

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; Non-government 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., Moshier, 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.

Specification confirmed by**Date**
(Associate Dean/Programme Director)