



**UNIVERSITY OF SUSSEX  
SCHOOL OF PSYCHOLOGY**

**Understanding the Fundamentals of Mental Health Care  
15 Credits  
Autumn Term 2017**

**Module Convenor: Mark Radcliffe**

**NOTE: Most of the questions you need answers to about this module are in this document. Please read it fully and carefully before your first seminar.**

NOTE: This document concerns the structure and content of the module. If you have questions about procedures, please consult the School of Psychology Administration Office in Pev1 2A13 or via [psychology@sussex.ac.uk](mailto:psychology@sussex.ac.uk).

## MODULE INFORMATION & REQUIREMENTS

### Module Structure, Aims and Objectives

The module will consist of lectures and seminars/workshops across 6 full days

By the end of the module students will have gained knowledge in the fundamentals of mental health assessment, team working, working with risk, key policies and responsible practice, therapeutic boundaries, and essential communication skills for the clinical setting. Students will also be introduced to concepts of therapeutics and resilience to a backdrop of a developing understanding of the different ways we try to understand Mental ill health.

Sessions will include theoretical teaching and experiential group work

### Module Learning Outcomes.

By the end of the module, a successful student will be able to:

1. Demonstrate a systematic understanding and critical awareness of knowledge, concepts underpinning good mental health care, responsibilities inherent to practice and the role of the practitioner in a mental health care setting.
2. Demonstrate a systematic understanding and critical awareness of knowledge, concepts underpinning assessment strategies and tools and the professional responsibilities inherent in their application
3. Demonstrate a systematic understanding and critical awareness of knowledge, concepts underpinning the policy landscape that underpins Mental Health Practice.
4. Demonstrate a systematic understanding and critical awareness of knowledge, concepts underpinning issues surrounding risk and risk management in mental health care.

### Pre-Requisites

A first degree at 2;1 or above.

### Module Contact Information

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## Teaching and Learning

*The syllabus details for the module are available via links on the Psychology teaching web pages and via Sussex Direct.*

### Teaching Days

There will be 6 days of teaching; one day a week (Thursday). Each workshop will have both a taught element and a skills based element and will include: tutor led lectures, and workshops, clinical based learning, role play and feedback and private study.

To avoid disruption to the majority, please try to arrive at least 5 minutes before the start time of the lecture (see lecture attendance etiquette in the course handbook).

### **Teaching**

Teaching will be through lecture and discussion. There is a lot of information to share and a rich discussion to be had. However it is worth noting that a key element of any effective intervention is born of the presence of the practitioner. How open, enquiring, engaged are we? What is the nature of our attention? What does the patient see when she looks at you? And so from the very beginning of the course and the module the classroom is a place to both reflect on how we construct our therapeutic presence and how we might maintain it. In short, we try to model good practice in the way we present, review and exchange knowledge.

You should note that all the study skills advice in existence suggests that straightforward 'absorption' of material (i.e., reading, listening, rote-learning and memorising) should take up about 20% of learning time. The other 80% should come from 'interrogating' that information (e.g., looking for links, attempting to summarise and synthesise, looking for strengths and weaknesses and possible improvements, applying to different areas, etc.).

**Clinical based learning and role play** There will be some gentle role play. Certainly as we begin to think about good assessment and how we perform it it is helpful to practice in a safe place. We will work together across this module and as such a clear and respectful attitude to each other will be both helpful and again, good practice.

It is important that learning opportunities are maximised wherever possible during the module. Therefore we would like you to consider abiding by the following guidance: Arrive in good time for the start of the lecture. If you are unavoidably late please enter the room with minimum disturbance and do not interrupt the lecturer.

- Please arrive on time for teaching
- The classroom is a place where we practice the same level of professionalism and self awareness that we take into practice. Your tutor will model this, please recognise that this is part of your learning.
- Mobile phones should be OFF (or at least on silent if you need to be contacted).
- Please do not engage in private conversations while the tutor or your fellow students are talking.

- Please be respectful and considerate in the way in which you address the tutor and fellow students
- Do not pack-up and/or leave before the lecture AND questions are finished.
- Respect rights of confidentiality at all times

All of the above are very distracting for the lecturer and your fellow students and will affect the teaching experience.

