

MSc Neuroscience and Psychology of Mental Health (Online)



CURRICULUM



WARWICK
THE UNIVERSITY OF WARWICK

STRUCTURE

Semester 1

PG Certificate in Neuroscience and Psychology of Mental Health

- **Module 1:** Foundations of Mental Health (MS-22948)
- **Module 2:** Mental Health in the Community (MS-22949)
- **Module 3:** Neuroscience and Mental Health (MS-22950)

Semester 2

PG Diploma in Neuroscience and Psychology of Mental Health

- **Module 4:** Mental Health in Children and Adolescents (MS-22951)
- **Module 5:** Neuroscientific and Psychological Perspectives on Addiction and Dependence (MS-22952)
- **Module 6:** Complexities in Mental Health Care (MS-22953)

Semester 3

Master of Science in Neuroscience and Psychology of Mental Health

- **Module 7:** Professional Project in Neuroscience and Psychology of Mental Health (MS-22954)

Entry Criteria:

Applicants must:

- Hold a 2.2 honours degree (or above) from a recognised institution
- Show evidence of proficiency in the English language

MODULE 1

FOUNDATIONS OF MENTAL HEALTH (MS-22948)

Introductory Description

This module covers the historical and theoretical underpinnings of mental health, including the socio-cultural, psychological, and biological factors that affect mental health. Students will explore evidence-based approaches for promoting mental wellbeing, preventing mental illness, and providing effective treatment and care.

Module Aims

To provide a comprehensive understanding of the historical, sociocultural, and biological underpinnings of mental health, and to explore evidence-based approaches to mental health promotion.

Learning Outcomes

1. Analyse and describe the evolution of mental health concepts from a historical perspective and evaluate different theories and models of mental health and illness.
2. Critically evaluate the socio-cultural, psychological, and biological determinants of mental health.
3. Discuss how different disciplines contribute to our understanding of mental health and inform interventions and treatments.
4. Create strategies for promoting good mental health based on evidence-based approaches.
5. Evaluate the impact of stigma and discrimination on mental health and the importance of social inclusion.
6. Analyse and describe mental health policies, services, and legislation in different contexts

Outline Syllabus

1. Historical context, evolution of mental health concepts, and theories and models of mental health and illness.
2. Socio-cultural, psychological, and biological determinants of mental health.
3. Ethical provision of Mental Health care.
4. Evidence-based approaches to promoting good mental health/
5. Stigma, discrimination, and social inclusion.
6. Mental health policy, services, and legislation.

MODULE 1

FOUNDATIONS OF MENTAL HEALTH (MS-22948)

Assessment

Poster Presentation (30% of Module)

Poster presentation on a mental health promotion initiative linked to the student's professional environment. This may include strategies for promoting good mental health, social inclusion, or the availability of new / enhanced services.

Students will be guided to prepare a poster and a recorded presentation of 10 minutes.

Essay – 2,000 words (70% of module)

A 2,000-word report requiring students to critically appraise a provided case study of a mental health programme.

Drawing upon relevant literature, students will analyse the effectiveness, limitations, and socio-cultural implications of the chosen subject. Recommendations for enhancements based on evidence-based practices should be included.

This assessment is designed to meet the learning outcomes related to understanding mental health frameworks, evaluating evidence-based practices, and considering socio-cultural factors in mental health.

MODULE 2

MENTAL HEALTH IN THE COMMUNITY (MS-22949)

Introductory Description

This module will explore evidence-based approaches for promoting mental health and preventing mental illness in the general population. Students will consider the roles and responsibilities of various stakeholders in the community, including mental health professionals, social workers, policymakers, and community leaders.

Module Aims

To provide a comprehensive understanding of high-prevalence, low-burden mental health issues such as anxiety disorders, mood disorders, and stress-related disorders that affect the general population.

Learning Outcomes

1. Explain the relationship between physical health and mental health, and its implications for mental health practitioners.
2. Critically evaluate the prevalence and impact of common mental health conditions within the general population, with a focus on the biopsychosocial factors that contribute to these conditions.
3. Discuss the clinical presentation, origins, and characteristics of common anxiety and mood disorders.
4. Assess the burden of stress, and disorders related to stress, within the general population.
5. Critically evaluate evidence-based interventions for common mental health issues.
6. Assess strategies for the early detection and prevention of common mental health issues within the community.

Outline Syllabus

1. Relationship between physical and mental health.
2. Anxiety disorders in the community.
3. Mood disorders in the community.
4. Stress and stress-related disorders in the community.
5. Evidence-based interventions for common mental health issues.
6. Prevention strategies and early intervention for common mental health issues.

MODULE 2

MENTAL HEALTH IN THE COMMUNITY (MS-22949)

Assessment

Simulation (30% of module)

Students will engage in a virtual simulation to conduct a mental health assessment, including relevant psychosocial factors involved in the case. Based on this evaluation, they will formulate an appropriate diagnosis or optimal care plan for a simulated service user.

Essay 2,000 words (70% of module)

A 2,000-word report on a specified community-based mental health issue.

Students will be given a specific community-based mental health issue and be required to analyse the situation, evaluate the effectiveness of current interventions, and propose improvements or alternative strategies.

MODULE 3

NEUROSCIENCE AND MENTAL HEALTH (MS-22950)

Introductory Description

This module provides students with a comprehensive understanding of the neurobiological basis of mental health and mental illness, enriched by critical psychosocial perspectives. It explores the intersection of neuroscience, psychology, and social factors, investigating how the brain and nervous system function in relation to mental health disorders and overall wellbeing.

Module Aims

To explore the complex neurobiology of mental health and illness, equipping students with a robust scientific foundation to inform diagnostic skills and treatment strategies.

Learning Outcomes

1. Critically analyse basic neuroanatomy and neurophysiology related to mental health.
2. Discuss the neurobiological underpinnings of various mental health disorders.
3. Critically evaluate the role of neurotransmitters in mental health.
4. Discuss the concept of neuroplasticity and assess its implications for mental health.
5. Critically analyse the neurobiology of stress and resilience, incorporating psychosocial factors.
6. Assess the relevance of neuroimaging techniques to mental health

Outline Syllabus

1. Neuroanatomy and neurophysiology related to mental health.
2. Neurobiological underpinnings of mental health disorders.
3. Neuroplasticity and its implications for mental health.
4. The neurobiology of stress and resilience, incorporating psychosocial factors
5. Neurological and psychosocial aspects of trauma.
6. Neuroimaging techniques and their relevance to mental health.

MODULE 3

NEUROSCIENCE AND MENTAL HEALTH (MS-22950)

Assessment

Presentation – 10 minutes (30 % of module)

Presentation on the role of neuroplasticity in mental health recovery and treatment.

Recorded presentation (10 minutes) discussing the role of neuroplasticity in mental health, with a focus on its implications for treatment and recovery.

Students will integrate knowledge from learning outcomes related to mental health disorders and stress and resilience into a coherent narrative as defined by the specific assessment question.

Essay – 2,000 words (70% of module)

A 2,000-word report exploring the role and limitations of neuroimaging, technologies or neurobiology in the diagnosis and treatment of a specific mental health disorder.

The assessment offers students the opportunity to demonstrate the complexities of mental health from a neurobiological perspective.

MODULE 4

MENTAL HEALTH IN CHILDREN AND ADOLESCENTS (MS-22951)

Introductory Description

This module explores the relationship between brain development, mental health, and behaviour in young people. Students will examine current research and evidence-based practices for assessment, diagnosis, and treatment of mental health disorders in children and adolescents and gain an understanding of how biopsychosocial and neurological factors impact mental health in this population.

Module Aims

To understand neurodevelopment and biopsychosocial influences on mental health in young populations, and to refine approaches to assessment, diagnosis, and treatment of mental health disorders in this population.

Learning Outcomes

1. Analyse risk and protective factors in the development of young people, including neurodevelopment, familial and social contexts as they relate to mental health.
2. Critically evaluate strategies for early detection and intervention of mental health and behavioural disorders in young people.
3. Create a comprehensive plan for managing common mental health and behavioural disorders in children or adolescents.
4. Critically appraise the impact of trauma and stress on children and adolescents, examining social determinants of mental health and how stress and trauma influence neurodevelopment.
5. Critically evaluate the role of schools, guardians, and the community in promoting mental health.
6. Create a strategy for addressing ethical considerations in child and adolescent mental health.

Outline Syllabus

1. Risk and Protective factors exploring neurodevelopment, familial and social factors their influences on mental health in children and adolescents.
2. Early detection and intervention of mental health and behavioural disorders in young people.
3. The impact of trauma and stress on children and adolescents
4. Understanding and managing common mental health and behavioural disorders in children and adolescents.
5. The role of schools, guardians, and the community in promoting good mental health.
6. Ethical considerations in child and adolescent mental health.

MODULE 4

MENTAL HEALTH IN CHILDREN AND ADOLESCENTS (MS-22951)

Assessment

Simulated Parental/Guardian Meeting (30% of module)

Students will be given information about a particular child or adolescent mental health issue. They will then prepare and carry out a mock meeting with an actor playing the role of a parent or guardian in which they will explain a clinical diagnosis or outline a care plan (as appropriate). The meeting will be recorded.

Essay – 2,000 words (70% of module)

A 2,000-word report of the evidence underpinning clinical assessment, diagnosis, and treatment of mental health issues in the context of children and adolescents.

MODULE 5

NEUROSCIENTIFIC AND PSYCHOLOGICAL PERSPECTIVES ON ADDICTION AND DEPENDENCE (MS-22952)

Introductory Description

This module examines the environmental and neurobiological mechanisms that underlie addiction and dependency syndrome. Students will explore how addiction and dependency manifest, how they affect the brain, and examine the latest research on genetic and environmental risk factors, as well as innovative treatments and interventions informed by the latest thinking in medicine, social work, psychology, and neuroscience.

Module Aims

To uncover the mechanisms behind addiction and dependency, and to empower students with advanced knowledge to design treatment strategies and support recovery.

Learning Outcomes

1. Critically analyse the neurophysiology and neuropharmacology of addiction and dependency.
2. Critically evaluate genetic and environmental risk factors in addiction and dependency onset.
3. Critically evaluate pharmacological and psychological interventions in addiction and dependency and how cultural and social contexts inform approaches to treatment.
4. Advocate for harm reduction strategies in addiction and dependency management.
5. Create a comprehensive treatment plan for a person with an addiction or someone exhibiting signs of dependency.
6. Create a strategy for supporting recovery in people with mental illness.

Outline Syllabus

1. Environmental and genetic risk factors in addiction and dependency.
2. Understanding the neuroscience of addiction and dependency.
3. Pharmacological and psychological interventions.
4. Harm reduction strategies.
5. The impact of addiction and dependency on families and communities.
6. Recovery models and the neuroscience and psychology of change.

MODULE 5

NEUROSCIENTIFIC AND PSYCHOLOGICAL PERSPECTIVES ON ADDICTION AND DEPENDENCE (MS-22952)

Assessment

Presentation – 10 minutes (30% of module)

Recorded poster presentation (10 minutes) of a community intervention for a prevalent addiction or dependency issue.

(30% of module)

Essay – 2,000 words (70% of module)

A 2,000-word case study analysis on a specified issue involving addiction or dependency.

Students will be asked to identify the addiction or dependency issue, discuss the relevant neurobiological mechanisms, and propose a treatment strategy specific to the case.

MODULE 6

COMPLEXITIES IN MENTAL HEALTH CARE (MS-22953)

Introductory Description

This module provides students with an in-depth understanding of the clinical features, diagnostic criteria, and evidence-based treatments for mental health conditions which require more complex approaches to management including areas such as bipolar disorder, borderline personality disorder, schizophrenia, and management of mental health issues for those with intellectual disability. Students will examine the underlying neurobiology, psychological and social factors contributing to these conditions, as well as explore emerging treatment modalities and personalised interventions.

Module Aims

To equip learners with the ability to critically appraise the clinical features, neurobiology, and evidence-based treatments for complex to manage conditions, and to enhance their ability to provide personalised care and interventions.

Learning Outcomes

1. Analyse the clinical features and diagnostic criteria for mental health conditions which may require complex management.
2. Critically evaluate the neurobiological basis of mental health conditions which may require complex management.
3. Analyse cognitive, behavioural, and interpersonal theories of mental health conditions which may require complex management.
4. Critically evaluate evidence-based treatments for mental health conditions which may require complex management.
5. Create a comprehensive treatment plan for a person with a mental health condition requiring complex management.
6. Create a strategy for psychoeducation and relapse prevention in mental health conditions that are complex to manage.

MODULE 6

COMPLEXITIES IN MENTAL HEALTH CARE (MS-22953)

Teaching Topics

1. Clinical features and diagnostic criteria for complex-to-manage disorders and psychosis.
2. Neurobiological basis of disorders and psychosis requiring complex management.
3. Cognitive, behavioural, and interpersonal theories of complex-to-manage mental health conditions.
4. Evidence-based treatments for mental health conditions requiring complex management.
5. Innovations in personalised interventions.
6. Psychoeducation and relapse prevention.

Assessment

Essay – 2,000 words (50% of module)

Report on a specified mental health condition which may require complex management.

Report – 2,000 words (50% of module)

A 2,000-word personalised treatment plan for a specified mental health condition which may require complex management.

MODULE 7

PROFESSIONAL PROJECT IN NEUROSCIENCE AND PSYCHOLOGY OF MENTAL HEALTH (MS-22954)

Introductory Description

The “Professional Project in Neuroscience and Psychology of Mental Health” is a 60 CATS module that will enable students to identify, understand, appraise, and plan a professional project related to mental health.

The module will build on the students’ learning in the PG Diploma, allowing them to explore different research methods and giving them the opportunity to apply these skills and understanding to develop, design and deliver a research project relevant to mental health.

Module Aims

The aims of this module are:

- To develop students’ intellectual abilities using theoretical perspectives and drawing on current experience and previous experiential learning.
- To develop students’ knowledge and understanding of research methods and principles.
- To develop students’ ability to critically evaluate an area of practice relevant to mental health.
- To develop students’ ability to critically appraise the research literature and synthesise their findings.
- To develop students’ ability to undertake substantial independent study.
- To develop students’ ability to produce and communicate a piece of work informed by the forefront of research and evaluation, and with the potential for publication for a professional audience.

Learning Outcomes

On completion of this module students should be able to:

1. Create a research proposal that addresses a research question or evaluates an area of neuroscience and/or psychology of mental health.
2. Demonstrate self-direction and originality in the critical evaluation and synthesis of research evidence in an area of mental health.
3. Apply the principles and techniques of critical appraisal to evaluate the limitations of research evidence.
4. Demonstrate understanding of ethical values and principles in the context of health services research, including application for ethical approval and the role of ethics committees.

MODULE 7

PROFESSIONAL PROJECT IN NEUROSCIENCE AND PSYCHOLOGY OF MENTAL HEALTH (MS-22954)

5. Produce work commensurate with an advanced level of skill in planning, information gathering and data interpretation for research enquiry.
6. Apply independent analytical and critical thinking skills.
7. Write succinctly in the format of an academic article for an appropriate professional journal and present work visually in the format of an academic poster.
8. Demonstrate the skills to, plan, conduct, and complete a significant piece of academic writing which addresses an area of mental health research.

Outline Syllabus

This module will introduce students to different research methods and then give them the opportunity to apply these skills and understanding to develop, design and deliver a Professional Project relevant to mental health research. The course will cover the skills needed to identify, appraise, and synthesise research evidence and develop an understanding of the implications of research. It will introduce students to different research approaches including systematic reviewing, quantitative, qualitative, and mixed methods research, and will explore the application of various sampling, data collection and data analysis methods.

The module addresses the following areas:

- Literature searching.
- Formulating a research question.
- Study design.
- Writing a Professional Project.
- Presenting a Professional Project.
- Preparing a poster presentation.
- Critical writing.
- Writing for publication.

MODULE 7

PROFESSIONAL PROJECT IN NEUROSCIENCE AND PSYCHOLOGY OF MENTAL HEALTH (MS-22954)

A central element of the module is the Professional Project.

A number of different types of activities will be available to be undertaken as a Professional Project, and students will discuss ideas with their supervisor before deciding the most appropriate approach.

The module will commence with a series of structured small group tutorials which will provide a forum for students to recap key concepts of research design from previous modules (as they relate to the Professional Project) and to have group discussion on their proposed project as they progress towards submission of a Research Proposal for academic and ethical approval.

Assessment

Research Proposal (pass/fail monitoring point):

Students will be required to submit a Research Proposal that describes their planned Project.

The Research Proposal must be submitted within 2 months of the start of the module, and failure to submit a Research Proposal will result in failure of the module.

The Research Proposal should be a maximum of 1,500 words ($\pm 10\%$, excluding references and appendices) and should include the following:

- Background to the Project
- Proposed study approach and methods
- Planning (resources, timescale, dissemination)

The Research Proposal will be assessed by the supervisor and will be graded on a pass/fail basis. Students who fail the Research Proposal will be permitted one resubmission attempt.

Students will be unable to continue the module without their Research Proposal being approved, and (subject to recommendation by the Exam Board) will be considered as having failed the module.

Poster Presentation (10 minutes, 20%)

Students will be required to submit a Poster that reports the findings from their Project. The Poster should be A1 or A0 in size and can be landscape or portrait in orientation.

The Poster will be assessed by two independent markers.

The Poster will be submitted in electronic format (as a PDF file), and then presented live to the two independent markers – who will be able to ask questions and seek clarifications.

The content of the Poster will vary according to the Project, but it should be presented as appropriate to an audience with knowledge of the field of research.

The Poster should provide a visual summary of the project's findings.

MODULE 7

PROFESSIONAL PROJECT IN NEUROSCIENCE AND PSYCHOLOGY OF MENTAL HEALTH (MS-22954)

There is no word limit for the Poster, but a guide of 500 words is recommended to achieve a balance of text and visual impact.

Summative assessment of the Poster will be based on the marking rubric used for other MSc courses in WMS.

Prior to the Poster Presentation, students will deliver a Formative Assessment in the form of an Oral Presentation of their Research Proposal.

The Oral Presentation should last for approximately 10 minutes (usually 8-12 slides) and should include the following:

- Background to the area of research
- Proposed study approach and methods
- Planning (resources, timescale, dissemination) The Oral Presentation is to be submitted electronically.

Students will receive feedback from their peers, their supervisor and one other academic reviewer before submitting their Research Proposal.

Written Report (4,000 words Journal Article, 80%)

Students will be required to submit a Journal Article that reports the findings from their Project. Articles should contain the following sections:

- Title Page
- Abstract (not exceeding 250 words)
- Introduction
- Project Design and Methods
- Results
- Discussion
- Conclusions
- References
- Tables and Figure Legends

Word count = 4,000 words ($\pm 10\%$, excluding title page, acknowledgments, tables, figures, references). The Journal Article should contain no more than 40 references.

The Journal Article should contain no more than a combination of 4 tables and/or figures.

The Journal Article should be anonymised (as far as possible) so that individuals, teams, and organisations are not identifiable.

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The partnership between the University of Warwick and iheed brings together Warwick's academic excellence and iheed's unrivalled expertise in online healthcare education. This synergy creates a transformative learning journey that can take your healthcare leadership career to new heights.

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