



Module Specification

Issues of Mental Health

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Part 1: Information

Module title: Issues of Mental Health

Module code: UTTGT8-30-2

Level: Level 5

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes.

Outline syllabus: Participants will explore a range of issues including the following with the focus on a variety of mental health issues:

Dimensions and nature of mental health and illness.

Theories of mental health and characteristics of 'abnormal behaviour' including a historical perspective as well as modern approaches.

A sense of self and the influence of peer to peer pressure in young people with mental health issues (including vulnerability to substance misuse, eating disorders, etc.)

Intellectual development and transition to adulthood in young people with mental health issues.

How different mental health conditions may impact on an individual and how this might affect behaviour, including learning capacity, wellbeing, depression and stress.

The effect of external events such as family trauma and loss on in the context of mental health.

The role of medication (in basic terms) and therapies in mental health and illness and approaches to treatment.

Consequences for an individual in cases where an inappropriate approach is taken to mental health and the issue of stigma.

Evaluation of different teaching approaches so that an eclectic approach can be developed to address individual need.

Mental health in the context of culture, society and the legal framework and the impact of these forces on individuals and groups.

Service provision (local and national) and working with other agencies to support people with a mental health problem including multi-agency approaches.

Analysing aspects of the role of a worker who supports a person with a Mental health condition including issues of vulnerability and risk.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops, lectures from visiting professionals, work based learning, supervised time in studio/workshop.

Independent learning includes hours engaged with essential reading, directed study, case study preparation, assignment preparation and completion etc.

Contact time for modules on the Foundation Degrees reflects the acknowledgement of the work-based learning that is taking place for all students on such programmes. They will be engaged in a minimum of 15 hours per week in a paid or voluntary capacity in an educational context. This commitment is required of all participants. There may also be virtual learning opportunities offered to students which can be calculated as part of the stated contact time. The total of time expected for each 30 credit module is 72 hours. For this module it is calculated as:

72 hours scheduled learning of which 52 hours will represent supervised work related contact.

228 hours research, independent study and preparation for assessment work.

Scheduled learning will typically include lectures, seminars, supervision, external visits and an interactive forum.

All students are expected to attend a series of tutorials.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate an understanding of the nature of mental health and illness, exploring theories of mental health and characteristics of 'abnormal behaviour' including a historical perspective as well as modern approaches

MO2 Comprehend issues surrounding 'a sense of self' and the influences of peer to peer pressure and the importance of external influences such as family and loss in young people with mental health issues

MO3 Be able to show how different mental health conditions may impact on an individual and how this might affect behaviour, learning and social interaction

MO4 Demonstrate a basic and general understanding of the role of medication and therapies in mental health/illness

MO5 Understand and apply concepts of intellectual development and transition to adulthood in young people with mental health issues

MO6 Demonstrate an understanding of potential consequences for an individual in cases where an inappropriate approach is taken to mental health, including issues surrounding vulnerability and risk, and the issue of stigma

MO7 Explore mental health in the context of culture, society and the legal framework and understand the impact of these forces on individuals and groups

MO8 Show an understanding of the different service provision and multi-agency approaches (local and national) for people with a mental health issue

MO9 Discuss aspects of the role of a worker who supports a person with a mental health condition including issues of vulnerability and risk

MO10 Organise and present ideas and information coherently, communicate effectively (including the capacity to communicate the processes and outcomes of their learning) and work effectively in collaboration with others

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative, yet rigorous and are able to fulfil the requirements of the University of West of England and relevant professional bodies.

A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.

The presentation will provide an opportunity to contrast two different mental health conditions explaining nature, causes and potential behaviours together with strategies for positive learning and social outcomes. The written assessment will explore relevant theories, contrasts between historical perspectives and modern approaches with references to professional practice considering how practical approaches and strategies have a basis in theory.

There will be various forms of feedback incorporating formative and summative perspectives on academic and professional development.

Assessment Criteria:

A CONCEPTUAL DOMAIN (Core) The assessment demonstrates that the learner can organise and use coherently, relevant ideas and perspectives to interpret and/or explore issues under study.

B LITERATURE DOMAIN The assignment demonstrates that the student can reference appropriate material and utilise it in the development of analysis and

discussion of ideas.

C CONTEXTUAL DOMAIN The assessment demonstrates that the learner has an awareness of contextual factors (e.g. personal, locational, historical, political, etc.) influencing the area of study.

E ETHICAL DOMAIN The assessment demonstrates that the learner has an awareness of ethical issues arising in or associated with the area of study and can discuss how these relate to practical cases.

G ACTION DOMAIN The assessment demonstrates that the learner has an awareness of the relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice with due regard to issues of equity and social justice.

Assessment components:

Presentation (First Sit)

Description: An eight minute presentation.

Assessment Criteria: A, B, E.

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO10, MO2, MO3, MO4, MO5, MO8, MO9

Written Assignment (First Sit)

Description: Write an essay exploring theories of mental health (3750 words).

Assessment Criteria: A, B, C, G.

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO10, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

Presentation (Resit)

Description: An eight minute presentation.

Assessment Criteria: A, B, E.

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO10, MO2, MO3, MO4, MO5, MO8, MO9

Written Assignment (Resit)

Description: Write an essay exploring theories of mental health (3750 words).

Assessment Criteria: A, B, C, G.

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO10, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Inclusive Practice [UCW] FdA 2022-23