

Psychology of Mental Health

7.1 Module Overview									
Module Number		Module Title	Psychology of Mental Health						
Stage of Principal Programme			3	Semester	1	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	M	Hours of Learner Effort / Week	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	24			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other: <ul style="list-style-type: none">Independent reading, engagement with VLE, research and preparation of assessments					✓	101			
Total							125		

Pre-Requisite Module, if any. Module # and Title		N/A
Co-Requisite Module, if any. Module # and Title		N/A
Maximum number of learners per instance of the module		60
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required	Staff - Learner Ratio X:Y
Lecturer	A minimum level 9 qualification in Psychology or closely cognate area	1:60

Assessment Techniques – percentage contribution					
Continuous Assessment	30%	Proctored Exam – in person	70%	Practical Based	Skills
Project		Proctored Exam - online		Work Based	
Capstone (Y/N)?	N	If Yes, describe			

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO - On completion of this module a learner will be able to:	Related MIPLO
1. Present a formal written account of four psychological approaches to explaining mental health problems.	1, 2
2. Describe and evaluate biological, social and psychological perspectives to mental health issues.	3, 5
3. Demonstrate a formal understanding of the origins, manifestation and treatments available of identified disorders from the DSM-V (APA, 2013)	2, 4
4. Demonstrate a capacity to use their knowledge of psychology to inform professional social care practice.	7

7.3 Indicative Module Content, Organisation and Structure

This module will give learners an understanding of psychological disorders and the current means of diagnosing these disorders, based on the Diagnostic and Statistical Manual (currently Edition V TR, 2022) of the American Psychiatric Association. Learners will be made aware of the role of research in informing both theory and practice in abnormal and clinical psychology and the ethical considerations employed within abnormal and clinical psychology. Learners will be encouraged to debate key issues within the field such as the use of medications versus talking therapies in psychology.

1. Introduction to Psychology of Mental Health and illness
 - Historical overview
 - Issues of diagnosis
 - The aetiology of mental health problems: Six main models
2. The Psychological Perspective
 - A) The Psychoanalytical Approach
 - Freud and - Freud's contemporaries and associates
 - The practice of psychoanalysis
 - B) Behavioural Approaches
 - Classical and Operant
 - Combining classical and operant
 - Classical-conditioning-based treatments
 - C) Cognitive Approaches
 - Social Learning Theory
 - Emerging clinical models
 - Cognitive Behavioural Therapy
 - D) Humanistic Approaches
 - Models of the individual and neurosis
 - Humanistic therapy
 - Review the models
3. Biological Explanations and Treatments
 - The Brain
 - Drugs and the Brain
 - Electroconvulsive Therapy
 - Psychosurgery
 - Beyond The Individual
 - A Systems Approach
 - Psychosocial explanations of Mental Health Problems
 - Mental Health Promotion
 - Cross-Cultural Issues
4. Specific Disorders and Their Treatments
 - Somatoform Disorders
 - Schizophrenia
 - Anxiety and Mood Disorders

7.4 Work-based learning and practice-placement (if applicable)

N/A

7.5 Specific module resources required (if applicable)

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

Teaching and Learning

Our objectives remain to:

- Promote deep learning through the facilitation of active learning, group learning and shared activity.
- Support inclusive teaching through engaging with the links between the module content and CORU Standards of Proficiency for Social Care Work and DSM V. This encourages students to consider their learning in class against the backdrop of professional practice.
- Provide opportunities for collaborative learning through visual-based poster preparation assessment. This promotes a wider range of learning styles.

Assessment

The objective is to employ a wide range of different assessment instruments in each semester, and this module contributes to this with the inclusion of the poster presentation. By engaging in this more creative activity, students engage with learning in a way that matches more closely the skillset of professional practice. Given the challenges of maintaining academic integrity in the face of AI, this activity focuses on **Authentic Assessment** – designing assessments that replicate the tasks and performance standards typically found in the world of Psychology.

This module contains 'Must-pass' assessments

If an assessment is essential to the achievement of a MIMLO i.e. there is no other opportunity for the learner to achieve that MIMLO, then the assessment should be designated as 'must pass'. Even if a learner achieves a pass mark by virtue of other assessments, they will fail the module if they do not pass a 'must pass' assessment.

7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
2, 3, 4	Poster and/or In-class Quizzes	30% (Must Pass Assessment)
1, 2, 3, 4	Exam	70%
Standards of Proficiency taught:	1.23, 2.1, 2.3, 2.4, 2.12, 2.15, 2.17, 5.4, 5.6, 5.13, 5.19	
Standards of Proficiency assessed:	1.23, 2.1, 2.3, 2.4, 2.12, 2.15, 2.17, 5.4, 5.6, 5.13, 5.19	

7.8 Sample Assessment Materials
<p>Poster: A Day in the Life</p> <p>Students must design a poster. They must each chose a mental health disorder from the DSM-5 and design a poster centred on a day in the life of an individual living with that disorder.</p> <p>Must include the following sections:</p> <ul style="list-style-type: none">• Title: What is the Disorder• Daily Challenges (examples - may include here stigmatization/interactions with others/the self/behavioural issues/emotional issues/work or family life)• Interventions (examples – may include here CBT/person-centred therapy/psychoanalysis/peer-to-peer support/medication)• Conclusion• References <p>Must use APA 7 referencing.</p> <p>In-Class Quizzes:</p> <p>Average of marks of class quizzes. One quiz for every class worth 30%. Final mark will be the average. Missing quiz (unattended or undelivered) receives zero marks. Sample questions:</p> <ul style="list-style-type: none">• Describe the diagnostic criteria for major depressive disorder• Describe the diagnostic criteria for schizophrenia• Explain the current diagnostic criteria for Autism Spectrum Disorder• Provide examples of the differential diagnosis for dementia• Can depression or bipolar disorder involve psychosis?• Who is more likely to experience anxiety disorders – men or women? And at what age do these disorders typically begin?• Define depersonalization and derealization• In differentiating Obsessive-Compulsive Disorder from Obsessive-Compulsive Personality Disorder, explain which one is egosyntonic and which one is egodystonic.• Choose one of the mental health models and present it. <p>Exam:</p> <p>2 hours duration, 2 questions to be answered. Sample Exam Questions:</p> <ol style="list-style-type: none">1. 'Addiction is a family disease' Critically discuss this statement in relation to Substance-Related and Addictive Disorders. Refer to the DSM-5 (APA- 2013) in your answer.2. Compare and contrast the symptoms, possible causes and treatments for Generalised Anxiety Disorder and Social Anxiety Disorder. Refer to the DSM-5 (APA, 2013) in your answer. <p>Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.</p>

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Bennett, P. (2021). *Abnormal and Clinical Psychology: An Introductory Textbook*, (4th ed.). UK: Open University Press.

Foucault, M. (2001). *Madness and Civilisation*. London: Routledge.

Indicative Other Resources:

Griggs, R. A., & Jackson, S.L. (2014). *Psychology: A Concise Introduction*, (6th ed.). New York: Worth Publishers.

Grilly, D. (2005). *Drugs and Human Behaviour*. UK: Pearson.

Recommended Viewing:

TED Talks-Variou Social Psychology Researchers