



UNIVERSITY OF SUSSEX SCHOOL OF PSYCHOLOGY

Ways Of Understanding Mental Health Problems: Diagnosis, Formulation and Recovery
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.

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 and critical understanding of the key models that operate in mental health services. They will have a broad understanding of psychiatric diagnosis, formulation and Recovery and be able to critically explore the underpinning philosophies and implications of the different models.

Sessions will include lectures on diagnostic tools, ethics, labelling and critical theory and introduction to Recovery as a philosophical approach to care

Module Learning Outcomes.

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

Demonstrate a systematic understanding and critical awareness of knowledge, concepts underpinning the key concepts and language of the medical model in psychiatry

Demonstrate a systematic understanding and critical awareness of knowledge of models and concepts underpinning the treatment of mental health problems

Demonstrate a comprehensive understanding of the ethical responsibilities of the practitioner and an awareness of power, advocacy, planning care, CPA and collaborative working

Pre-Requisites

Successful completion of Module 1

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. In the same spirit of the preceding module, 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
- 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.

Frances, A. (2013) Essentials of Psychiatric Diagnosis: Responding to the Challenge of DSM-5. Guilford Press. UK.

Romme, M. (2009) Living With Voices: 50 Stories of Recovery. PCCS Books. UK

Cooke, A (2015) Understanding Psychosis and Schizophrenia. The British Psychological Society: A report by the Division of Clinical Psychology. <http://www.bps.org.uk/networks-and-communities/member-microsite/division-clinical-psychology/understanding-psychosis-and-schizophrenia>

Ikiugu, M Pillard, N (2015) Occupation Based Intervention Strategies for OT's and Scientists. Whiting and Birch UK.

Radcliffe M A (2013) *Stranger Than Kindness*. Bluemoose. Hebden Bridge. UK

There are, as we can see, several 'models' of thought that dominate mental health care. A medical model that organises experiences as symptoms, formulation that tries to develop understanding by constructing a narrative of meaning. Occupational, Problem based, Strength based models that do as their titles suggest. In this module please feel free to read according to how you make sense of mental ill health/distress and be prepared to bring your thoughts, enquiries and emerging beliefs to the classroom.

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 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 25 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>
Where applicable you may still submit the assessment within 7 days of the published deadline.

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 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)

Day 1
The Medical Model: diagnosis, medicine and underpinning philosophy, planning and support introduction
Day 2
Against Psychiatry: critical models, anti-psychiatry, mental health vs psychiatry
Day 3
Formulation. Assessing strengths, Occupation and inclusion, PSP
Day 4
Recovery, collaborative working and introduction to WRAP
Day 5
Advocacy, Power in the caring relationship, health, wellbeing and holism

Day 6

Therapeutic use of self in practice, psychodynamics and narrative
