

## **MODULE SPECIFICATION**

Code: USPJK5-15-M	Title: Working with Mental Health	ssues in Counselling Psychology Version: 5
Level: M	UWE credit rating: 15	ECTS credit rating: 7.5
Module type: Standard		
Owning Faculty: Health and Life Sciences Department: Psychology		
Faculty Committee ap	proval: Quality and Standards Com	mittee Date: December 2011
Approved for Delivery by: N/A		
Valid from: December	2011 Discontin	ued from:
Pre-requisites: None		
<b>Co-requisites:</b> None		
Entry Requirements:		

N/A

**Excluded Combinations:** 

None

#### Learning Outcomes:

By the end of this module students should have:

a critical understanding of systems of psychiatric diagnosis (Diagnostic and Statistical Manual of Mental Disorders; DSM and International Statistical Classification of Diseases; ICD), including meanings, consequences, limitations of, and alternatives to, such systems;
a critical understanding of the cultural and political implications of the terminology of psychiatric diagnosis;

• a critical understanding and knowledge of different models of mental health and psychopathology;

• knowledge at depth of the multiaxial diagnostic system and the major diagnostic categories of DSM; knowledge of the diagnostic criteria for frequently occurring disorders and recognition of client presentations for the major disorders;

• reflective awareness of own beliefs, attitudes and values about psychological health and illness;

• awareness of client interview and assessment methods to elicit relevant information in a respectful and sensitive manner;

• a critical awareness of the strengths and limitations of core models used in psychiatry, including biomedical, diathesis-stress, cognitive-behavioural models;

• knowledge of the current Mental Health Act and its historical context;

• a working knowledge the National Health structural framework and current developments, including the professional roles and responsibilities of those working within that framework; an understanding of the role and responsibilities of the counselling psychologist in relation to other members of multidisciplinary team; capacity to work constructively alongside other professional disciplines in the interests of the service user;

• working knowledge of relevant non-government national and community organisations; an

understanding and awareness of the service user movement and member organisations;
knowledge of how to develop and use referral systems and networks of services in the interests of the client including awareness of the role of the client and concerned other (where appropriate) in decision making about therapeutic process.

#### Syllabus Outline:

• Psychological knowledge: diagnostic classificatory systems; diagnostic criteria of major disorders and differential diagnoses; client presentation of major disorders; core etiological models of psychiatry;

• Cultural and Political knowledge: National Health structure; Mental health act; Nongovernment community organisations and networks; service user movements;

• Professional issues: professional roles and responsibilities in National Health structure; interrelationship of counselling psychology role with other professional roles; referral systems and community service networks; current political developments in mental health;

• Personal development and client skills: advanced interview, assessment, reporting and recording skills; development of personal awareness of attitudes and values around mental health.

#### **Teaching and Learning Methods:**

Lectures; workshops; seminar presentations and discussions; role plays; case presentations; small group discussions; use of video illustrations; visiting lectures by, and discussions with, service users

#### **Reading Strategy:**

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

#### Indicative Reading List:

American Psychiatric Association (1994). Diagnostic and statistical manual of mental disorders: DSM-IV. American Psychiatric Association.
Bennett, P. (2003). Abnormal and clinical psychology: An introductory textbook. OUP.
Fee, D. (Ed) (2000). Pathology and the postmodern: Mental illness as discourse and experience. London: Sage.
Johnstone, L. (2000). Users and abusers of psychiatry: A critical look at psychiatric practice. Routledge.
Lemma, A. (1996). Introduction to psychopathology. London: Sage.
Masson, J. (1989). Against therapy. London: Collins

Read, J., Mosher, L., & Bentall, R. (Eds). (2004). Models of madness: Psychological, social and biological approaches to schizophrenia. Hove: Brunner-Routledge.

Sommerbeck, L. (2003). The client-centred therapist in psychiatric contexts. Herefordshire: PCCS

World Health Organization. (1992). International classification of diseases V (F): Mental and behavioural disorders. World Health Organization.

## Assessment:

# Weighting between components A and B (standard modules only) A: 100% B: %

## FIRST ATTEMPT

### First Assessment Opportunity

Component A (controlled) Description of each element OP1 Oral Case Presentation Element Wt (Ratio) (within Component) Final Assessment 1

**Component B** Description of each element Element Wt (Ratio) (within Component)

### Second Assessment Opportunity (Resit) further attendance at taught classes is not required

Component A (controlled) Description of each element OP2 Oral Case Presentation Element Wt (Ratio) (within Component) Final Assessment 1

Component B Description of each element

Element Wt (Ratio) (within Component) Final Assessment?

### **EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is required.**