

Module specification

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Module Code	PSYON715
Module Title	Behaviour Disorders and Resilience
Level	7
Credit value	15
Faculty	Faculty of Social and Life Sciences
HECoS Code	100497
Cost Code	GAPS

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Educational Psychology	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	15 hrs
Placement / work based learning	0 hrs
Guided independent study	135 hrs
Module duration (total hours)	150 hrs

For office use only	
Initial approval date	18/05/2021
With effect from date	September 2021
Date and details of revision	October 2022 – AM0 word counts and sequence of assessments revised.



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	21/02/2024 – updated assessment strategy from May 2024 onwards.
Version number	3

Module aims

This module introduces students to behaviour disorders and investigates the concept of resilience in relation to maladaptive behaviour. Five themes which provide the foundation for understanding abnormal behaviour from a developmental perspective present a framework for approaching variations in child behaviours over the course of development.

The overall learning objective is to increase students' appreciation of the complex nature of child and adolescent behaviours. Students will gain knowledge about risk and protective factors and how resilience can be built and supported. They will develop an understanding of how theoretical knowledge can be applied to educational practice, and will develop an understanding of assessment and evaluation of maladaptive behaviour and resilience.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically evaluate the role of educational psychologists in identifying and managing behaviour disorders in learning environments.
2	Develop a systematic understanding of at least two different theoretical perspectives and their application in identifying and managing maladaptive behaviours
3	Demonstrate a thorough understanding of abnormal child and adolescent development.
4	Evaluate the relationship between maladaptive behaviours and resilience.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

1. Critical appraisal of behaviour management strategies for a specific behaviour disorder (1500 words)
2. Critically reflect on the association between maladaptive behaviours and resilience (1500 words)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
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1	1, 2, 4	Written Assignment	50
2	2, 3, 4	Written Assignment	50

Derogations

None

Learning and Teaching Strategies

The overall learning and teaching strategy will include a series of lectures with accompanying media devices. There will be a mix of supporting notes/along with directed study for students to complete as they work through the material and undertake the assessment tasks. The use of a range digital tools within the virtual learning environment together with additional sources of reading will also be utilised to promote breadth and depth of learning.

Indicative Syllabus Outline

- Foundations of Abnormal Child and Adolescent Psychology (theoretical perspectives, risk & protective factors, research and practice, diagnosis, assessment and treatment)
- Neurodevelopmental disorders.
- Internalising disorders.
- Externalising problems and disorders.
- Problems with onset in later childhood or adolescence.
- Stress and Trauma related disorders and child maltreatment.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Von Tetzchner, S. (2019). *Child and Adolescent Psychology. Typical and Atypical Development*. Abingdon, UK: Routledge.

Other indicative reading

B Wilmshurst, L. (2017). *Abnormal Child and Adolescent Psychology, A Developmental Perspective* (2nd ed.) London: Routledge.

Marsh, E.J. and Wolfe, D.A. (2018). *Abnormal Child Psychology* (7th ed). Oxford: Blackwell's.

Indicative journals

Journal of Emotional and Behavioural Disorders



Journal of Autism and Developmental Disorders
Journal of Abnormal Psychology
Journal of the American Academy of Child and Adolescent Psychiatry
JAMA Psychiatry
European Child and Adolescent Psychiatry
Child Psychiatry and Human Development
Assessment of Effective Intervention
Journal of Positive Behaviour Intervention
Development and Psychopathology
Journal of Clinical Psychology
Journal of Affective Disorders
Module spec template 2020-2021
Journal of Attention Disorders
Journal of Psychopathology and Behavioural Assessment
Journal of Applied Developmental Psychology
Journal of Adolescence
Journal of School Psychology
Psychology in the School

Employability – the University Skills Framework

Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication

