CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Family and Carer Work for Serious Mental Illness					
Module Code	UZZSP8-15-M	Level	M		Version	1
Owning Faculty	Health and Life Sciences	Field		Mental Health and Learning Disabilities		
Contributes towards	BSc (Hons) Nursing, BSc(Hons) Specialist Practice BSc(Hons) Professional Studies BSC(Hons) Integrated Professional Development MSc Advanced Practice MSc Specialist Practice MSc Public Health MSc Integrated Professional Development					
UWE Credit Rating	15	ECTS Credit Rating	7.5	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

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: - Critically discuss the theoretical model of stress-vulnerability and its application to complex mental illness (Component A) - Critically discuss the theoretical basis of expressed emotion, burden and stress in families of people with serious mental illness (Component A) - Compare evidence based interventions for psychological needs of complex mental illness based on case formulation (Component A) - Demonstrate an understanding and implementation of techniques with proven efficacy to reduce distress in complex mental illness (Component A) - Using a formulation based approach, make a comprehensive, collaborative assessment of the problems, strengths and needs of users. (Component A) - Collaboratively plan an evidence based intervention for families/carers to improve the quality of life for the service user (Component A) - Assess the need for family intervention for complex mental illness (Component A) - Carry out family work based on the principles of cognitive interventions. (Component A) - Critically describe the mode of action, side effects and therapeutic effects of medication, so as to be able to discuss and apply ways of enhancing concordance

Syllabus Outline	**Family Management** Historical developments of family management; Differentiation from systematic approaches; expressed emotion in Schizophrenia, Psychosis and long term disorders; stress-vulnerability and mental disorder; critique of family management. **The Family** Impact of caring; assessing the family's needs; coping mechanisms; family communications. **Family Interventions Skills** Introduction, expectations, the model, joint working, baselines, genograms, structure of sessions, engaging the family, education packages, co-working, using assessment tools to elicit problems, strengths and needs, ground rules. Emotions in sessions, problem solving, promoting effective communication, increased independence, promoting coping strategies, cognitive based approaches. Early warning signs, understanding services, monitoring change, endings, review, developing own leaflets.
Contact Hours/ Scheduled Hours	36 hours contact time
Teaching and Learning Methods	A variety of approaches will be used which may include: • Practice experience • Simulation • Clinical skills • TEL • Workshops & Masterclass • Lectures and Seminars • Enquiry based learning • Person centred focused learning (Case Based) • Role play and supervision
Key Information Sets	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	150	✅

Coursework: Assignment

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

Reading Strategy	**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 referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out. **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. **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.
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. *Current* advice on additional reading will be available via the module guide or Blackboard pages. References are cited according to <u>UWE Harvard</u>, the prescribed form of referencing within the Faculty of Health and Life Sciences. Lobban, F. and Barrowlough, C. (2009) *A Casebook of Family Interventions for Psychosis*. [online]. Oxford: Wiley Blackwell. [Accessed 17 February 2013]. Smith, G., Higgs, A. and Gregory, K. (2007) *An integrated approach to family work for psychosis: A manual for family workers*. London: Jessica Kingsley. Birchwood, M. and Tarrier, N. (1994) *Psychological Management of Schizophrenia*. Sussex: John Wiley and Sons.Lobban,

Part 3: Assessment

Assessment Strategy	The module will be assessed via a 2000 word critical review of the provision of family work There will be opportunities for formative feedback throughout the module.

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%

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.