



Course Specification

| A. Course Information | | | | |
|---|---|-----------------------|------------------------|-----------------------|
| Final award title(s) | MSc Mental health and clinical psychology | | | |
| Intermediate exit award title(s) | PgCert Mental health and clinical psychology PgDip Mental health and clinical psychology | | | |
| UCAS Code | | Course Code(s) | 4431 – FT 4432 – PT | |
| | London South Bank University | | | |
| School | <input checked="" type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS | | | |
| Division | Psychology | | | |
| Course Director | Paula Reavey | | | |
| Delivery site(s) for course(s) | <input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: <i>please specify</i> | | | |
| Mode(s) of delivery | <input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify | | | |
| Length of course/start and finish dates | Mode | Length years | Start - month | Finish - month |
| | Full time | 1 Year | September | September |
| | Full time with placement/ sandwich year | | | |
| | Part time | 2 Years | September | September |
| | Part time with Placement/ sandwich year | | | |
| Is this course generally suitable for students on a Tier 4 visa? | Please complete the International Office questionnaire Yes Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated. | | | |
| Approval dates: | Course(s) validated / Subject to validation | April 2015 | | |
| | Course specification last updated and signed off | September 2021 | | |
| Professional, Statutory & Regulatory Body accreditation | n/a | | | |

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| Reference points: | Internal | Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations |
| | External | QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016 |

B. Course Aims and Features

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| Distinctive features of course | <p>The MSc mental health and clinical psychology offers students the opportunity to graduate with a Master's degree oriented towards their particular interests in the field of mental health and clinical psychology, with a unique emphasis on the experiences of people who live with distress. A particular focus will be on psychosocial approaches to the study and 'treatment' of mental distress, in both clinical and community settings. This will involve exploring with students, the social and cultural context, from which mental distress occurs, and the responses of those who have experiences such distress first hand. Experts by experience (sometimes referred to as service users) will be heavily involved, therefore, in the delivery of the course, and the design of the overall course structure. Jacqui Dillon (chair of the Hearing Voices Network) will be a consultant throughout the design and implementation of the course.</p> <p>A further component of the course will be the compulsory uptake of a clinically relevant placement. This will be compulsory and students will be strongly encouraged to undertake a placement for the full term of the course. LSBU has excellent links with the mental health organisation The Cyrenians, who have already agreed to offer placements, and training to up to 15 Masters students. Camden MIND have also offered up to 15 placements working with their community projects, as well as a number of NHS organisations, the Hearing Voices Network and MIND Lambeth.</p> <p>Completion of this course will provide students with expertise in the psychology of mental health and its related area of clinical psychology. This will include conceptual and political issues relating to social inequalities, psychosocial and community approaches to understanding the origins of mental distress, in terms of culture, families, social inequality, discrimination (gender, sexuality race, disability) and other related factors, such as the way each individual interprets their experience and the body and biology. The course addresses issues around the development of distress and how to formulate what the problem might be, as well as approaches to prevention, treatment and community means of social support and guidance.</p> <p>* Please note that successful completion of the programme(s) does not qualify students to practise as clinical psychologists in the UK i.e. will not allow you to register with the Health Professions Council as a 'practitioner psychologist', nor to use the protected title 'clinical psychologist'.</p> |
| Course Aims | <p>The MSc Mental Health and Clinical Psychology aims to:</p> <ol style="list-style-type: none"> 1. Provide students with a grounding in the empirical study of psychosocial processes and to acquaint them with the major facts, theories and debates in the contemporary fields of clinical psychology, mental |

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| | <p>health and the service user and experts by experience literature;</p> <ol style="list-style-type: none"> 2. Provide students with specific expertise in the empirical study of mental health from a psychological perspective, and to acquaint them with the major theories and contemporary debates in this specialist field; 3. Provide an up-to-date curriculum that is delivered to a high quality and is informed by scholarship and research; 4. Provide students with the knowledge, skills and techniques to identify and investigate psychological issues and problems empirically and ethically; 5. Ensure students develop the core skills of critical thinking, communication, and employability, which provide a sound basis for progression into work and/or further study. |
| <p>Course Learning Outcomes</p> | <p>a) Students will have knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. Clinical Psychology including experiential approaches, to understanding both the possible risk factors for mental distress, as well as the interpretations individuals and professionals use to make sense of distress, both inside and outside the clinic. 2. Social psychology including social constructionism and critical approaches to understanding mental distress, the role of interpersonal and intrapersonal processes, social communication, social development and cultural factors and social inequalities. 3. Systemic approaches, including the role of familial dynamics and wider societal dynamics in the development and maintenance of mental distress. 4. The role of contexts of space and setting, in making sense of how individuals manage their distress, or how it is 'managed' for them. This will include looking at community settings, housing, community groups and the psychiatric hospitals as significant spaces and settings. 5. Research methods and statistics including research design, quantitative methods, statistical analysis, inference and interpretation, qualitative analysis, and ethics in research design and conduct. 6. Conceptual and historical issues in psychology including locating current approaches in the developing history of the treatment of mental distress, defining principles of clinical psychology, approaches to the study of experience, and conceptual debates. 7. Applied psychology encompassing principles of application to real world issues, with a particular focus on clinical psychology, psychotherapy and community approaches. <p>b) Students will develop their intellectual skills such that they are able to:</p> <ol style="list-style-type: none"> 1. The ability to integrate and evaluate multiple psychological perspectives, and to generate, explore, and evaluate research questions and empirical evidence, for theoretical and real world applications, using a diverse range of source material. 2. Demonstrate originality in analysing real world examples, through the application of psycho-social approaches. |

