

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
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MSc Psychology with Educational Principles	Core

Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	15 hrs
Placement hours	0 hrs
Guided independent study hours	135 hrs
Module duration (Total hours)	150 hrs

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.

Assessment 1: Critical appraisal of behaviour management strategies for a specific behaviour disorder

Assessment 2: Critically reflect on the association between maladaptive behaviours and resilience

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,3	Written Assignment	1250	50	NA
2	2,4	Written Assignment	1250	50	NA

Derogations

The minimum mark you need achieve for each module will be one of the following:

- 50%.
- A pass grade (normally only in place where an assessment is competency-based)

Learning and Teaching Strategies

The overall learning and teaching strategy will include adherence to the asynchronous elements of Active Learning Framework via a series of micro-lectures, directed reading and activities. There will be a mix of supporting materials 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.

Welsh Elements

In line with the University's Welsh Medium Scheme, students will be offered the opportunity to submit assessments through the medium of Welsh. This will be drawn to the attention of students through the student handbook.

For those students wishing to engage with the subject area via the medium of Welsh, additional resources will be made available via www.porth.ac.uk, which is the Coleg Cymraeg Cenedlaethol resource portal

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 Wilmschurst, 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
- Journal of Attention Disorders
- Journal of Psychopathology and Behavioural Assessment
- Journal of Applied Developmental Psychology
- Journal of Adolescence
- Journal of School Psychology

Administrative Information

For office use only	
Initial approval date	June 2026
With effect from date	September 2026
Date and details of revision	
Version number	1