



MODULE SPECIFICATION

Part 1: Information			
Module Title	The Arts and Mental Health		
Module Code	USPK6W-15-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Health & Applied Sciences	Field	Psychology
Department	HAS Dept of Health & Social Sciences		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Overview: In this module we will examine the relationship between art and mental health and look at how the arts are used in clinical practice to promote health and well-being (for example, music and art therapy).</p> <p>Educational Aims: In this module we seek to apply psychological knowledge about creativity and wellbeing in order to inform and guide the use of the arts in applied contexts, such as psychotherapy, arts and health interventions, as well as more generally in the context of everyday life and within creative professions.</p> <p>The module will focus on empirical research and theoretical models in its delivery, but will also describe how the arts can be applied in practice and give students opportunities to practice the arts themselves (for example, expressive writing and collage making).</p> <p>Through completion of this module students will demonstrate qualities and transferable skills for employment, including the ability to:</p> <p>Communicate effectively, both face-to-face and in writing</p> <p>Present ideas clearly</p>

STUDENT AND ACADEMIC SERVICES

Analyse and understand complex information, from different perspectives

Critically evaluate information

Develop ideas independently

Reflect on the application of theory in an applied context

In addition, the educational experience may explore, develop, and practise but not formally discretely assess the following:

Reflect on their own creativity and use of arts in daily life

Develop debating skills and contribution to group discussion

Outline Syllabus: Potential topics include:

Creativity and mental health: The links between 'creative genius', mood disorders and schizophrenia

Creativity and mood: The psychological literature on positive and negative moods and creative production

The creativity and madness paradox: Artistic genius has often been linked with 'madness', yet the arts are often used in therapy

The expressive writing paradigm

The use of poetry and expressive writing in psychotherapy

Music therapy

Art therapy

Play therapy

Psychological models to explain the potential health benefits of the arts

Art and health interventions (community arts, arts in hospitals)

Environmental aesthetics/nature and health

Psychology of humour and health

Creativity in the arts and anomalous experiences

Creativity and the 'flow state'

Brain damage and artistic creativity

Teaching and Learning Methods: A variety of approaches will be used with the aim of maximising the active engagement of students. These may include:

Lectures (online)

Seminars (online)

Online reflective journals

Scheduled learning: Students will participate in a lecture followed by a seminar, which will orientate students to the key issues, debates and concepts in a given area, followed by further discussion and exploration of these by students. Total contact time will be 36 hours.

STUDENT AND ACADEMIC SERVICES

Independent learning: Students will engage in independent thinking and research by keeping an online reflective learning journal throughout the module. Total time spent so doing will be about 30 hours.

The remaining time (approximately 84 hours) will be spent engaging with essential reading and assignment preparation and completion.

Teaching Enhanced Learning: This module makes use of online journaling to facilitate independent learning and to give helpful feedback on the process as ideas are developing.

Contact Hours:

Material will be delivered through a combination of lectures and seminars. Each lecture (1.5 hour long) will be immediately followed by a seminar (1.5 hour long) to facilitate discussion and the analysis of case studies and key experiments.

Students will also be required to demonstrate independent learning by regularly contributing to a reflective learning journal/blog, where they can explore ideas and develop upon lecture content, as well as share ideas and any links to relevant material and research that they have found with others.

Part 3: Assessment

Assessment has been chosen to encourage reflection, critical analysis and evaluation. It has been designed to enable students to think creatively and pursue independent, but approved, areas of interest in their assessment.

The summative assessment (assessment that contributes to module mark) includes two components:

Regular completion of an online reflective learning journal:

It is hoped that the reflective log will help students to develop their critical thinking, deepen their understanding, make connections and promote autonomy and exploration. The process of reflecting on what has been learnt in lectures and seminars and its wider implications and ramifications could lead to creative insights and students to see things from different perspectives. Reflecting on experience should also help them to digest, learn and remember. The reflective log should help students to collect and develop ideas and thereby act as a research aid for the second component of their assessment.

A 10 minute pre-recorded presentation (shared online) on an approved topic of choice pertaining to the arts and health. Students will present information in an informed and critical way that relates to a topic that they have found particularly interesting on the module. It is hoped that this will stimulate students' independent learning and provide a supportive atmosphere where they can share ideas with each other in a 'conference-like' online format.

Opportunities for formative assessment (does not contribute to module mark) and feedback will arise through seminars, through work in pairs, in groups and in interaction with lecturers on a one-to-one basis.

Feedback on the online journal will be ongoing and will aim to improve students' writing and critical evaluation skills as well as to help encourage their independent learning and creative thinking.

The assessment criteria will follow the indicative qualities as outlined in the assessment guidelines in the Programme Handbook for Psychology.

STUDENT AND ACADEMIC SERVICES

First Sit Components	Final Assessment	Element weighting	Description
Presentation - Component A	✓	50 %	Pre-recorded presentation (10 mins)
Online Assignment - Component B		50 %	Online reflective journal based on students' understanding of and ideas about the course content
Resit Components	Final Assessment	Element weighting	Description
Reflective Piece - Component B		50 %	1 x 2000-word reflective log based on students' understanding of and ideas about the course content
Presentation - Component A	✓	50 %	Pre-recorded presentation (10 mins)

Part 4: Teaching and Learning Methods																	
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Module Learning Outcomes</th> <th>Reference</th> </tr> </thead> <tbody> <tr> <td>Synthesise information from a variety of sub-disciplines of psychology and methodologies</td> <td>MO1</td> </tr> <tr> <td>Demonstrate knowledge of the relationship between the arts and mental health</td> <td>MO2</td> </tr> <tr> <td>Evaluate and critique different models of the therapeutic role of the arts</td> <td>MO3</td> </tr> <tr> <td>Develop their analytical skills and presentation skills (through reflective writing and giving a seminar presentation)</td> <td>MO4</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Synthesise information from a variety of sub-disciplines of psychology and methodologies	MO1	Demonstrate knowledge of the relationship between the arts and mental health	MO2	Evaluate and critique different models of the therapeutic role of the arts	MO3	Develop their analytical skills and presentation skills (through reflective writing and giving a seminar presentation)	MO4						
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Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/modules/usp6w-15-3.html</p>																

Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Sociology with Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Law with Psychology [Sep][FT][Frenchay][3yrs] LLB (Hons) 2018-19

Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Psychology with Sociology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Psychology with Criminology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Biological Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Psychology and Mental Health [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Applied Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Social Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Health Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Criminology with Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Social Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2018-19