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| | <p>3. Apply knowledge of the suitability of different psychiatric and psycho-social approaches to experiences of mental distress.</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <ol style="list-style-type: none"> 1. Retrieve information from a full range of learning resources, and the first-hand accounts of individuals who have experienced distress. 2. The ability to write, speak, and listen appropriately in a variety of environments and for a range of audiences, both independently, and as part of a group. 3. Demonstrate ability to be a self-managed critical and independent learner <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <ol style="list-style-type: none"> 1. Application of theoretical knowledge to real life (clinical) examples, relevant to the discipline of counselling and psychotherapy. 2. Critical judgement and evaluation using counselling and psychotherapy models. 3. Management of self-learning and capacity to undertake in depth critiques of the literature. |
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C. Teaching and Learning Strategy

- All points related to knowledge and understanding are introduced in semester one. These core domains are delivered via a combination of lectures plus seminars or workshops in all levels. Topic areas are covered in all sessions, practical and/or interactive exercises that either support learning or enhance study skills are used. A variety of seminar, workshop, presentation, and interactive and e-learning activities aim to help students develop their critical and analytical skills.
- Research methods are covered in a module running in semester one, to enable students to prepare for their dissertation in semester two. Topics are covered in a combination of lectures, seminars and practical classes. A major piece of empirical work, requiring working knowledge of this domain, is carried out in semester two.
- Directed reading is an important aspect of T&L in all domains. Every member of staff teaching on the Masters is an established researcher and author in the field of mental health, with a long history of teaching undergraduate and postgraduate students.

Critical thinking is developed and assessed across all modules. Module outcomes have been developed to reflect this.

| Stepping Stones in the Development of Critical Thinking Skills | | |
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| | Level 7 | |
| Knowledge and understanding | <ul style="list-style-type: none"> • Awareness that knowledge base is open to ongoing debate and reformulation • Understands the difference between primary and secondary sources | <ul style="list-style-type: none"> • Recognises the weight of evidence in supporting perspectives • Recognises that perspectives/approaches can differ in the quality of evidence used to support them |
| Conceptualisation | <ul style="list-style-type: none"> • Identifies key concepts • Identifies strengths and weaknesses of above | <ul style="list-style-type: none"> • Recognises competing perspectives |

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| Synthesis | <ul style="list-style-type: none"> Collects information from a variety of sources | <ul style="list-style-type: none"> Synthesises information from a variety of sources | • |
| Evaluation | <ul style="list-style-type: none"> Judges the reliability of data | <ul style="list-style-type: none"> Compare methods and techniques Can select appropriate methods for evaluation | • |

We will encourage the development of communication skills through a variety of small group activities, especially in the modules Experts by Experience and Psychological approaches to counselling and psychotherapy, where clinical skills will be taught developed and assessed using a small group work.

We have placed employability at the heart of the psychology courses. To this end, the teaching and learning strategy will ensure that students are aware of skills development in relation to future employment (e.g. through PDP, professional tutoring, further development of our existing dedicated employability and skills Moodle sites, annual psychology specific careers day, clear signposting of skills development within modules, career and skills development opportunities from the School and central services).

D. Assessment

Assessment is varied. Summative assessments comprise the majority of the assessment load, though there will be provision for a limited amount of summative assessment, in semester one in particular. The majority of assessment will be coursework (with only one exam in semester one) and some presentation work. Coursework activities vary from essays through to applied reports, research reports and clinical skills commentaries and placements logs.

As mentioned, formative assessment using traditional and e-learning tools are built in to a number of modules.

Critical thinking is assessed in all modules, using largely summative assessment, though some formative assessment will occur in semester one, in the research methods module and the clinic and community module.

Communication skills are developed and assessed in three modules (experts by experience, clinic and community and psychological approaches to counselling and psychotherapy).

