1. KentVision Code and title of the module

PSYC6410 Mental Health: Diagnosis, Interventions and Treatments

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Human and Social Sciences, School of Psychology

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 6

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

## Which term(s) the module is to be taught in (or other teaching pattern)

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Compulsory to the following courses:

* BSc in Psychology with a Placement Year
* BSc in Psychology with Clinical Psychology and a Placement Year
* BSc in Psychology
* BSc in Psychology with Clinical Psychology
* BSc in Psychology with Forensic Psychology
* BSc in Psychology with a Year Abroad
* BSc in Social Psychology
* BSc Business Psychology
* BSc Business Psychology with a placement Year

Not available as an elective module.

Not available to Short Term Credit Students.

## The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Demonstrate a sound understanding of the historical developments surrounding the classification of a range of psychological disorders and their treatment methods

8.2 Demonstrate an understanding of the current diagnostic criteria for mental disorders, and be aware of the links between symptoms and optimal treatment approaches

8.3 \* Show key intellectual skills by critically evaluating the effectiveness of cognitive interventions and drug treatment approaches in abnormal psychology

8.4 Evaluate through written analysis and interpretation the contributions made by the different approaches and research methods that are used in mental health practice

8.5 \* Show familiarity with a broad range of interventions and treatments for mental disorders

*\* This element is pass compulsory and must be passed to achieve the learning outcomes of the module.*

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 \* Demonstrate understanding of the variety of sources that are available to construct and communicate information. For example, assessing the possible causes of abnormal behaviour, and the importance of a formal classification system for diagnosis

9.2 \* Independently evaluate evidence, and present findings and opinions as part of a group. For example, the effectiveness of mental health interventions/ treatments with reference to specific mental disorders

9.3 \* Competently disseminate their work to an audience (i.e. via a poster)

9.4 \* Express opinions, argue rationally and engage in critical thinking both orally and in the written form

*\* This element is pass compulsory and must be passed to achieve the learning outcomes of the module.*

## A synopsis of the curriculum

This module will provide students with theoretical instruction and opportunities for critical evaluation in abnormal psychology. It will examine the origins and identification of different forms of atypical cognitions and behaviours and investigate the psychological and social impact for patients. It will cover some of the major mental health disorders, focusing primarily on what research has to say about their social/cognitive/biological bases and the implications they have for treatment. In addition, the module will describe several methodological approaches, ask fundamental questions about the meaning of normality. The historical developments in this field will be examined and current interventions and treatments will feature highly in this module.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

Main Texts (Available online and in the library)

* Oltmanns, T. F., & Emery, R. E. (2012). Abnormal Psychology. Pearson.

Supplementary Reading (Available online and in the library)

* Cromby, J., Harper, D., & Reavey, P. (2013). Psychology, Mental Health and Distress. Palgrave Macmillan.
* Comer, R. J. (2013). Abnormal Psychology. Worth.
* Ussher, J. M. (1991). Women's Madness: Misogyny or Mental Illness? Harvester Wheatsheaf.

## Contact Hours

Private Study: 128

Contact Hours: 22

Total: 150

## Assessment methods

* 1. Main assessment methods
* \* Poster 1,000 words 20%
* \* Extended Essay 3,000 words 80%

*\* This element is pass compulsory and must be passed to achieve the learning outcomes of the module.*

13.2 Reassessment methods

* Like-for-like.

## Map of module learning outcomes (sections 8 and 9) to learning and teaching methods and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| \* Poster | **x** | **x** |  | **x** |  |  | **x** | **x** |  |
| \* Extended Essay (3,000 words) | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |

*\* This element is pass compulsory and must be passed to achieve the learning outcomes of the module*

## Inclusive module design

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

This module covers worldwide expertise on the subject matter, and encourages students to review content from a breadth of sources, both domestic and international.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| **Date approved** | **New/Major/Minor revision** | **Start date of delivery of (revised) version** | **Section revised (if applicable)** | **Impacts CLOs (Q6 & 7 cover sheet)** |
| --- | --- | --- | --- | --- |
| 26.01.2022 | Major | Autumn 2022 | 7, 13, 14 | No |
| 18.02.23 | Minor | Autumn 2023 | 7 | No |