University of the West of England BRISTOL

MODULE SPECIFICATION

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Part 1: Basic Data					
Module Title	The Arts and Mental Health				
Module Code	USPK6W-15-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	Psychology - BSc(Hons) Psychology with Criminology - BSc(Hons) Psychology with Law - BSc(Hons) Psychology with Sociology - BSc(Hons) Sociology with Psychology – BSc (Hons) Law with Psychology – BSc (Hons) Criminology with Psychology (BSc Hons)				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	N/A		Module Entry requirements	N/A	
Valid From	September 2015		Valid to	Septembeer 2021	

CAP Approval Date	28/03/2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Synthesise information from a variety of sub-disciplines of psychology and methodologies (Component B) • Demonstrate knowledge of the relationship between the arts and mental health (Component A and B) • Evaluate and critique different models of the therapeutic role of the arts (Component A) • Develop their analytical skills and presentation skills (though reflective writing and giving a seminar presentation) (Components A and B) 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.

Syllabus Outline	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 (e.g. music and art therapy). In this module we seek to *apply* psychological knowledge about creativity and well-being 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 (e.g. expressive writing and collage making). 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 Through completion of this module students will demonstrate qualities and transferable skills for employment, including the ability to: - Communicate effectively, both face-to-face 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
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.

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 • 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. **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. **TEL:** This module makes use of online journaling to facilitate independent learning and to give helpful feedback on the process as ideas are developing.
Key Information Sets Information	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.

Key Information Set - Module data

Number of credits for this module			15	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

Total assessment of the module:				
Written exam assessment percentage			0%	
Coursework assessment percentage			50%	
Practical exam assessment percentage			50%	
			100%	

Reading Strategy	**Essential reading**: Any essential reading will be indicated clearly, along with the method for accessing it, e.g. texts will be made available electronically, The module guide will also reflect the range of reading to be carried out. **Further reading**: Further reading is advisable for this module, and students will be encouraged to explore the titles held in the library on this topic plus relevant journal articles. A current list of such titles will be given in the module guide and revised annually. However, students will also be given guidance on how to identify relevant sources for themselves, for example through bibliographical databases.
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms. **Indicative reading list** **Indicative texts [Available in the university library]** Sternberg, R. J. & Kaufman, J. C. (2010) *The Cambridge handbook of creativity.* Cambridge: Cambridge University Press. Malchiodi, C. A. (2012) *Handbook of art therapy.* New York: The Guildford Press. Nettle, D. (2001) *Strong imagination: Madness, creativity and human nature*. Oxford: Oxford University Press. **Indicative journal articles [Available as electronic resources]** Bogousslavsky, J. (2005)Artistic creativity, style and brain disorders. *European Neurology, 54(1),* pp.103-111. Slayton, S. C., D'Archer, J. & Kaplan, F. (2010) Outcome studies on the effciacy of art therapy: A review of findings. *Art therapy: Journal of the American Art Therapy Association, 27(3),* pp.108-118. Creswell, D., Lam, S., Stanton, A. L., Taylor, S., Bower, J. & Sherman, D. K. (2007) Does self-affirmation, cognitive processing, or discovery of meaning explain cancer-related health benefits of expressive writing? *Personality and Social Psychology Bulletin, 33(2)*, pp.238-250. **Indicative specialist journals [Available as electronic resources]** *Art therapy: Journal of the American Art Therapy Association* *American Journal of Art Therapy* *International Journal of Art Therapy* *Canadian Creative Arts in Health, Training and Education Psychology of Aesthetics, Creativity, and the Arts* *Creativity Research Journal* *Personality and Individual Differences (In particular special issues on creativity)* *Journal of Research in Personality* *Arts & Health: An International Journal for Research, Policy and Practice*

Part 3: 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: 1) 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; 2) 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 as the controlled assessment. - Opportunities for formative assessment <u>(does not contribute to module mark)</u> and feedback will arise through seminars, through work in pairs, in groups and in interaction with lecturers on a one-to-one basis. - The assessment criteria will follow the indicative qualities as outlined in the assessment guidelines in the Programme Handbook for Psychology. The presentation (in controlled conditions) will last for ten-minutes. 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.

Identify final assessment component and element			
		A:	**B**:
% weighting between components A and B (Standard modules only)		**50%**	**50%**

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 1 x 10-minute-long presentation on an approved topic of choice pertaining to the arts and health	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
2. Online reflective journal based on students' understanding of and ideas about the course content	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 1 x 10-minute-long presentation on an approved topic of choice pertaining to the arts and health	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
2. 1 x 2000-word reflective log based on students' understanding of and ideas about the course content	100%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	