % of component)
CW1 Coursework Essay (1200 words)	100
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	

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First CAP Approval Date	2 February 2016			
Revision CAP Approval Date	31/05/2017	Version	2	RIA 12373