Module Specification

The Arts and Mental Health

Version: 2023-24, v3.0, 28 Jun 2023

Contents

Part 1: Information

Module title: The Arts and Mental Health

Module code: USPK6W-15-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Field: Psychology

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

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).

Features: Not applicable

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.

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).

Through completion of this module students will demonstrate qualities and transferable skills for employment, including the ability to:

Communicate effectively, both verbally and in writing

Present ideas clearly

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

The arts and dementia

Dance, health and wellbeing

The use of arts in forensic settings

Art on prescription and social prescribing

Part 3: Teaching and learning methods

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

Seminars

Workshops

Lectorials

Scheduled learning: Students will participate in a lecture or lectorial followed by a seminar or workshop, 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.

Independent learning: Students will engage in independent thinking and research by keeping a 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 may make use of online journaling to facilitate independent learning and to give helpful feedback on the process as ideas are developing. Online teaching tools, such as BlackBoard Journals tool, BB

Collaborate, Padlet, Mentimeter, and other digital tools, will be used to increase engagement.

Contact Hours:

Material will be delivered through a combination of lectures/lectorials and seminars/workshops. 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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Synthesise information from a variety of sub-disciplines of psychology and methodologies

MO2 Demonstrate knowledge of the relationship between the arts and mental health

MO3 Evaluate and critique different models of the therapeutic role of the arts

MO4 Develop their analytical skills and presentation skills (though reflective writing and giving a seminar presentation)

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/uspk6w-15-3.html

Part 4: Assessment

Assessment strategy: 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:

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 presentation in which 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' format.

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

Assessment tasks:

Reflective Piece (First Sit)

Description: Reflective journal based on students' understanding of and ideas about the course content (2000 words)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Presentation (First Sit)

Description: Presentation on an approved topic of choice pertaining to the arts and health (10 mins)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4

Reflective Piece (Resit)

Description: Reflective journal based on students' understanding of and ideas about the course content (2000 words)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Presentation (Resit)

Description: Presentation on an approved topic of choice pertaining to the arts and health (10 mins)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Psychology (Applied) [Frenchay] BSc (Hons) 2023-24

Law with Psychology [Sep][FT][Frenchay][3yrs] LLB (Hons) 2021-22

Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Applied Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Health Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Social Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Biological Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Psychology and Mental Health [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Criminology with Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Sociology with Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Psychology with Criminology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Sociology with Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Law with Psychology [Sep][SW][Frenchay][4yrs] LLB (Hons) 2020-21

Criminology with Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Criminology with Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Health Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Applied Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Social Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Biological Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology and Mental Health [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Sociology with Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology with Criminology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology with Criminology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Criminology with Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2019-20

Sociology with Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2019-20

Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2019-20

Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2019-20

Psychology with Criminology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2019-20

Psychology with Criminology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2019-20

Sociology with Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19

Psychology with Criminology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19

Psychology with Sociology [Sep][PT][Frenchay][6yrs] - Withdrawn BSc (Hons) 2018-19

Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19

Criminology with Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19

Applied Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19