## MODULE SPECIFICATION

| Part 1:  Basic Data | | | | | |
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| Module Title | Clinical Aspects of Mental Health | | | | |
| Module Code | USPKJJ-15-3 | | Level | 3 | Version | 1 |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | WBL module? | No |
| Owning Faculty | Health and Applied Sciences | | Field | Psychology | |
| Department | Health and Social Sciences | | Module Type | Standard | |
| Contributes towards | BSc (Hons) Psychology<br>BSc (Hons) Psychology with Criminology<br>BSc (Hons) Psychology with Sociology<br>BSc (Hons) Psychology with Law<br>BSc (Hons) Criminology with Psychology<br>BSc (Hons) Sociology with Psychology<br>BSc (Hons) Law with Psychology | | | | |
| Pre-requisites | None | | Co- requisites | None | |
| Excluded Combinations | None | | Module Entry requirements | None | |
| First CAP Approval Date | 2nd February 2016 | | Valid from | September 2016 | |
| Revision CAP Approval Date | N/A | | Valid from | September 2016 | |

| Review Date | January 2022 |
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| Part 2:  Learning and Teaching | |
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| Learning Outcomes | On successful completion of this module students will be able to:<br><br>• critically understanding of classification systems and the main types of mental distress (Components A and B);<br>• compare and contrast psychological models of mental distress and have awareness of social and political dimensions of mental distress (Component B);<br>• discuss and evaluate psychological assessments and treatments employed in mental health care and discuss the way in which contextual issues have and are influencing the provision and future direction of mental health services (Components A and B);<br>• have a critical awareness of the practical and philosophical issues surrounding current approaches to the care and treatment of people in mental distress (Components A and B);<br>• describe the range of health care settings in which psychology is professionally applied (Components A and B)<br><br>Through completion of this module, students will demonstrate qualities and transferable skills necessary for employment including the ability to: communicate effectively, both face-to-face or in writing; retrieve and organise information from different sources; make critical judgements and evaluations to gain different |

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| | perspectives on a question. |
| Syllabus Outline | The course content may vary from year to year depending on current staff expertise and developments in the discipline area. However likely topics may include a selection of topics listed here.<br>• Formulation and classification of mental distress.<br>• History of the development of classification systems, DSM and ICD.<br>• Validity and reliability of such systems and their relation to current professional practice.<br>• Critical evaluation of the impact of and necessity in meeting the needs of people in mental distress.<br>• 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.<br>• Critical review of psychological approaches to the assessment and treatment of mental distress.<br>• Review of methodologies used to assess the impact and effectiveness of approaches to treatment.<br>• Description of and assessment of the influences on the development of current service models.<br>• Assessment of the impact of services on the lives of people.<br>• The role of risk assessment in service provision.<br>• Overview of current developments in the field.<br>• The development and impact of the user movement. |
| Contact Hours | As a 15-credit module this module assumes 150 hours of study on the part of the student.<br><br>**Scheduled learning** for this module will be approximately 36 hours and may take several forms. This amounts to 3 hours of face-to-face teaching each week; on other words 12 x 90 minute lectures and 12 x 90 minute seminars.  This will be largely delivered as a combination of lectures and seminar in order to maximise student engagement with the material. Where possible, there will also be hands-on elements to the seminar.  However, additional delivery strategies will be used (see below for more details).  To complement face-to-face teaching, use of UWE-endorsed VLE packages will be used.  This will include mainly a comprehensive use of the tools offered through Blackboard.<br><br>**Independent learning**.  Students are expected to spend 64 hours on independent learning tasks and preparation of assessments.  In addition, there will be 30 hours of preparation for Component B (coursework portfolio) and 20 hours of preparation for Component A (exam revision time). |
| 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, workshops; ICT Based Platforms; directed and independent learning; formative assessment opportunity.<br><br>**Independent learning**. Students will be expected to engage in substantial and focused independent work in this module. This will potentially include hours engaged with: essential reading, case study preparation, assignment preparation and completion.<br><br>Student cohorts will also be provided with a virtual meeting space that they will be able to fully utilise independently for the purposes of peer-support, collaboration and discussion, in order to foster a sense of learning community.<br><br>**Scheduled learning**. The module will be delivered using interactive lectures combined with workshops and seminars. Lectures will be used to introduce main concepts and to guide and inform student centred learning while workshops/seminars will provide students the opportunity to discuss issues in-depth.<br><br>**TEL**. MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with |

| | the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning. A culture of continuous learning will be developed through the implementation of regular on-line discussion groups which discuss identified topics in-depth. |
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| 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**

