



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Guidance is given in the template below in red. Please write the specification for your module over the guidance notes.

Part 1: Basic Data					
Module Title	Psychological Approaches in Mental Health				
Module Code	USPJE6-20-3	Level	3	Version	9.3
UWE Credit Rating	20	ECTS Credit Rating	10	WBL module?	
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Department	Health and Social Sciences	Module Type	Standard		
Contributes towards	BSc(Hons) Psychology				
Pre-requisites	Research Design and Analysis 2; Mind Brain and Development	Co- requisites			
Excluded Combinations		Module Entry requirements			
First CAP Approval Date		Valid from			
Revision CAP Approval Date	19 November 2015	Valid from	September 2015		

<b>Review Date</b> (6 years from full CAP approval date (not revisions))	
---	--

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• have a broad understanding of classification systems and the main types of mental distress [Component B (all elements)];</li> <li>• compare and contrast psychological models of mental distress [Component A, Component B (all elements)];</li> <li>• 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 [Component A, Component B (all elements)];</li> <li>• have awareness of social and political dimensions of mental distress [Component A];</li> <li>• describe the range of health care settings in which psychology is professionally applied [Component A, Component B (all elements)];</li> <li>• discuss the way in which contextual issues have and are influencing the provision and future direction of mental health services [Component A].</li> </ul>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Formulation and classification of mental distress.</li> </ul>

	<ul style="list-style-type: none"> <li>• History of the development of classification systems, DSM and ICD.</li> <li>• Validity and reliability of such systems and their relation to current professional practice.</li> <li>• 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.</li> <li>• Critical review of psychological approaches to the assessment and treatment of mental distress.</li> <li>• Review of methodologies used to assess the impact and effectiveness of approaches to treatment.</li> <li>• Description of and assessment of the influences on the development of current service models.</li> <li>• Assessment of the impact of services on the lives of people.</li> <li>• The role of risk assessment in service provision. Overview of current developments in the field.</li> <li>• The development and impact of the user movement.</li> </ul>
Contact Hours	<ul style="list-style-type: none"> <li>• 24 x 1hr lectures</li> <li>• 24 x 1hr seminars</li> </ul> <p>QAA guidance is available here  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx</a></p>
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, seminars, practical classes and workshops.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</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> <p>Further detail on Key Information Sets and how the University is implementing its requirements can be found at  <a href="https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx">https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx</a> This also contains further guidance on how to complete the information requested below.</p> <p>A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.</p> <p style="text-align: center;"><i>Double click in the table and type over the number of hours – the table will total automatically. Please ensure that it totals correctly.</i></p>

Key Information Set - Module data				
Number of credits for this module				20
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
200	48	152	0	200

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:

*Double click in the table and type over the percentages – the table will total automatically.*

*Please ensure that it amounts to 100%*

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

#### 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

*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.*

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 2nd 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. 2nd 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 4th 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

**Part 3: Assessment**

<p>Assessment Strategy</p>	<p>Strategy:</p> <p>The aim of the assessment strategy is to integrate material across both semesters in a meaningful way. The coursework focuses largely on conceptual issues associated with assessment, diagnosis, and treatment. It will comprise two mini-essays of 1000 words each. The questions will be worded in such a way that students will be directed to include material discussed during the taught sessions. The examination will consist of three unseen mini-essay questions. The focus of these will largely concern material covered in the second half of Semester 2 to encourage attendance. However, material from earlier sessions can be used.</p>
----------------------------	--

	<p>The Assessment:</p> <ul style="list-style-type: none"> <li>• Coursework will comprise TWO Blackboard assignments of 1000 words each</li> <li>• Examination will comprise THREE mini-essay questions to be answered within a 2-hour period</li> </ul>
--	---

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. EX1 Exam (2 hours) Assessment Period 2	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. CW1 Blackboard Assignment (1000 words)	50%	
2. CW2 Blackboard Assignment (1000 words)	50%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. EX1 Exam (2 hours) Assessment Period 3	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. CW1 Blackboard Assignment (2000 words)	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		