



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Issues of Mental Health				
Module Code	UTTGT8-30-2	Level	2	Version	1
Owning Faculty	ACE	Field	PECES		
Contributes towards	FdA Inclusive Practice				
UWE Credit Rating	30 credits	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	N/A		Co- requisites	N/A	
Excluded Combinations	N/A		Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	30 th May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. 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. (Component B) 2. 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. (Component A & B) 3. Be able to show how different mental health conditions may impact on an individual and how this might affect behaviour, learning and social interaction. (Component A & B) 4. Demonstrate a basic and general understanding of the role of medication and therapies in mental health/illness. (Components A & B) 5. Understand and apply concepts of intellectual development and transition to adulthood in young people with mental health issues. (Component A & B) 6. Demonstrate an understanding of potential consequences for an individual in cases where an inappropriate approach is taken to mental health, including issues

	<p>surrounding vulnerability and risk, and the issue of stigma (Components B)</p> <p>7. Explore mental health in the context of culture, society and the legal framework and understand the impact of these forces on individuals and groups. (Component B)</p> <p>8. Show an understanding of the different service provision and multi-agency approaches (local and national) for people with a mental health issue (Comp A & B)</p> <p>9. Discuss aspects of the role of a worker who supports a person with a mental health condition including issues of vulnerability and risk. (Component A and B)</p> <p>10. 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. (Component A and B)</p>
<p>Syllabus Outline</p>	<p>Participants will explore a range of issues including the following with the focus on a variety of mental health issues:</p> <ul style="list-style-type: none"> • 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
<p>Contact Hours</p>	<p>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</p>

	<p>this module it is calculated as:</p> <ul style="list-style-type: none"> • 72 hours scheduled learning of which 52 hours will represent supervised work related contact. • 228 hours research, independent study and preparation for assessment work. <p>Scheduled learning will typically include lectures, seminars, supervision, external visits and an interactive forum.</p> <p>All students are expected to attend a series of tutorials.</p>																										
<p>Teaching and Learning Methods</p>	<p>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.</p> <p>Independent learning includes hours engaged with essential reading, directed study, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated above.</p> <p>Placement learning: may include a practice placement, other placement, period abroad.</p>																										
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="373 1043 1337 1456"> <thead> <tr> <th colspan="5">KIS - Module data</th> </tr> <tr> <td colspan="4">Number of credits</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled Learning and Teaching hours</th> <th>Independent Study hours</th> <th>Placement study Hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module</p> <p>Coursework: Written assignment or essay, report, presentation, dissertation, portfolio, project</p> <p>Practical exam: Oral assessment and/or presentation, practical skills assessment, practical exam</p> <p>Total assessment of the module:</p> <table border="1" data-bbox="373 1756 1262 1895"> <tr> <td>Coursework assessment percentage</td> <td>75%</td> </tr> <tr> <td>Practical exam</td> <td>25%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	KIS - Module data					Number of credits				30	Hours to be allocated	Scheduled Learning and Teaching hours	Independent Study hours	Placement study Hours	Allocated Hours	300	72	228	0	300	Coursework assessment percentage	75%	Practical exam	25%		100%
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<p>Reading Strategy</p>	<p>Further development of literature searching skills is supported by a Library Plus seminar provided within the first semester and by the tutorial programme. Additional support is available through the Library Plus Services and via Moodle web pages, including</p>																										

	<p>interactive tutorials on finding books and journals, evaluating information and referencing.</p> <p>All students will be encouraged to make use of the print and electronic resources available to them through membership of both the college and the university. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. Weston College Library's web pages provide access to subject relevant resources and to the library catalogue as well as signposting the University Library's web pages. Many resources can be accessed remotely.</p> <p>This guidance will be available in the programme handbook, module handbook and via module information on Blackboard.</p> <p>Essential reading Any essential reading will be indicated clearly, along with the method for accessing it. Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically.</p> <p>Further reading: Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>All further reading resources will be available via both College and University libraries</p>
Indicative Reading List	<p>Corrigan, P. W., Kerr, A., Knudson, L. (2005) <i>The stigma of mental illness: explanatory models and methods for change</i>. Applied and Preventative Psychology.</p> <p>Dogra, N., Parkin, A., Gale, F., Frake, C. (2008) <i>Child and Adolescent Mental Health for Frontline Professionals</i>. London: Jessica Kingsley Publishers.</p> <p>Gale, F. (ed) (2007) <i>Mental Health Interventions and Services for Vulnerable Children and Young People</i>. London: Jessica Kingsley Publishers.</p> <p>Hinshaw, S. (2007) <i>The Mark of Shame: Stigma of Mental Illness and an Agenda for Change</i>. New York: Oxford University Press.</p> <p>James, K. (2006) <i>Supporting Learners with Mental Health Difficulties</i>. Learning and Skills Development Agency.</p> <p>Rose, C. (2006) <i>Do You Have a Disability- Yes or No? Or Is There a Better Way of Asking?</i> Learning and Skills development Agency.</p> <p>Thornicroft, G. (2009) <i>Shunned: Discrimination Against People with Mental Illness</i>. Oxford: Oxford University Press</p>

Part 3: Assessment	
Assessment Strategy	<p>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.</p> <p>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.</p> <p>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.</p>

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

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A: 25	B: 75
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
<p>An eight minute presentation</p> <p>Students will also be required to meet the following criteria:</p> <p>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.</p> <p>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.</p> <p>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.</p>	100%	
Component B Description of each element	Element weighting	
<p>Write an essay exploring theories of mental health (3750 words):</p> <p>Students will also be required to meet the following criteria:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
<p>An eight minute presentation</p> <p>Students will also be required to meet the following criteria:</p> <p>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.</p>	100%

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<p>If a student is permitted an EXCEPTIONAL RETAKE of the module, the assessment will be that indicated by the module description at the time that retake commences</p>	