



## MODULE SPECIFICATION

**Code:** USPJE6-20-3                      **Title:** Psychological Approaches in Mental Health                      **Version:** 9.1

**Level:** 3                                      **UWE credit rating:** 20                                      **ECTS credit rating:** 10

**Module type:** Standard

**Owning Faculty:** Health and Life Sciences                                      **Field:** Psychology

**Faculty Committee approval:** Quality and Standards Committee                      **Date:** June 2011

**Approved for Delivery by:** N/A

**Valid from:** September 2011                                      **Discontinued from:**

**Pre-requisites:**

USPJLD-30-2 Biological Psychology and Individual Differences 2  
or USPJLY-20-2 Individual Differences and Biological Psychology  
or USPJKP-20-2 Perspectives on Biological Psychology and Individual Differences

**Co-requisites:**

None

**Entry Requirements:**

N/A

**Excluded Combinations:**

None

**Learning Outcomes:**

The student will be able to:

- have a broad understanding of classification systems and the main types of mental distress;
- compare and contrast psychological models of mental distress;
- discuss and evaluate psychological assessments and treatments employed in mental health care;
- have a critical awareness of the practical and philosophical issues surrounding current approaches to the care and treatment of people in mental distress;
- have awareness of social and political dimensions of mental distress;
- describe the range of health care settings in which psychology is professionally applied;
- discuss the way in which contextual issues have and are influencing the provision and future direction of mental health services.

**Syllabus Outline:**

Formulation and classification of mental distress.  
History of the development of classification systems, DSM and ICD.  
Validity and reliability of such systems and their relation to current professional practice.  
Critical evaluation of the impact of and necessity in meeting the needs of people in mental distress.  
Critical evaluation of psychological models of mental distress and assessment of the contribution that these models in relation to other factors may make to the promotion of positive mental health.  
Critical review of psychological approaches to the assessment and treatment of mental distress.  
Review of methodologies used to assess the impact and effectiveness of approaches to treatment.  
Description of and assessment of the influences on the development of current service models.  
Assessment of the impact of services on the lives of people.  
The role of risk assessment in service provision.  
Overview of current developments in the field.  
The development and impact of the user movement.

### Teaching and Learning Methods:

Lectures and group work, guided study, invited speakers.

### 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:

- Barker C, Pistrang N, & Elliott R (2002). Research Methods in Clinical Psychology. 2nd Ed., Wiley
- Bean P, (2001), Mental disorder and community safety, Palgrave.
- Bentall, R. (2009). Doctoring the Mind: why psychiatric treatments fail. London: Allen Lane.
- Bentall, R. (2003) Madness Explained. Harmondsworth: Penguin.
- Breggin P (1993) Toxic Psychiatry London, Harper Collins
- Brown TA & Barlow DH (2001) Casebook in Abnormal Psychology 2<sup>nd</sup> ed. Wadsworth
- Carr A (2001) Abnormal Psychology, Psychology Press.
- Castillo R J.(1997) Culture and Mental Illness, A Client Centred Approach, Brooks Cole.
- Fernando S, (2002), Mental health, race and culture, 2nd Ed. Palgrave
- Johnstone L C (2000) Users and Abusers of Psychiatry. 2<sup>nd</sup> Ed. London: Routledge
- Jones D W, (2002), Myths, Madness and the family. The impact of mental illness on families. Palgrave
- Kendall P C , Hammen C, (1998), Abnormal psychology. Understanding human problems, 2nd Ed. Houghton Mifflin
- Moncrieff, J. (2008). The Myth of the Chemical Cure: a critique of psychiatric drug treatment. Basingstoke: Palgrave Macmillan.
- Pilgrim D & Rogers A (2010) A Sociology of Mental Health & Illness 4<sup>th</sup> Ed. Maidenhead: OUP
- Napier R W, Gershenfield M K, (1999), Groups. Theory and Experience. Houghton Mifflin
- Newnes C, Holmes G, Dunn C. (eds) (1999) This is madness : a critical look at psychiatry and the future of mental health services. PCCS Books,
- Porter R (2002) Madness: A Brief History Oxford University Press
- Sue D, Sue D W, Sue S, (2003), Understanding abnormal behaviour, 7th ed., Houghton Mifflin

### Assessment:

**Weighting between components A and B (standard modules only) A: 50% B: 50%**

### FIRST ATTEMPT

#### First Assessment Opportunity

#### Component A (*controlled*)

Description of each element

EX1 Exam (2 hours) Assessment Period 2

#### Element Wt (Ratio)

(*within Component*)

*Final Assessment* 1

**Component B**

Description of each element  
CW1 Coursework portfolio.

**Element Wt (Ratio)**  
*(within Component)*  
1

**Second Assessment Opportunity (Resit) further attendance at taught classes is not required**

**Component A** *(controlled)*

Description of each element  
EX2 Exam (2 hours) Assessment Period 3

**Element Wt (Ratio)**  
*(within Component)*  
*Final Assessment* 1

**Component B**

Description of each element  
CW2 Coursework portfolio

**Element Wt (Ratio)**  
*(within Component)*  
1

**EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is not required.**

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