1. Models of abnormality:
	1. definitions of abnormality
		1. Definitions: deviation from statistical norms
			1. social norms,
			2. ideal mental health
			3. failure to function adequately.
		2. Problems with defining and diagnosing abnormality
	2. models of abnormality
		1. Medical/biological
		2. Behavioural
		3. Psychodynamic
		4. Cognitive
		5. Assumptions and applications of models
	3. treatments of abnormality
		1. Treatments derived from models:
			1. biological/medical
			2. psychotherapies
			3. cognitive-behavioural.
		2. Effectiveness and appropriateness of treatments.
2. Schizophrenia:
	1. types, symptoms and characteristics of schizophrenia.
		1. Types (e.g. catatonic, paranoid); characteristics; case studies/examples
	2. explanations of schizophrenia
		1. Genetic (e.g. Gottesman and Shields, 1972); biochemical (dopamine hypothesis); cognitive (e.g. Frith, 1992)
	3. treatments for schizophrenia
		1. Biochemical
			1. (antipsychotics and atypical antipsychotics)
			2. electro-convulsive therapy.
		2. Token economy (Paul and Lentz, 1977)
		3. cognitive-behaviour therapy (Sensky, 2000)
3. Abnormal affect:
	1. types, characteristics, examples of and sex differences
		1. Types:
			1. depression (unipolar) and mania
			2. (bipolar);
			3. causes and treatments for manic depression
			4. sex differences in depression
	2. explanations of depression
		1. Biological
		2. genetic and neurochemical
		3. cognitive: Beck’s cognitive theory; learned helplessness/attributional style (Seligman, 1979)
	3. treatments for depression
		1. Biological: chemical/drugs (MAO, SSRIs); electro-convulsive therapy. Cognitive restructuring(Beck, 1979); rational emotive therapy (Ellis, 1962)
4. Addiction and impulse control disorders:
	1. definitions, types and characteristics of addictions
		1. Definitions (e.g. Griffiths, 1995);
		2. types e.g.
			1. alcoholism
			2. impulse control (e.g. kleptomania, pyromania, compulsive gambling);
			3. physical and psychological dependence
	2. causes of addiction and impulse control disorders
		1. Genetic (alcohol): Schuckit, 1985; Peters and Preedy, 2002;
		2. Biochemical: dopamine
		3. behavioural: positive reinforcement
		4. cognitive/personality
	3. coping with and reducing addiction and impulse control disorders
		1. Behavioural e.g. token economy; aversion therapy (for alcoholism).
		2. Cognitive behavior therapy (e.g. Kohn, 2000) for kleptomania
5. Anxiety disorders (phobias):
	1. definitions, types/examples (case studies) of phobias
		1. Types:
			1. Agoraphobia
			2. blood phobia
			3. dog phobia
	2. explanations of phobias
		1. Behavioural (classical conditioning, e.g. Watson, 1920);
		2. Psychoanalytic (Freud, 1909);
		3. biomedical/genetic (e.g. Ost, 1992);
		4. cognitive (e.g. DiNardo et al., 1988)
	3. treating phobias
		1. Systematic desensitisation (Wolpe, 1958);
		2. flooding; applied tension (Ost et al., 1989);
		3. cognitive-behaviour therapy (Ost and Westling, 1995)
6. Anxiety disorders (obsessions and compulsions):
	1. definitions, measures and examples of obsessions and compulsion
		1. Defining obsessions and compulsions
		2. case studies of/examples (e.g. ‘Charles’ by Rappaport,1989)
		3. measures: e.g. Maudsley obsessive-compulsive inventory
	2. explanations of obsessive/compulsive disorder
		1. Biomedical
		2. cognitive-behavioural
		3. psychodynamic
	3. treatments for obsessive/compulsive disorder
		1. Drug therapy
		2. cognitive-behaviour therapy
		3. psychoanalytic therapy
7. Perspectives on learning:
	1. behaviourist applications to learning
		1. Underlying theory (classical and operant conditioning);
		2. applications such as programmed learning and behaviour modification techniques (controlling disruptive behaviour)
	2. humanistic applications to learning
		1. Underlying theory (Rogers, 1951);
		2. applications such as co-operative learning, learning circles and the open classroom. Summerhill School
	3. cognitive applications to learning
		1. Underlying theory (e.g. Piaget);
		2. applications such as discovery learning (Bruner);
		3. expository teaching/reception learning (Ausubel);
		4. zone of proximal development (Vygotsky)
8. Special educational needs:
	1. definitions, types and assessment of special educational needs (including gifted children)
		1. Definitions of special educational need and giftedness;
		2. types of special educational need (e.g. dyslexia; attention deficit hyperactive disorder ADHD),
		3. autistic spectrum disorders and giftedness (e.g. Bridges, 1969)
	2. causes and effects of one specific learning difficulty or disability
		1. Most likely: dyslexia or attention deficit hyperactive disorder, autistic spectrum disorder or anyother *need*
	3. strategies for educating children with special needs
		1. Integration versus segregation;
		2. for gifted: acceleration or enrichment (e.g. Renzulli, 1977).
