University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Introduction to Psychology and Sociology for Integrated Practice					
Module Code	UZZSST-30-1		Level	1	Version	1
Owning Faculty	Health and Applied Sciences		Field	Mental Health and Learning Disabilities		
Contributes towards	FdSc Integrated Mental Health and Social Care					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	January 2017		Valid to	2023		

CAP Approval Date	29 November 2016

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Consider how psychological theory and sociological themes can improve understanding of health and wellbeing (Component A) • Demonstrate an understanding of the psycho-social model of care and its relevance to multi-disciplinary health care practice (Component A) • Compare and contrast psychological perspectives in understanding individual behaviour (Component A) • Describe developmental theories, change and transitional models and how they inform our understanding of mental health issues across the lifespan • Discuss the effects of stigma, discrimination, social inclusion and exclusion and how it impacts on the mental health and wellbeing of individuals, their family and social networks (Component A) • Explore how risk factors are assessed and managed in order to protect and safeguard individuals (Component A)
Syllabus Outline	**Applying theories and perspectives** relevant to integrated mental health and social care services o Professional practice and continuing professional development o The role of theory in understanding human behaviour and social relationships **Introduction to psychology** covering different psychological perspectives in understanding human development o Humanistic approaches o The biological basis o Behavioural theories: o Social learning theory:,

	o Cognitive psychology social constructs, o Psychodynamic theory o Behaviour change and transition models, strengths approaches and motivational interviewing **Introduction to sociological themes** for health care professionals o The social model of health and wellbeing o Power and structure factors o Class o Ethnicity o Aging o Gender o Sexuality o Disability o Mental health o Safeguarding, risk and maintaining a safe environment,
Contact Hours	300 hours in total • 63 hours scheduled learning/ contact time via lectures, workshops, tutorials and on line learning
Teaching and Learning Methods	**This module will use a total of 300 hours of study time of which an average of 63 hours will represent scheduled learning, and 237 hours will represent independent learning.** **Scheduled learning** includes lectures, seminars, individual tutorials, and assignment supervision. **Independent learning** includes hours engaged with essential reading, completion of guided study, and assessment preparation.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is 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				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	63	237	0	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Written assignment

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:					
Written exam assessment percentage				0%	
Coursework assessment percentage				100%	
Practical exam assessment percentage					
				100%	

Reading Strategy	**Essential Reading** will be clearly indicated at the point of need or with notice for preparation, with the method by which it can be accessed. Students will not be asked to purchase a set text for this module due to the wide variety of relevant psychology and sociological texts available (format and style), but printed study packs and electronically available texts may be used, and clear guidance as to the required level of depth of detail in terms of reading will be given. **Further Reading** will be encouraged and students will be advised and encouraged to access and make use of the library catalogue, a range of bibliographic and full text databases, and other internet resources. This will ensure that students become familiar with the library systems, database searching methods and a variety of relevant literature (including current research in the appropriate fields) specific to the module and their own areas of interest. Wherever possible works will be accessible remotely via the library systems. **Access and Skills** Students will have access to both UWE library and their college library facilities and on-line systems. The module handbook will include suggested key texts for the module and guidance as to how literature can be accessed. All students will be encouraged to make use of the extensive print and electronic resources available to them through membership of UWE and the associated college libraries and to which they will be introduced at the start of their course, including an introduction to the UWE library web-pages which provide access to a wide range of resources and the full library catalogue available across a number of sites. Ongoing library support will be available through the library 'my skills' study area via the Library web pages, telephone enquiries line, and through library attendance and workshops.
Indicative Reading List	Beckett, C. and Taylor (2016) *Human Growth and Development.* 3rd Ed. London: Sage Beckett, C. and Horner, N. (2015) *Essential Theory for Social Work Practice* 2nd Ed London: Sage Barry, A.M. and Yull, C. (2016) *Understanding the Sociology of Health*: An Introduction 4th ed. London: Sage Chisnell, C. and Kelly, C. (2016) *Safeguarding in Social Work Practice: A life Span.* London: Sage De Vries, J. and Timmins, F. (2016) *Understanding Psychology for Nursing. Students.* London: Sage Fisher, M. and Scott, M. (2013) *Patient Safety and Managing Risk in Nursing.* London: Sage Freshwater, D. (2002) *Therapeutic nursing: improving patient care through self-awareness and reflection.* London: Sage Goodman, B. (2015) *Psychology and Sociology in Nursing.* 2nd Ed. London: Sage

	Rusell, L. (2013) *Sociology for Health professionals.* London: Sage **Journals** Health Sociology of Health and Illness

Part 3: Assessment

Assessment Strategy	Assessment will comprise of a 3000 word assessment which will assess understanding of psychological and sociological theories and relationships and an evaluation of practice against professional standards knowledge of professional roles. Opportunities for formative assessment will occur throughout the module, to check students' knowledge of the module content. The nature of the formative assessment will ensure students have a clear understanding of the requirements for the summative assessment and to allow an opportunity to adapt and respond to formative feedback.

	A:	B:
% weighting between components A and B (Standard modules only)		

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 3000 word written assignment	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 3000 word written assignment	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
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.	