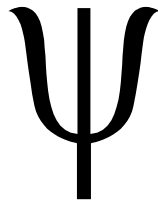




Academic Discipline: Psychology & Counselling



Module M6X00914 Abnormal & Clinical Psychology
2019-20

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Module Handbook

Module M6X00914 Abnormal & Clinical Psychology

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This handbook has been designed to provide you with the necessary information required for your progression throughout the module. It is your essential guide to module content, study resources, and the learning outcomes required to complete your coursework successfully.

If you have any queries regarding this module, please contact the module leader.

Good luck with your studies!

Introduction

The Abnormal and Clinical Psychology module draws upon many of the theories and topics that you have covered in the previous two years of your degree, including biological psychology, developmental psychology and individual differences. It is expected that knowledge of the basic psychological perspectives which underlie our understanding of mental health problems should be reasonably understood by all students; if you are unclear on some of the basic theories it will be expected that you will catch up with these in preparation for dealing with the higher level issues which we will be covering.

The core text for this module will provide a sound overview of the issues covered in this topic. Each lecture comes with essential readings. However, at Level 6 you must supplement this reading with extensive reading of more specialist texts and relevant journal articles in order to gain a more in-depth understanding of the topic. Additionally, the use of alternative textbooks covering a similar depth and breadth to the core text will enhance your ability to engage with the module.

Module Core Texts:

Cromby, J., Harper, D., & Reavey, P. (2013). *Psychology, mental health and distress*. Basingstoke, Hampshire: Palgrave Macmillan.

Davey, G. (2014). *Psychopathology: Research, assessment, and treatment in clinical psychology* (2nd ed). Chichester: Wiley & Sons.

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TITLE:	Abnormal & Clinical Psychology
DATED:	02/04/2014
LEVEL:	6
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AIM(S)

The module aims to:

- develop an in-depth understanding of how the biopsychosocial model can explain individual differences in the development and treatment of mental health problems;
- critically consider current debates and controversies in the field of abnormal and clinical psychology; and
- further develop students' ability to make critical judgments and evaluations based on primary sources within the field.

LEARNING OUTCOMES

Upon successful completion of this module students will be able to:

- critically discuss the relative importance of biological, psychological and social causes for a range of mental health problems;
- employ evidence-based reasoning in order to critically evaluate the effectiveness of treatments for a variety of mental health problems;
- demonstrate a critical awareness of current debates and controversies in the field of Clinical Psychology; and
- the ability to present work to a professional standard suitable for an academic audience through appropriate media.

INDICATIVE CONTENT

This module will commence with content focused around developing students' critical understanding of conceptual and historical paradigms for understanding mental health, focusing upon the historical divide between the medical and psychological model before moving on to consider the role of the biopsychosocial model as a framework for understanding mental health, and the wider classification debate in mental health. Topics covered in the first weeks of this module will include:

- Concepts and definitions of abnormality: the medical and psychological models
- An historical overview: "madness and asylums to "care in the community"
- The classification debate: past, present, and future
- Biological explanations: brain systems, functions and neurotransmitters
- Psychological perspectives: cognitive-behavioural, psychodynamic, humanistic
- Social perspectives: family systems, socio-economic status and culture

Lectures and seminars will then begin to explore the aetiology of specific mental health

problems, focusing on a critical analysis of the research evidence supporting psychological, social and biological approaches to understanding and treating specific mental health problems. Students will be encouraged to explore the relative effectiveness of different treatments (psychological and pharmacological) in treating different mental health problems, and to recognise the role of the biopsychosocial model and individual differences in understanding differences in treatment effectiveness. Topics here will include:

- Eating disorders
- Anxiety disorders
- Mood disorders
- Psychosis and schizophrenia spectrum disorders
- Personality disorders
- Substance use disorders

An important element of the module content throughout the module will be the identification and critical discussion of new developments and controversies in the field of abnormal and clinical psychology. This module content will be embedded within the lectures described above, using specific examples from particular disorders to highlight an area of current controversy and discussion. As an exemplar, a current focus would include detailed discussion of the following:

- the controversies of traditional classification systems versus alternative approaches;
- the controversies and issues surrounding the publication of the DSM-V, with a focus on both generic issues and specific issue linked to particular categories; and
- developments in psychological therapy: evidence for effectiveness of emerging treatments e.g., acceptance and commitment therapy, mindfulness.

