MODULE SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Module name</th>
<th>Evidence-based Psychosocial Interventions in Mental Health</th>
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</thead>
<tbody>
<tr>
<td>Module code</td>
<td>APM005</td>
</tr>
<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Division of Nursing</td>
</tr>
<tr>
<td>UK credits</td>
<td>15</td>
</tr>
<tr>
<td>ECTS</td>
<td>7.5</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
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</table>

MODULE SUMMARY

Module outline and aims

This module is designed to provide mental health practitioners, managers and researchers with the ability to identify, understand and critically appraise the key evidence for the use of a range of psychosocial interventions aimed at improving the mental health outcomes of people with severe mental illness/distress and/or substance use problems.

The module will include critical exploration of the evidence for establishing and maintaining therapeutic relationships; the use of Cognitive Behaviour Therapy (CBT); case management and personalisation; family work/interventions; medication management; motivational interviewing; and Recovery approaches across mental health service environments. Students may select to explore other particular interventions of interest where appropriate.

Content Outline

Students will be guided to identify and critique the evidence base for particular therapeutic approaches and relate these to their practice and work environment. Each student’s knowledge of evidence-based psychosocial interventions will be enhanced and challenged through a structured process of evidencing, evaluating and critiquing the evidence for efficacy and applicability in particular settings and with different populations.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Identify, review and discuss empirical evidence for various psychosocial interventions and approaches in mental health
- Critically appraise the evidence for a range of psychosocial interventions and core approaches in mental health
- Consider and critique the transferability of specific interventions and approaches
to specific practice environments and populations

- Analyse and identify opportunities for the introduction or development of psychosocial interventions in current practice

Skills:

- Search, identify and obtain relevant research literature related to psychosocial interventions and approaches
- Demonstrate precision and rigour in collecting and analysing multiple sources of data
- Demonstrate the ability to critically appraise evidence
- Discuss research evidence and consider critiques of methods, results and implications
- Combine clinical and research expertise to consider the development of mental health practice and services
- Demonstrate leadership through the consideration and synthesis of evidence within the constraints of contemporary health and social care settings

Values and attitudes:

- Demonstrate openness to the critical appraisal of research evidence and practice
- Exhibit an awareness of the value and limitations of empirical evidence to inform practice and service delivery
- Evaluate your knowledge and learning needs
- Work collaboratively to respectfully enhance the health care environment
- Maximise student potential for meaningful engagement with practice and evidence

HOW WILL I LEARN?

Students will learn through participation in a range of integrated and complementary learning methods. This will include expert lectures on key topic areas supplemented with discussion groups and seminars where students from a range of practice backgrounds will be encouraged and facilitated to critically explore, discuss and debate the evidence for various psychosocial interventions and approaches. The lectures and seminars will be supplemented with guided independent study supported by access to libraries, online databases and digital resources. Students will also be encouraged to arrange one or more external visit to explore a particular psychosocial intervention in a different practice setting and employ work-based reflection to consider the suitability of particular interventions in the student’s own practice and/or workplace.

<table>
<thead>
<tr>
<th>Teaching component</th>
<th>Teaching type</th>
<th>Contact hours (scheduled)</th>
<th>Self-directed study hours (independent)</th>
<th>Placement hours</th>
<th>Total student learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychosocial Interventions</td>
<td>Lectures</td>
<td>6</td>
<td>40</td>
<td>0</td>
<td>46</td>
</tr>
</tbody>
</table>
WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

The assessment consists of a 3,000 word critical consideration of the evidence for one or more psychosocial intervention and/or approach to mental health care with specific reference to the student’s own practice or work environment.

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Assessment type</th>
<th>Weighting</th>
<th>Minimum qualifying mark</th>
<th>Pass/Fail?</th>
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<tbody>
<tr>
<td>Written assignment</td>
<td>Essay</td>
<td>100%</td>
<td>50%</td>
<td>N/A</td>
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Assessment criteria

Information on the above module assessment criteria and grade-related criteria can be found on the module space in Moodle.

Feedback on assessment

Candidates will be expected to achieve at least 50% in this assessment. The assessment must be submitted to the students’ desk on the day stated, and students will receive their mark, with written comments, within 3 weeks.

Assessment Regulations

The Pass mark for the module is 50%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

INDICATIVE READING LIST


Version: 2.0
Version date: July 2014
For use from: 2014-15

Appendix: see http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,12051/href,JACS3.html/ for the full list of JACS codes and descriptions
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Subject allied to medicine</td>
<td></td>
</tr>
<tr>
<td>B760</td>
<td>Mental health nursing</td>
<td>100</td>
</tr>
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