

## 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
Module Leader	Dr Dagmar Corry
HECoS Code	100496
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
<b>Total active learning and teaching hours</b>	<b>15 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	130 hrs
<b>Module duration (total hours)</b>	<b>150 hrs</b>

<b>For office use only</b>	
Initial approval date	18.5.21
With effect from date	September 21
Date and details of revision	October 2022 – AM0 word counts and sequence of assessments revised.
Version number	2

## Module aims

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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 behaviors. 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 behavior 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

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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 behaviour disorders (750 words)
2. Appraise a case study (vignette) and produce behaviour management plan based on theoretical knowledge and empirical evidence (750 words)
3. Critically reflect on the association between maladaptive behaviours and resilience (1500 words)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 4	Written Assignment	30%
2	2, 3, 4	Written Assignment	30%
3	2, 3, 4	Written Assignment	40%

## Derogations

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None

## Learning and Teaching Strategies

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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

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- 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:

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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

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

Marsh, E.J. and Wolfe, D.A. (2018). *Abnormal Child Psychology (7<sup>th</sup> 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

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 Schools

## **Employability skills – the Glyndŵr Graduate**

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Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr 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