		3. Dyslexia (e.g. Selikowitz, 1998)
9. Learning and teaching styles:
	1. learning styles and teaching styles
		1. Teaching styles: the onion model (Curry, 1983);
		2. Grasha’s (1996) six styles of learning.
		3. Teaching styles: formal and informal styles (Bennett, 1976);
		4. high-initiative and low-initiative(Fontana, 1995)
	2. measuring learning styles and teaching styles
		1. Learning: Approaches to Study Inventory (ASI) (Entwistle, 1981).
		2. Teaching: teacher-centred and student-centred styles (Kyriacou and Williams, 1993);
		3. Kolb’s (1976) learning styles
	3. improving learning effectiveness (study skills)
		1. The 4-mat system (McCarthy, 1990);
		2. PQRST method: learning from textbooks;
		3. Strategies for effective learning and thinking (SPELT) Mulcahy et al. (1986)
10. Motivation and educational performance:
	1. definitions, types and theories of motivation
		1. Types such as extrinsic and intrinsic; theories:
		2. Behaviourist (e.g. Brophy, 1981);
		3. Humanistic
		4. (e.g. Maslow, 1970); Cognitive
		5. (e.g. McClelland,1953)
	2. improving motivation
		1. Behavioural: effective praise (e.g. Brophy, 1981);
		2. cognitive: McClelland (1953) need for achievement and need to avoid failure;
		3. cognitive-behavioural: self efficacy (Bandura, 1977)
	3. motivation issues: attribution theory and learned helplessness
		1. Attributing causes to behaviours (Weiner, 1984);
		2. learned helplessness (Dweck et al., 1978);
		3. changing attributions (e.g. Charms, 1972)
11. Disruptive behaviour in school:
	1. types, explanations and effects of disruptive behaviours
		1. Types: conduct (e.g. distracting, attention-seeking, calling out, out-of-seat);
		2. immaturity and verbal and physical aggression (bullying), attention deficit hyperactive disorder.
		3. Explanations and effects for one or more of above types.
		4. Poor teaching style
	2. causes and effects of one disruptive behavior
		1. Any disruptive behaviour (e.g. one from above) but not attention deficit hyperactive disorder
	3. corrective and preventive strategies
		1. Preventive: effective preventive discipline (Cotton, 1990);
		2. effective classroom management behaviour (Kounin, 1990).
		3. Corrective: behaviour modification techniques (Presland, 1990);
		4. cognitive behaviour modification e.g. self instructional training (Meichenbaum, 1971)
12. Intelligence:
	1. concept, types and tests of intelligence
		1. Concept of intelligence and IQ;
		2. types of intelligence tests Stanford-Binet; Wechsler (WAIS & WISC; BAS).
		3. Reliability, validity and predictive validity. Intelligence and educational performance
	2. theories of intelligence
		1. Factor-analytic approach (Cattell, 1971)
		2. multiple intelligences (Gardner, 1983);
		3. triarchic theory Sternberg, 1988)
	3. alternatives to intelligence
		1. Emotional intelligence (e.g. Goleman, 1995);
		2. creativity and unusual uses test (e.g. Guilford, 1950);
		3. problem solving: means-end analysis, planning strategies and backwards searching