LEARNING AND TEACHING STRATEGY

Lectures will cover some of major theories, debates and areas of research in the area of abnormal psychology (see the specific lecture pages for details). The following pages set out the lecture and reading structure for the Abnormal Psychology module. Seminars will focus upon specific areas of the sub-topics covered in lectures. These will allow you to display your knowledge of the topics and to discuss critically the issues raised in the readings and lectures.

Seminar readings are set out at the end of the module handbook. There will be weekly seminars (unless indicated otherwise) attached to this module. Readings for each of these seminars can be found through the University library system. Where a reading is not widely available (e.g. a book chapter) it will be made available on the module Moodle site.

Module Assessment

Learning Outcomes	PLO	Assessment Criteria <i>To achieve each outcome a student must demonstrate the ability to:</i>
1. Critically discuss the relative importance of biological, psychological and social causes for a range of mental health problems.	6.1 6.2	Synthesise research evidence indicating the extent to which the various psychological models of psychopathology can explain the development of specific mental health problems.
2. Employ evidence-based reasoning in order to critically evaluate the effectiveness of treatments for a variety of mental health problems.	6.5	Critically evaluate the relative effectiveness of psychological and pharmacological treatments for mental health problems using up-to-date research evidence.
3. Demonstrate a critical awareness of current debates and controversies in the field of Clinical Psychology	6.6 6.7	Critically discuss important debates and controversies of relevance to the field of abnormal psychology.
4. The ability to present work to a professional standard suitable for an academic audience through appropriate media	6.11	Present work to a professional standard using appropriate media.

Assessment Component 1 – 50%

Written Assignment (2,500 words): This written assessment will require students to produce a case formulation supported by empirical evidence relating to a specific mental health disorder.

Assessment Component 2 – 50%

Two hour long answer examination: this exam will enable students to demonstrate critical awareness of wider debates in the field of abnormal psychology in relation to the aetiology of mental health disorders.

As this is a Level 6 module, it is expected that you will be well practiced in the use of empirical evidence to evaluate theories. You must consider alternative theories and arguments. You should be looking to evaluate the strengths and weaknesses of the

evidence and the theories, by using contrasting evidence and arguments, and through your own critical evaluation of the work:

- Your use of secondary sources (textbooks) should be limited. Primary sources (journal articles) should provide the key features of your work, giving depth to your arguments.
- Citing, referencing, writing style and overall presentation are expected to be impeccable at Level 6. Proofread carefully, as errors here will result in penalties.

At **Level 6** it is expected that students will demonstrate the following qualities:

1. Be able to work independently, with guidance, in a general and sustained way.
2. Be able to apply the habits and techniques of independent learning to a major piece of research (the dissertation).
3. Be capable of assimilating and synthesising ideas and information so as to generate interpretations of a relatively original sort.
4. Be able to handle relevant theories, methods and models in a confident and critical manner.
5. Be familiar with primary source material in the research area and be capable of making extensive use of it.
6. Be aware of a wide range of secondary material.
7. Be capable of presenting a sustained argument in oral form and in a variety of settings, including tutorials and seminars.
8. To have developed a degree of self-reflective thought so that personal interpretations themselves become subject to questioning.
9. Be able to make use of appropriate computer applications.
10. By making use of careful planning, be able to organise time effectively so as to identify areas of study, decide upon outcomes and achieve goals.

READING LIST

Lectures and seminars can only provide you with a scaffold of information – it is your wider reading that will help you to develop a comprehensive understanding of the topic. Each lecture comes with a series of readings, some classed as ‘essential’ and others as ‘additional’. It is expected that you will carry out the essential reading for the lectures as we go along (it is a good idea to spend some time going over the essential reading before the lecture, to aid your understanding of the topic during the lecture). The additional readings will provide depth to your knowledge, and you are encouraged to engage with as many of these readings as possible.

In addition, where indicated, you have been set readings for the seminars which will allow us to explore the topics in more depth. All seminar readings are classed as ‘essential’ readings in addition to the lecture readings. Therefore, non-preparation for seminars is considered unacceptable under any circumstances.

Please note that at Level 6 much of the recommended reading is based around specific journal

articles tied into each lecture. Moodle will detail specific journal readings for each lecture and these will be updated annually.

Essential reading:

Cromby, J., Harper, D., & Reavey, P. (Eds.). (2013). *Psychology, Mental Health and Distress*. Basingstoke: Palgrave Macmillan.

Davey, G. (2014) *Psychopathology: Research, assessment, and treatment in clinical psychology*. (2nd ed). Chichester: Wiley & Sons.

Recommended background reading

Bennett, P. (2011). *Abnormal and clinical psychology: An introductory textbook* (3rd ed.). Maidenhead: McGraw-Hill/Oxford University Press.

