

Module specification

**IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM**

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. Factual information			
Module title	Psychology 250 – Psychopharmacology		
Module tutor	Dr. Foivos Petridis	Level	5
Module type	Taught: Lecture/guided discussion	Credit value	15
Mode of delivery	100% Online- asynchronous and synchronous education		
Notional learning hours	150		

2. Rationale for the module and its links with other modules
This is a level 5 requirement which covers the basic principles of psychopharmacology. The module investigates the questions what drugs are and how they influence psychological phenomena. Diverse types of drug use and abuse are explored. It is related to other modules in level 4 (e.g. Psychology 130) as well as in level 6 (e.g. Psychology 340 - Psychology of addiction).

3. Aims of the module
The course addresses questions on how and why drugs are used for treatment for psychopathological conditions, which are the mechanisms of addiction, what is tolerance and abuse. It also address the main

3. Aims of the module

and side effects of psychoactive drugs and how these are associated to effects on perception, emotion and behaviour.

4. Pre-requisite modules or specified entry requirements

Psychology 130

5. Is the module compensatable?

N/A

6. Are there any PSRB requirements regarding the module?

N/A

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: demonstrate familiarity with the common medications used for different psychological disorders and develop a thorough understanding of the systemic effects of drugs and issues of tolerance, and interactive effects</p> <p>A2: identify the mechanisms of action of common prescription medications and drugs of abuse</p>	<p>A3</p> <p>A2, A3</p>	<ul style="list-style-type: none"> <li>• Lectures, guided reading and group discussions aided by audiovisual material.</li> <li>• Some sessions will use classroom activities, and quizzes.</li> <li>• Review sessions will take place and writing assignments will give the students a chance to explore various topics on pharmacology</li> </ul>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: understand methodology and the conceptual tools to study pharmacology</p> <p>B2: develop critical thinking skills about the role of medications in the treatment of psychological disorders</p>	<p>B3</p> <p>B1, B2</p>	<ul style="list-style-type: none"> <li>• Class readings, class activities, exams, papers</li> <li>• Critical analysis of papers, presentations and exams</li> </ul>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: recognize the different aspects of the study of addiction</p> <p>C2: being able to gain a clear understanding of arguments through analysis of scholarly material</p>	<p>C2, C4</p> <p>C1</p>	<ul style="list-style-type: none"> <li>• Class activities that will help the students record different ways to apply the new information to a real-world situation.</li> <li>• Reflection on observations (through videos or live), essays, exams</li> </ul>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: have a deeper understanding of practical tasks related to the use and abuse of drugs</p> <p>D2: demonstrate capacity for effectively communicate their ideas and work results</p> <p>D3: demonstrate ability to use a range of digital practices and IT tools</p>	<p>D1, D3</p> <p>D4</p> <p>D2</p>	<ul style="list-style-type: none"> <li>• Class discussions, exams, essay</li> <li>• Personal reflection on related readings and material, writing of essays, exam</li> </ul>

8. Indicative content.
<p>During this course we will explore the history of various drugs, their effects on health, and their psychopharmacological actions. The themes under discussion during the term are:</p>

8. Indicative content.
<ul style="list-style-type: none"> <li>Basic pharmacology</li> <li>Pharmacokinetics</li> <li>Pharmacodynamics</li> <li>Overview of Neurophysiology</li> <li>Substance Abuse Issues</li> <li>Drug treatment of anxiety and sleep disorders</li> <li>Drugs for Depression</li> <li>Drugs for Bipolar Disorder</li> <li>Treatment of psychotic disorders</li> <li>Drugs for Parkinson's Disease</li> <li>Integration of Drugs and Therapy</li> </ul>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
<p>Assessment Strategy:</p> <p><b>Essay 1:</b> 2,000 word essay about a specific drug treatment of a disorder and its theoretical analysis (further instructions will be given in class)</p> <p><b>Essay 2:</b> 2,000 word essay about the analysis of a specific case study of a substance abuse (further instructions will be given in class)</p> <p><b>Exam:</b> a combination of identification and essay questions</p>				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay 1	30%	Week 6	%	Please see the table below
Final Exam	40%	Week of finals	%	
Essay 2	30%	Week 11	%	

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes											

Assessment tasks	A1	A2		B1	B2	C1	C2		D1	D2	D3
	Essay 1	X	X		X	X		X		X	X
Essay 2	X	X		X		X	X		X	X	X
Final examination	X	X		X	X	X	X		X	X	

Beyond summative assessments, **formative assessments** will remain a critical assessment method particularly for the new online delivery of this module. 'Formative' assignments will be set for teaching purposes only and the scores will not count towards the overall continuous assessment score (OCAS) but its use can be an extremely valuable technique to enhance student understanding, evaluate student participation, and build engagement.

10. Teaching staff associated with the module
Name and contact details
Dr. Foivos Petridis, <a href="mailto:fpetrid@act.edu">fpetrid@act.edu</a> office hours under appointment

11. Key reading list				
Author	Year	Title	Publisher	Location
Mark Muse (Editor), Bret A. Moore (Editor)	2012	Handbook of Clinical Psychopharmacology for Psychologists,	Wiley	

12. Other indicative text (e.g. websites)
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Further material to be uploaded on MOODLE

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

**GRADING & ACADEMIC POLICIES**

**ASSESSMENT DEADLINES**

Students must submit work by the deadlines set in the module outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days is refused, mark of 0. Submission after the deadline will be assumed to be the next working day. Mitigating circumstances will be evaluated by the AS&PC

**Assessment of non-degree students taking OU-validated courses (e.g., Study Abroad)**

Same method of assessment, i.e. only “summative” assessments determine final grade. However, since those students are not pursuing an OU degree, they are not subject to resits or second marking, and final grade is calculated as the (weighted) average of all “summative” assessments, without requirement of passing all summative assessments to pass the course.

**Revised Absence Policy – Effective Fall 2019**

Students are expected to attend and participate in all of their courses throughout the term, including the first week. Those who fail to do so may be administratively withdrawn from individual courses of the College. This may affect the students’ scholarship and financial aid eligibility. A student is considered to have successfully attended a course if he/she has attended 75% of the course lectures. Thus, for a typical ACT course with 42 hours of contact time, the **maximum number of absences stands at 10 hours per course**. This policy applies to all ACT students, degree-seeking and Study Abroad. Please note that absences are counted on an hourly basis. Absences due to participation in school-related trips and activities may count toward this limit.

**ACADEMIC INTEGRITY**

All academic divisions at ACT, both undergraduate and graduate, will apply the following policy on academic integrity and be included in the syllabus: “A student committing an act of Academic Dishonesty in a given course will receive an F (0 percentage points) in the assignment where the academic infraction took place. If a student commits an act of Academic Dishonesty for a second time in the same course, this student will receive a failing grade in that course”.

**Special Accommodations**

If you have specific physical, psychological, or any other learning disabilities that you believe may require accommodations for this module, you should visit the Dean’s office by bringing the appropriate documentation.

The Learning Hub (1st floor, Bissell Library) is staffed by experienced English faculty and you are encouraged to use its services.

**GRADING SCALE**

Grade Description	UK points	US Letter Grade	US point grade
Excellent	70+	A	4.0
Very Good (high)	65-69	A-	3.67
Very Good (low)	60-64	B+	3.33
Good (high)	55-59	B	3.0
Good (low)	50-54	B-	2.67
Satisfactory (high)	45-49	C+	2.33
Satisfactory (low)	40-44	C	2.0
Fail	0-39	F	0