Assessment of employability skills is a mixture of formative and summative assessment in modules across all levels. Employability skills are also supported and developed via professional tutoring, and as such are formatively assessed outside taught modules.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

The normal entry requirement for standard entry students will be a minimum Upper Second Class degree in Psychology or highly related discipline. Students must have degree level knowledge of research methods for the social sciences and allied health disciplines (such as Nursing or Medicine). IELTS scores of 6.5 or above are minimum requirement non-native English speakers.

All students will be asked to submit a 1000-word commentary on their knowledge and understanding of mental health and distress. They will specifically have asked to discuss what they think the role of people who experience distress might be in the development and implementation of mental health services might be.

- Credit may be given for prior learning via APL, by demonstrating that the specific learning outcomes of a module have been met, and that prior learning is at an appropriate level.

G. Course structure(s)

Course overview

Awards are given in accordance with current London South Bank University Academic Regulations for Taught Programmes. Students are required to do five psychology modules across the programme. These are all compulsory modules.

MSc Mental health and clinical psychology – **Full time**

| | Semester 1 | | Semester 2 | |
|----------------|---|----|---|--------|
| Level 7 | Exploring mental health and distress in the clinic and community (PSY_7_EMC) (compulsory) | 20 | Experts by Experience (PSY_7_EBE) (compulsory) | 20 |
| | Research Methods for Mental Health (PSY_7_RMH) (compulsory) | 20 | Professional Placement in Psychology (PSY_7_PPP) (compulsory) | 20 |
| | Introduction to Clinical Skills (PSY_7_ICS) (compulsory) | 20 | Psychosocial Interventions (PSY_7_PSI) (compulsory) | 20 |
| | | | Dissertation (PSY_7_DSS) (Jul to Sept) (compulsory) | 60 CAT |

MSc Mental health and clinical psychology – **Part time**

| | Semester 1 | | Semester 2 | |
|---------------|---|----|---|----|
| Year 1 | Exploring mental health and distress in the clinic and community (PSY_7_EMG) (compulsory) | 20 | Experts by Experience (PSY_7_EBE) (compulsory) | 20 |
| Year 2 | Research Methods for Mental Health (PSY_7_RMH) (compulsory) | 20 | Psychosocial Interventions (PSY_7_PSI) (compulsory) | 20 |
| | Introduction to Clinical Skills (PSY_7_ICS) (compulsory) | 20 | Professional Placement in Psychology (PSY_7_PPP) (compulsory) | 20 |
| | | | Dissertation (PSY_7_DSS) (compulsory) | 60 |

Placements information

The placement module requires all MSc students to complete at least 36 hours of either a community based placement in a mental health setting or a placement skills class in a university based setting.

H. Course Modules

All modules are core to the MSc Psychology course.

| Module Code | Module Title | Level | Semester | Credit value | Assessment |
|-------------|--|-------|----------|--------------|---|
| PSY_7 EMC | Exploring mental health and distress in the clinic and community | 7 | 1 | 20 | 2500 word essay (100%) |
| PSY_7 RMH | Research methods for mental health | 7 | 1 | 20 | 2 X 1500 research report (2X40%) 1 X research proposal presentation(20%) |
| PSY_7 EBE | Experts by experience | 7 | 2 | 20 | 1 X 4000 word essay (100%) |
| PSY_7 PPP | Professional placement in psychology | 7 | 2 | 20 | 1 X 3500 word reflective log (100%) |
| PSY_7 ICS1 | Introduction to clinical skills | 7 | 1 | 20 | 2 X CW (2 X 50% each) |
| PSY_7 PSI | Psychosocial interventions | 7 | 2 | 20 | 1 X CW (100%) |
| PSY_7 DSS | Dissertation | 7 | 2 | 60 | 100% 10-14, 000 dissertation report |

I. Timetable information

Exact timetables will be communicated to students before each semester starts. The course teaching takes place over one full day per teaching week and placement activities require a further half to one day per week.

J. Costs and financial support

Course related costs

There are no specific additional course-related costs for this course.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

- Appendix A: Curriculum Map
- Appendix B: Personal Development Planning (postgraduate courses)
- Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

| Modules | | | Programme outcomes | | | | | | | | | |
|---------|---|------|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Level | Title | Code | A1 | A2 | A3 | A4 | A5 | A6 | A7 | B1 | C1 | D1 |
| 7 | Exploring mental health in the clinic and community | | T D A | T D A | | | | T D | T D | T D A | D | T |
| 7 | Research methods for mental health | | | | | | T D A | | | T D | | T |
| 7 | Experts by experience | | | | T D A | T D A | | T D A | T | T D A | D A | T |
| 7 | Psychosocial Interventions | | | | T D A | | | | T D A | T D A | T D A | T D A |
| 7 | Introduction to Clinical Skills | | | | | | | | | | | |
| 7 | Dissertation | | A | A | | A | D A | | | D A | | |