Paris, J. (2013). *The intelligent clinician's guide to the DSM-5*. Oxford: Oxford University Press.

Additional reading:

Beck A. T., Rector, N. A., Stoalr, N., & Grant, N. A. (2011). *Schizophrenia: Cognitive Theory, Research, and Therapy*: New York: Guildford Press.

Frances, A. (2013). *Saving Normal: An Insider's Revolt against Out-of-Control Psychiatric Diagnosis, DSM-5, Big Pharma, and the Medicalization of Ordinary*. New York: William Morrow.

Geekie, J., & Read, J. (2009). *Making sense of madness: Contesting the meaning of schizophrenia*. London: Routledge Taylor & Francis. (E-book also available).

Example relevant journals

Experimental and Clinical Psychopharmacology

Journal of Abnormal Psychology

Journal of Consulting & Clinical Psychology

Personality Disorders: Theory, Research and Treatment

Psychology of Addictive Behaviours

Schizophrenia Bulletin

Websites and other sources: students will be directed to additional appropriate sources of information (e.g. websites, podcasts, education programmes and debates) as they arise through module handbooks and the VLE system.

Lecture Outline

Lecture 1: History, Concepts and Models of Psychopathology

This first lecture of this module will set out the broad themes which we will cover over the rest of the module, beginning with a discussion of what is meant by psychopathology and “abnormality”. This will be followed by a historical overview of how different models of psychopathology (e.g. medical model, biopsychosocial model) have developed over the years, including service users’ movements (e.g. Hearing Voices Network) and community-based approaches. We will then examine the main psychological approaches to understanding psychopathology and how these have influenced the diagnosis and treatment of mental health problems. Issues of stigma and cultural relativity will be explored using real-life case studies.

Essential reading:

Cromby, J., Harper, D., & Reavey, P. (Eds.). (2013). *Psychology, mental health and distress*. Basingstoke: Palgrave Macmillan. (Chapters 2 & 3).

Please note that there are no seminars taking place this week. You are expected to use this opportunity to refresh your knowledge and understanding of key perspectives in Psychology before we move on to more in-depth material in next week’s lecture.

Lecture 2: Classification and Assessment in Clinical Psychology

In this lecture we will critically discuss the ways in which those working in the field of mental health can use diagnostic and classification systems to help individuals with a range of mental health problems. We will discuss the evolution of the Diagnostic and Statistical Manual for the classification of mental health problems and critically consider the strengths and limitations of this classification approach. We will also review other methods (e.g. International Classification of Diseases 10) used by those working in the field of mental health and consider the reliability and validity of these methods. We will draw the session to a close by considering case formulations as a way of understanding the problems experienced by an individual and how these can inform strategies for treatment.

Essential reading:

Cromby, J., Harper, D., & Reavey, P. (Eds.). (2013). *Psychology, Mental Health and Distress*. Basingstoke: Palgrave Macmillan. (Chapter 5).

Davey, G. (2014) *Psychopathology: Research, assessment, and treatment in clinical psychology*. (2nd ed.). Chichester: Wiley & Sons. (Chapter 2).

Seminar: Case formulation in clinical psychology

This seminar focuses on the uses of case formulation in a clinical context. We will discuss two case studies in light of four different theoretical approaches.

Lecture 3: Research Methods in Clinical Psychology

In this lecture we will critically consider a range of research methods in clinical psychology. The link between research and practice for professionals working within the field of mental health will be highlighted, and the ways in which we can seek to evaluate the effectiveness and success of treatment and interventions highlighted. We will consider the role of evidence-based treatment approaches and consider their strengths and limitations, and alternative approaches. The role of randomized controlled trials in the evaluation of treatment success will be critically explored. We will consider examples from recently published studies demonstrating how we can explore the impact of psychological and pharmacological therapy for the treatment of anxiety and mood disorders, and identify the factors that need to be considered when evaluating the effectiveness of such treatments.

Essential reading:

Cromby, J., Harper, D., & Reavey, P. (Eds.). (2013). *Psychology, Mental Health and Distress*. Basingstoke: Palgrave Macmillan. (Chapters 6 & 8).

Davey, G. (2014) *Psychopathology: Research, assessment, and treatment in clinical psychology* (2nd ed.). Chichester: Wiley & Sons. (Chapter 3).

Seminar: The randomized controlled trial

Using the information gained in this week's lecture and your essential reading for this week, in this seminar you will work as research teams to plan a randomized controlled trial to compare two psychological treatment approaches for anxiety disorders.