**Independent study.** This might involve extra reading or skills practice with colleagues. Not everything you will need or want to know will be covered in the lectures, seminars or essential readings, you need to become familiar with the material you are guided towards and it will be important to take the opportunity to continue to practice newly learnt clinical skills outside of the classroom setting.

**Office Hours** Your module convenor will be available to discuss or ask about anything module-related on a negotiated basis. Please contact Module convenor to arrange to meet..

**Study Direct** You are encouraged to access module materials and use the module forum in Study Direct. This is the best way to share ideas amongst your fellow students and ask questions about the module. Module convenors and tutors would prefer to receive queries via the Study Direct module forum than by email.

## Books and Reading

Below is some suggested reading. It is recommended that you obtain access to copies in preparation for the module.

Barker, P. (2004) Assessment in Psychiatric and Mental Health Nursing: In Search of the Whole Person (Second Edition) Cengage Learning. UK

Bassot, B (2015) The Reflective Practice Guide: An Interdisciplinary approach to Critical Reflection. Routledge. UK

Brownlie, J (2014) Ordinary Relationships: A Sociological Study of Emotions, Reflexivity and Culture.

Bailey, D. Campling, J (2012) Interdisciplinary Working in Mental Health. Palgrave Macmillan. UK

Can I also suggest you may like to look at some of the ongoing debates and longer pieces that can be found on the ever relevant Mad In America website:

<http://www.madinamerica.com/>

You will need to go beyond these texts in preparing for seminars and essays. Use it as a starting point to orient yourself to particular fields of interest, and then pursue other material that appears to you to be relevant. There are also extensive web-based materials associated with this text. Details on how to access these will be given at the induction meeting.

## Assessment

Assessment details for this module are shown on your Syllabus in Sussex Direct. Submission deadlines are shown on your timetable.

In line with University regulations, every effort will be made to ensure that one marked copy of each essay is returned with feedback within 15 working days of the relevant submission deadline. You will be informed by the School Office when work is ready to collect.

Students will get feedback in hardcopy and electronically via Sussex Direct dependent on the module of assessment <https://direct.sussex.ac.uk>

### Submission deadlines and late penalties

Usually assessment is via e-submission, Sussex Direct will show the mode of assessment. Where submission is listed as – School office, two copies of your written assignment must be submitted to the Psychology School Office, Pevensey 1 2A13 before the deadline. Students must ensure they have completed the relevant coversheet which can be found in the school office.

Assessment criteria are given at <http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment>

**Assessment deadlines can be found on Sussex Direct:** <https://direct.sussex.ac.uk>

Please access the links for further information.

### Recordings

Any recordings due for submission will need to be handed to the module tutor directly. They will be submitted via safestick, emailed electronic file or on CD in line with the relevant audio and visual recording procedural guidance for each trust and will be stored in accordance with the relevant audio and visual recording procedural guidance for each trust. Details of policies and procedures for submission will be clarified at the start of term and information given on Sussex direct.

Information on the following can be found at the link below:

- Submitting your work
- Missing a deadline
- Plagiarism and Collusion - Academic Misconduct
- Late penalties
- Exceptional circumstances
- Exams
- Help with managing your studies and competing your work
- Assessment Criteria

<http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment>

## Student Evaluation

All modules at Sussex are fully audited. There will be an opportunity to give feedback, which your module convenor will confirm. You may also comment on the module at any time, either to convenors or tutors, and you may do this directly or via some intermediary (e.g. a student representative). We want the module to be as good as it possibly can be so all and any feedback is gratefully received.

### Teaching Day Topics (NB. Order may be subject to change)

<b>Day 1</b>
Welcome, getting to know you, intro to course and overview. Madness and Stigma
Fundamentals of Therapeutic Practice, communication workshop, reflecting and reflexivity, working with others.
<b>Day 3</b>
Assessment, tools and strategies. 5W Fido
<b>Day 4</b>
. Risk and risk management. Introducing presentations, Emotional Labour
<b>Day 5</b>
Ethics, Risk continued. Self-awareness and management
<b>Day 6</b>
Care planning, CPA, Introducing PSP. Governance and the modern health service