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| *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 | |
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| 150 | 36 | 114 | 0 | 150 | ✅ |

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: | | |
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| Written exam assessment percentage | | 40% |
| Coursework assessment percentage | | 60% |
| 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.<br><br>**Core readings**<br>The **recommended course textbook** is Kring et al., *Abnormal Psychology (12th Edition).* In addition, my own text, *The Psychology of Ageing: From Mind to Society*, will also be recommended to accompany some of the sessions.<br><br>**Further readings**<br>Students are expected to identify all other reading relevant to their assignments for |
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| | themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.<br><br>**Access and skills**<br>The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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. |
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| 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 the module guide or through BlackBoard.<br><br>Barker C, Pistrang N, & Elliott R (2002). Research Methods in Clinical Psychology. 2nd Ed., Wiley<br>Bean P, (2001), Mental disorder and community safety, Palgrave.<br>Bentall, R. (2009).Doctoring the Mind: why psychiatric treatments fail. London: Allen Lane.<br>Bentall, R. (2003)  Madness Explained. Harmondsworth: Penguin.<br>Breggin P (1993) Toxic Psychiatry London, Harper Collins<br>Brown TA & Barlow DH (2001) Casebook in Abnormal Psychology 2nd ed. Wadsworth<br>Carr A (2001) Abnormal Psychology, Psychology Press.<br>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<br>Johnstone L C (2000) Users and Abusers of Psychiatry. 2nd Ed. London: Routledge<br>Jones D W, (2002), Myths, Madness and the family. The impact of mental illness on families. Palgrave<br>Kendall P C , Hammen C, (1998), Abnormal psychology. Understanding human problems, 2nd Ed. Houghton Mifflin<br>Moncrieff, J. (2008). The Myth of the Chemical Cure: a critique of psychiatric drug treatment.  Basingstoke: Palgrave Macmillan.<br>Pilgrim D & Rogers A (2010) A Sociology of Mental Health & Illness 4th Ed. Maidenhead: OUP<br>Napier R W, Gershenfield M K, (1999), Groups. Theory and Experience. Houghton Mifflin<br>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.<br>Porter R (2002) Madness: A Brief History Oxford University Press<br>Sue D, Sue D W, Sue S, (2003), Understanding abnormal behaviour, 7th ed., Houghton Mifflin. |

| Part 3:  Assessment | |
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| Assessment Strategy | The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the module's Learning Outcomes are attained, as described below. Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom.<br><br>The Controlled Conditions component of the assessment (Component A) comprises a single (unseen) 1-hour exam which takes place at the end of Semester 1. The paper will comprise two mini essay question that aim to assess the students' breadth of knowledge and ability to integrate material across the module. |

| | The Coursework component of the assessment (Component B) comprises a single piece of coursework.  The assignment will be a structured essay of 1200 words that will allow students to integrate ideas and concepts from across the module with an associated 300-word reflection on current events linked to their essay (or the module in general if not appropriate). |
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| | Opportunities for formative assessment are embedded in the module teaching and take a variety of forms.  Students will have the opportunity for formative feedback on Component B through discussions in the seminars and workshops. |
| | Assessment criteria will be made available to the students in the module guide at the start of the module. |

| Identify final assessment component and element | Component A | |
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| **% weighting between components A and B** (Standard modules only) | **A:** 40% | **B**: 60% |
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| **First Sit** | |
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| **Component A** (controlled conditions) <br> **Description of each element** | **Element weighting <br> (as % of component)** |
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| 1. EX1 Exam (1 hour) | 100% |
| **Component B** <br> **Description of each element** | **Element weighting <br> (as % of component)** |
| 1. CW1 Blackboard Assignment (1200-word essay + reflection) | 100% |

| **Resit (further attendance at taught classes is not required)** | |
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| **Component A**  (controlled conditions) <br> **Description of each element** | **Element weighting <br> (as % of component)** |
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| 1. EX1 Exam (1 hour) | 100% |
| **Component B** <br> **Description of each element** | **Element weighting <br> (as % of component)** |
| 1. CW1 Blackboard Assignment (1200-word essay + reflection) | 100% |

| 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. |
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