




STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Critical Psychopathology				
Module Code	USPK6H-30-M	Level	M	Version	2
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	Doctor of Counselling Psychology				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	USPK6B-30-M Theory & Practice 1; USPK6C-15-M Personal & Professional Development 1		Co- requisites		
Excluded Combinations		Module Entry requirements			

Part 2: Learning and Teaching	
Learning Outcomes	<p><b>On successful completion of this module students will be able to demonstrate:</b></p> <ol style="list-style-type: none"> <li>1. A critical awareness of a range of presenting problems across the life span, from multiple theoretical perspectives and in varying contexts (both components).</li> <li>2. A reflective awareness of their responses to complex presenting issues and implications of their own beliefs, attitudes and values about psychological health and illness (component A).</li> <li>3. A critical understanding of systems of psychiatric diagnosis (DSM and ICD), including meanings, consequences, limitations of, and alternatives to, such systems (component B).</li> <li>4. A critical understanding of the cultural and political implications of the terminology of psychiatric diagnosis (both components).</li> <li>5. Demonstrate competence in the assessment, formulation and evaluation of client issues (component A).</li> <li>6. Use self and life experience and demonstrate creativity and innovation in their work (both components).</li> <li>7. Demonstrate ability to synthesise and evaluate material and arguments across the curriculum (both components).</li> </ol>
Syllabus Outline	<p><b>Psychological knowledge:</b></p> <ul style="list-style-type: none"> <li>• Theories relevant to presenting problems of anxiety, panic, addictions, sexual abuse, PTSD, depression, loss, psychosis, eating disorders, personality 'disorders', as well as complex psychodynamic patterns of relating.</li> <li>• Diagnostic classificatory systems; diagnostic criteria of major disorders and differential diagnoses; client presentation of major disorders; core etiological models of psychiatry</li> </ul> <p><b>Personal development:</b></p> <ul style="list-style-type: none"> <li>• Personal exploration of the relevance of presenting problems and how this relates to counselling psychology practice</li> <li>• Development of personal awareness of attitudes and values around mental health.</li> </ul>

	<p><b>Professional issues/client work:</b></p> <ul style="list-style-type: none"> <li>• Explore case examples drawn from students' own experience of working with clients' presenting issues.</li> <li>• 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.</li> <li>• Advanced interview, assessment, reporting and recording skills.</li> </ul> <p><b>Cultural and Political knowledge:</b></p> <ul style="list-style-type: none"> <li>• National Health structure; Mental health act; Non-government community organisations and networks; service user movements.</li> </ul>																									
Contact Hours	Students will receive 54 hours of contact which will be in the form of interactive lectures.																									
Teaching and Learning Methods	<p>Interactive lectures, workshops, experiential exercises, case discussion.</p> <p>Students are required to be in clinical placement with clients while attending the module.</p> <p>A wide range of materials will be made available through Blackboard. Students will be directed to relevant online resources, and activities will be programmed online around these.</p>																									
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="475 1196 1385 1592"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">54</td> <td style="text-align: center;">246</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	54	246	0	300
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Reading Strategy	<p>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.</p> <p>Any <b>essential reading</b> will be indicated clearly (color-coded in the relevant Blackboard folder), 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.</p> <p>If <b>further reading</b> 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.</p>																				
Indicative Reading List	<p>American Psychiatric Association. <i>Diagnostic and statistical manual of mental disorders: DSM-5</i>. Washington: American Psychiatric Association.</p> <p>***Cromby, J., Harper, D., &amp; Reavey, P. (2013). <i>Psychology, mental health and distress</i>. Beijing: Palgrave.</p> <p>Johnstone, L. &amp; Dallos, R. (Eds).(2014). <i>Formulation in Psychology and Psychotherapy</i>. London: Routledge.</p> <p>McNamee, S., &amp; Gergen, K. J. (1992). <i>Therapy as social construction</i>. Thousand Oaks, CA: Sage.</p> <p>Parker, I., Georgaca, E., Harper, D., McLaughlin, T., &amp; Stowell-Smith, M. (1995). <i>Deconstructing psychopathology</i>. Thousand Oaks, CA, US: Sage Publications, Inc.</p> <p>Woolfe, R., Strawbridge, S., Douglas, B. &amp; Dryden, W. (Eds) (2010). <i>Handbook of counselling psychology (3rd Edition)</i>. London: Sage.</p> <p>*Also, the fourth edition of this handbook</p> <p><u>Relevant Journals</u></p> <p>The Journal of Critical Psychology, Counselling and Psychotherapy  British Journal of Guidance and Counselling  The Counselling Psychologist  Counselling Psychology Review  Counselling and Psychotherapy Research  Counselling Psychology Quarterly  Journal of Consulting and Clinical Psychology (APA)  Psychotherapy Theory, Research, Practice, Training (APA)  Psychology and Psychotherapy: Theory, Research and Practice  Psychotherapy Research</p>																				

Part 3: Assessment	
Assessment Strategy	<p>Component A is a controlled assessment because the student has to write a case study on a client that they are working with in their clinical placement. Marking is not blind, as students have to reflect on their own process and emotional responses to the material. In addition, we discuss their clients in class, thus ensuring the authenticity of this assignment.</p> <p><b>Component A:</b> 3500 word case study on a client, with focus on one diagnostic category.</p> <p><b>Component B:</b> 3000 word theoretical essay.</p>

Identify final assessment component and element	
<b>First Sit</b>	
<b>Component A</b> Description of each element	<b>Element weighting</b> (as % of component)
3500 word client case study from practice	P/F
<b>Component B</b> Description of each element	<b>Element weighting</b> (as % of component)
3000 word essay	100

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> Description of each element	<b>Element weighting</b> (as % of component)
3500 word client case study	P/F
<b>Component B</b> Description of each element	<b>Element weighting</b> (as % of component)
3000 word essay	100
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	

**FOR OFFICE USE ONLY**

First CAP Approval Date	29 <sup>th</sup> May 2014			
Revision CAP Approval Date	31 May 2017	Version	2	<a href="#">RIA 12190</a>