Lecture Four: Psychosis and Schizophrenia Spectrum Disorders

This lecture will examine the nature of psychosis and schizophrenia spectrum disorders. We will explore in depth previous and current conceptualizations of schizophrenia, and discuss the controversies around diagnosis, including concerns about the current DSM-V classification. We will explore the causal factors implicated in the development of schizophrenia, including a critical consideration of the role of genetic factors implicated in the onset of schizophrenia, and consider the methodological difficulties in separating out gene-environment interactions when attempting to understand the causes of this distressing illness. Finally, we will critically examine the many different approaches to the treatment of schizophrenia and evaluate the research evidence for the effectiveness of these treatments.

Essential reading:

Davey, G. (2014) *Psychopathology: Research, assessment, and treatment in clinical psychology* (2nd ed.). Chichester: Wiley & Sons. (Chapter 8).

Seminar: Understanding the experience of schizophrenia

We will explore the impact of the experience of schizophrenia on an individual using real-life case studies and published articles.

Lecture 5: Depression and Mood disorders

In this lecture we will focus upon anxiety and mood disorders, exploring their aetiology, symptoms, and treatment. We will critically assess the degree to which the biopsychosocial model can help us understand the development of these disorders. We will also explore cultural and gender differences in the reporting and prevalence of depression through examining current empirical evidence. We will then critically discuss the relative effectiveness of biological and psychological treatments and draw the lecture to a close with a look at the risk factors associated with self-harm and suicide.

Essential reading:

Davey, G. (2014) *Psychopathology: Research, assessment, and treatment in clinical psychology*. (2nd ed). Chichester: Wiley & Sons. (Chapter 7).

Seminar: Aetiology of depression

In this seminar we will examine how we can explore aetiological models of the development of mood disorders. You will be expected to have identified and read two different articles offering different aetiological perspectives on mood disorders and come prepared to critically discuss the strength of this empirical evidence.

Lecture 6: Substance Use Disorders

In this lecture we will explore the diagnostic criteria for substance use disorders and the prevalence rates amongst the UK population. We will explore the physical and psychological effects of drugs commonly associated with the onset of addictions and identify the risk factors for the development of substance use disorders. The impact of drug abuse, misuse, and addiction on the individual, the family and wider society will be explored, and the effectiveness of intervention programmes critically examined. We will also consider the evidence for the existence, aetiology and treatment of non-substance related behavioural additions such as gambling addiction.

Essential reading:

Davey, G. (2014) *Psychopathology: Research, assessment, and treatment in clinical psychology*. (2nd ed.) Chichester: Wiley & Sons. (Chapter 9).

Seminar: Substance use disorder, treatment and recovery

Two case studies will be provided to prepare a case formulation.

Lecture 7: Eating Disorders

This lecture focuses on the aetiology and development of eating disorders, and the various treatment approaches. We will examine how eating problems and body image concerns have been defined in the mental health and clinical literature, and how these issues are at the centre of eating-related problems. The lecture will also address what kind of risk factors, including socio-cultural influences, are associated with the development of eating disorders in western societies. Finally, we will consider current evidence regarding the prevalence of eating disorders in the UK and Wales, particularly in young people.

Cromby, J., Harper, D., & Reavey, P. (Eds.). (2013). *Psychology, Mental Health and Distress*. Basingstoke: Palgrave Macmillan. (Chapter 12).

Seminar: Case study of anorexia nervosa

A case study of anorexia nervosa will be provided for preparing a case formulation.

Lecture 8: Personality disorders

In this lecture we will examine the diagnoses of personality disorders and consider the controversies surrounding the concept of personality disorders. We will identify the risk factors and aetiological models, and will critically explore the potential role of early childhood experience (e.g. trauma) in the later development of personality disorders in adulthood. We will then focus on treatment approaches for these disorders and the difficulties encountered in the effective treatment of these complex disorders.

Essential reading:

Cromby, J., Harper, D., & Reavey, P. (Eds.). (2013). *Psychology, Mental Health and Distress*. Basingstoke: Palgrave Macmillan. (Chapter 13).

Davey, G. (2014) *Psychopathology: Research, assessment, and treatment in clinical psychology*. (2nd ed) Chichester: Wiley & Sons. (Chapter 12).

Seminar: Development of personality disorders

We will examine the role of early childhood experiences and developmental trauma in the aetiology of personality disorders.

Lecture 9: Review

In our last lecture, we will review the main topics and issues covered in the module in preparation for your assessments.