






CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Family and Carer Work for Serious Mental Illness				
Module Code	UZZSP7-15-3	Level	3	Version	1.1
Owning Faculty	Health and Applied Sciences	Field	Mental Health and Learning Disabilities		
Contributes towards	BSc (Hons) Nursing, BSc(Hons) Specialist Practice BSc(Hons) Professional Studies BSc(Hons) Professional Development MSc Advanced Practice MSc Specialist Practice MSc Professional Development				
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL	No
Department	Nursing and Midwifery	Module Type	Project		
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
Valid From	September 2013	Valid to	September 2019		

CAP Approval Date	9 May 2013
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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"> • Discuss the theoretical model of stress-vulnerability and its application to complex mental illness (Component A) • Discuss the theoretical basis of expressed emotion, burden and stress in families of people with serious mental illness (Component A) • Describe evidence based psychosocial interventions for families and carers of a person with complex mental illness (Component A) • Demonstrate an understanding and implementation of techniques with proven efficacy to reduce distress in complex mental illness (Component A) • Assess the need for family intervention for complex mental illness (Component A) • Describe effective psychoeducational approaches to working with families and carers which promote recovery(Component A)
Syllabus Outline	<p>Families and carers Different types of caring roles; collaborative working and confidentiality; impact of caring, burden and grief issues; assessing the family's needs; coping mechanisms; family communications; understanding services.</p> <p>Family and Carer Interventions Skills Assessment tools, psychoeducation and medication management; problem solving,</p>

	<p>promoting effective communication, increased independence, promoting coping strategies, cognitive based approaches. Involving families and carers in recovery and relapse prevention work</p> <p>Family Management Historical developments of family management; expressed emotion in Schizophrenia, Psychosis, dementia and other long term disorders; stress-vulnerability and mental disorder; critique of family management.</p>																														
<p>Contact Hours/Scheduled Hours</p>	<p>36 hours contact time</p>																														
<p>Teaching and Learning Methods</p>	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> • Practice experience • Simulation • Clinical skills • TEL • Workshops & Masterclass • Lectures and Seminars • Enquiry based learning • Person centred focused learning (Case Based) • Role play and supervision 																														
<p>KIS Data</p>	<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> <table border="1" data-bbox="400 1160 1289 1563"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black; text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150 </td> </tr> </tbody> </table> <p>Coursework: Assignment</p> <table border="1" data-bbox="571 1720 1262 1951"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150 	Total assessment of the module:		Written exam assessment percentage		Coursework assessment percentage	100%	Practical exam assessment percentage			100%
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<p>Reading Strategy</p>	<p>Core readings 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 a study pack or be</p>																														

	<p>referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Access and skills Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>
Indicative Reading List	<p>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. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>References are cited according to <u>UWE Harvard</u>, the prescribed form of referencing within the Faculty of Health and Life Sciences.</p> <p>Birchwood, M. and Tarrier, N. (1994) <i>Psychological Management of Schizophrenia</i>. Sussex: John Wiley and Sons.</p> <p>French, P., Smith, J., Shiers, D., Reed, M., Rayne, M. (2010) <i>Promoting Recovery in Early Psychosis a practice manual</i> Oxford: Wiley Blackwell</p> <p>Lobban, F. and Barrowlough, C. (2009) <i>A Casebook of Family Interventions for Psychosis</i>. [online]. Oxford: Wiley Blackwell. [Accessed 17 February 2013].</p> <p>Smith, G., Higgs, A. and Gregory, K. (2007) <i>An integrated approach to family work for psychosis: A manual for family workers</i>. London: Jessica Kingsley.</p>

Part 3: Assessment			
Assessment Strategy	<p>The module will be assessed via a 2000 word written assignment. This will either be a reflective case study or critical review of collaborative working with families and carers (to be negotiated with the module leader).</p> <p>There will be opportunities for formative feedback throughout the module.</p>		
Identify final assessment component and element	A		
% weighting between components A and B (Standard modules only)	A:	B:	
First Sit			
Component A (controlled conditions) Description of each element	Element weighting (as % of component)		

2000 word written assignment	100%
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Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
2000 word written assignment	100%

If a student is referred/failed in practice they will be required to attend a further placement opportunity at the discretion of the award board. They do not attend other components of the module.

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.