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

| Approach to PDP | Level 7 | | |
|--|---|--------------|--|
| 1 Supporting the development and recognition of skills through the professional tutor system. | Addressed -Structured programme of Academic Tutoring sessions across all levels -Specific guidance from Dissertation supervisor | | |
| 2 Supporting the development and recognition of skills in academic modules/units. | Addressed -Skills developed in all modules -Research methods modules and Dissertation module provide a very clear pathway for the development and application of research skills | | |
| 3 Supporting the development and recognition of skills through purpose designed modules/units. | No purpose-designed modules; skills development and recognition of the same is Addressed and Assessed throughout the portfolio | | |
| 4 Supporting the development and recognition of skills through research projects and dissertations work. | Addressed and Assessed Research Methods | Dissertation | |
| 5 Supporting the development and recognition of career management skills. | Addressed/Assessed - Exploring mental health and distress in the clinic and community, Experts by Experience and Introduction to Clinical Skills modules (use of formulation, reflective assignments, clinical skills training, goal setting and skills auditing sessions) | | |
| 6 Supporting the development and recognition of career management skills through work placements or work experience. | Addressed Semester one: Students are encouraged and supported in seeking a relevant work placement from the beginning of the course. Semester two: Students will have the opportunity to be assessed on placement experience in semester 2 via a placement log, signed off and overseen by the placement supervisor. | | |
| 7 Supporting the development of skills by recognising that they can be developed through extra curricula activities. | Addressed -Support and promotion of Psychology Student Union activities -Annual careers event and speakers organised outside of scheduled teaching -Students invited to attend the internal Research Seminar series throughout the year | | |
| 8 Supporting the development of the skills and attitudes as a basis for continuing professional development. | Addressed -Use of visiting lecturers in the Experts by Experience module in particular. Addressed and Assessed (Level 6) -Professional Placement provides an opportunity to evaluate practice in the workplace and demonstrate ability to transfer knowledge | | |

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| | - Development of clinical skills on the psychological approaches to counselling and psychotherapy module |
| 9 Other approaches to personal development planning. | Addressed -Employability and Skills for Psychology Moodle site -Liaison with Employability and Careers Service throughout the year to organise ad hoc events, as appropriate, to support skills development and employability |
| 10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary. | Addressed and Assessed -Professional placement (use of experience log and diary), which will be discussed in the placement module, professional tutoring sessions and assessed in the placement module. Addressed (All levels) -Use of online feedback system enables students to monitor their own academic development. Feedback is reviewed with students through the Professional Tutoring System to help them identify strengths and weaknesses |

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

| | |
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| awarding body | a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees |
| bursary | a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship' |
| collaborative provision | a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former |
| compulsory module | a module that students are required to take |
| contact hours | the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials |
| coursework | student work that contributes towards the final result but is not assessed by written examination |
| current students | students enrolled on a course who have not yet completed their studies or been awarded their qualification |

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| delivery organisation | an organisation that delivers learning opportunities on behalf of a degree-awarding body |
| distance-learning course | a course of study that does not involve face-to-face contact between students and tutors |
| extracurricular | activities undertaken by student's outside their studies |
| feedback (on assessment) | advice to students following their completion of a piece of assessed or examined work |
| formative assessment | a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students |

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| higher education provider | organisations that deliver higher education |
| independent learning | learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision |
| intensity of study | the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study |
| lecture | a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials |
| learning zone | a flexible student space that supports independent and social learning |
| material information | information students need to make an informed decision, such as about what and where to study |
| mode of study | different ways of studying, such as full-time, part-time, e-learning or work-based learning |
| modular course | a course delivered using modules |
| module | a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules |
| national teaching fellowship | a national award for individuals who have made an outstanding impact on student learning and the teaching profession |
| navigability (of websites) | the ease with which users can obtain the information they require from a website |
| optional module | a module or course unit that students choose to take |
| performance (examinations) | a type of examination used in performance-based subjects such as drama and music |
| professional body | an organisation that oversees the activities of a particular profession and represents the interests of its members |
| prospective student | those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider |

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| regulated course | a course that is regulated by a regulatory body |
| regulatory body | an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities |
| scholarship | a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary' |
| semester | either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms) |
| seminar | seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture |
| summative assessment | formal assessment of students' work, contributing to the final result |
| term | any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters) |
| total study time | the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment |
| tutorial | one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project |
| work/study placement | a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course |
| workload | see 'total study time' |
| written examination | a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions |

