

MSc Mental Health: Transcultural Mental Healthcare/Psychological Therapies



Barts and The London
School of Medicine and Dentistry

**Centre for Psychiatry
Wolfson Institute of
Preventive Medicine**

Introduction

The MSc programme in Mental Health includes three modules, each lasting 12 weeks, and each with 12 core teaching and learning days. The choice of modules determines which pathway is followed:

- **Module 1:** Mental Health Assessment
- **Module 2 — either:** Transcultural Mental Healthcare or Psychological Therapies
- **Module 3:** Research Methods

The above are complemented by half day clinical placements for Modules 1 and 2 to develop better practices in real clinical settings. You will prepare a report on these placements as part of the assessment for Modules 1 and 2. There are also Problem Based Learning (PBL) sessions (one a week), and you will need to make time to read two key references each week and provide a précis for the PBL tutorials. You will also need private study time for reading and searching out relevant new material. There is also a research or literature review plan to be prepared for Module 1, and a pilot study in Module 2, followed by a thesis (research or literature review) for Module 3. There are additional research tutorials which are intended to support students submitting research dissertations. Full-time students will complete the three modules over one year, while part-time students take two years.

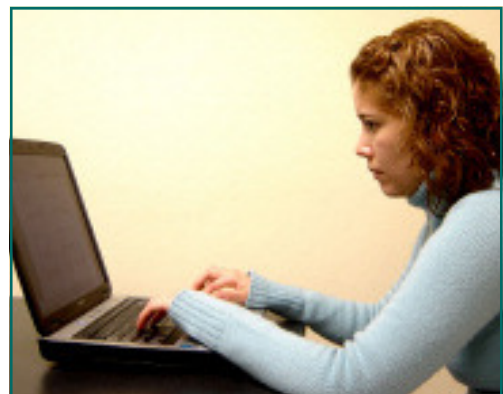


Pathways

There are two alternative pathways for the MSc and Postgraduate Diploma qualifications:

- **Transcultural Mental Healthcare:** this pathway focuses on cultural capability in health and social care, and providing training in health services research. Students will develop a knowledge base derived from anthropological, medical, sociological, epidemiological, pharmacological and cultural understandings of the presentation, expression and management of psychological distress among black and ethnic minorities.
- **Psychological Therapies:** this pathway focuses on cultural capability in psychotherapeutic interventions. Students will be introduced to the major psychological therapies (e.g. cognitive-behavioural, cognitive analytic, psychoanalytic, group and family therapies, etc.), with particular emphasis being placed on how the issues of difference and diversity can impact upon the therapeutic relationship.

The course is multidisciplinary, and we have established ourselves as a leading word centre offering an innovative curriculum.



Courses

The postgraduate programmes leading to MSc and Diploma are available as full-time and part-time courses:

MSc

- Full time: all three modules are completed in one year
- Part time: the first two modules are completed in year one, with the third (research module) being completed in year two. This offers the option of undertaking a more protracted piece of research which requires a longer period of time to complete it.



Diploma

- Full time: both modules are completed in year one
- Part time: one module is completed each year. This pathway, although possible, is inadvisable as it will fragment the period of learning and requires more complex arrangements for students. However, where it is the only way a student can undertake a course, and the student has the aptitude to succeed under these difficult circumstances, this option will be considered.

Weekly Module Content

In Modules 1 and 2 the weekly content consists of:

- One to two hours lectures
- Six hours group work
- One hour tutorial
- Four hours peer presentations
- Four hours placement
- Eight hours self-determined research day
- Sixteen hours private study time/project work

In Module 3 the weekly content consists of:

- Seven weeks of four hour lectures
- One hour a week tutorial
- Remainder of time for dissertation work

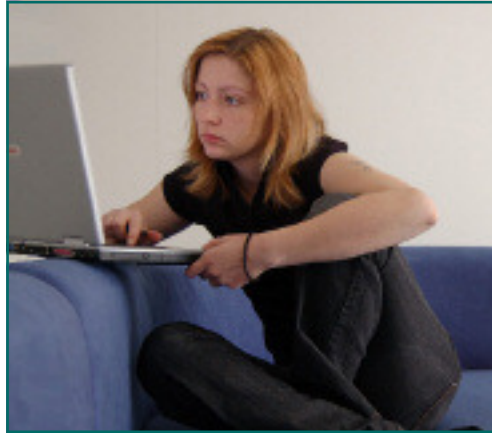


Teaching and Learning Strategies

Teaching encompasses a number of different methods and strategies. E-Learning uses a virtual learning environment called WebCT as a creative means to support and improve students' learning experience. WebCT is user-friendly and provides a flexible learning environment where students can learn in their own time and at their own pace.

Problem-Based Learning (PBL) is another strategy which is used in the early stages of the course, as is group discussion of organizational and individual patient management problems. (Later on a broader range of problems will be incorporated which should generate new areas of learning, with students setting learning objectives that go far beyond the particular taught components.) In addition, you will receive extra research tutorials on a fortnightly basis. Specific problems of research will be set as a research brief for students to address during these sessions. The PBL sessions and research tutorials will address critical appraisal, qualitative and quantitative methods, writing skills, writing a paper, and grant applications. The research tutorials and PBL sessions will be facilitated by Queen Mary staff (and associated tutors in the case of collaborative institutions). Students will also be allocated particular topics/service models for Module 2, which you will research and present to each other to develop your presentation and peer-review skills. This approach will encourage a culture of interdisciplinary and collaborative work.

Finally, each student is required to identify a work setting in which they undertake a placement for reflective practice with a mental health service. You will provide an online written report of your placement work. This will encourage independent learning skills and community liaison skills.



Assessment

The MSc and Postgraduate Diploma programmes use a variety of assessment strategies, including oral and written examinations, a research dissertation, literature reviews and write-ups of changing practice during clinical attachments of the student's choice.



Each student will also be a member of a small tutorial group and the tutor's ongoing assessment of each student's participation, contribution and ability to overcome obstacles during the course of study will contribute to the overall assessment of student performance.

For all modules there will be a written examination (normally 2.5 hours) at the end of each module. For Module 1 and 2 there will also be an oral examination (15 minutes) towards the end of each module.

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Assessment

The marks for each module are allocated as follows:

Module 1

Research Plan	15 per cent
Preparatory placement report (1)	10 per cent
PBL write ups	15 per cent
Written examination	40 per cent
Oral examination	20 per cent

Module 2

PBL write ups	10 per cent
Practice placement report (2)	10 per cent
Pilot study	10 per cent
Student Presentation	10 per cent
Written examination	40 per cent
Oral examination	20 per cent

Module 3

Writing a grant proposal	10 per cent
Written examination	30 per cent
Thesis	60 per cent

Who can apply?

Applicants should have a basic degree in a related subject and/or a professional qualification and have worked in the relevant subject area for at least one year.

We wish to include people from diverse cultural and professional backgrounds and career pathways, especially people working in the independent and voluntary sector. All applicants will be interviewed and will be required to demonstrate an aptitude to meet the demands of the course.

Application forms can be obtained from:

The Graduate School Office,
Tel: +44 (0)20 7882 5377,
Fax: +44 (0)20 7882 5588
email: pgsmd@qmul.ac.uk



www.mentalhealthcaredegrees.com

For further information contact:

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