1. **Title of the module**

SOCI7250 (SO725) Making Sense of Mental Health

1. **Division or partner institution which will be responsible for management of the module**

Division of Law, Society and Social Justice (School of Social Policy, Sociology and Social Research)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring term (term 2)

1. **Prerequisite and co-requisite modules**

None (All Social Work modules are compulsory)

1. **The course(s) of study to which the module contributes**

BA (Hons) Social Work (compulsory module)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Knowledge and critical understanding of how ‘mental health’, ‘mental distress’, and ‘mental illness’ can be defined, drawing on perspectives from sociology, psychology and other disciplines

8.2 Knowledge of medical and social models of mental health/distress, how mental illness/disorder is diagnosed and treated in primary care, mental health and older people’s services, including the major diagnostic categories utilised in psychiatry

8.3 Understanding of the roles of members of the multidisciplinary team in mental health including the social work role and knowledge of models of care including self-directed care and personalised budgets

8.4 Critical understanding of the effects of stigma, injustice, social inequalities and oppressive social relations throughout the life course including: a) their role in contributing to the development of mental health problems and, b) their impact on the lives of people who already have mental health needs and their families.

8.5 Critical understanding of the problematic nature of key concepts such as ‘community’, ‘care’ and ‘risk’ in services for people with mental health needs, including recognising the ethical and professional dilemmas associated with decision-making and ‘risk work’

8.6 Knowledge of the legal framework that shapes statutory service provision and the role of the Approved Mental Health Practitioner in mental health services

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 The development of academic skills through library investigation, class discussion and written assignments

9.2 Capacity to gather and evaluate library and web based resources (e-journals and other on-line resources) appropriate to intermediate level study

9.3 The ability to integrate theoretical perspectives and evidence from a range of appropriate sources in order to construct an organised and coherent argument

1. **A synopsis of the curriculum**

The overall aim of this module is to equip students with the knowledge required for them to respond and intervene appropriately in their work with individuals who are experiencing mental distress and their families. It will enable students to function effectively in contemporary service settings including mental health services.

The module curriculum comprises a introduction to the key definitions, the professional roles and tasks, the medical model of mental health and the broad diagnostic categories in psychiatry, as well as a detailed account of social models of mental distress. The module provides students with a critical introduction to key concepts including stigma and labelling theory, and problematic concepts such as ‘care’ and ‘risk’. Using case study material, the module emphasises the importance of understanding diversity in experiences of mental distress, particularly in terms of the social location of individuals (including ‘race’, social class, gender and age) and the impact of disadvantage and discrimination. The module introduces students to different models of care in mental health services and also provides specialist input on mental health law.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Coppock, V. and Dunn, R. (2010*) Understanding Social Work Practice in Mental Health*, London: Sage

Coppock, V. Hopton, J. (2000) *Critical Perspectives in Mental health*, London: Routledge

Keating, F., D. Robertson, et al. (2002). *Breaking the Circles of Fear: a Review of the Relationship Between Mental Health Services and African and Caribbean Communities*, London: The Sainsbury Centre for Mental Health

Moore, D. and Jones, K. (2012) Social Work and Dementia, Exeter: Learning Matters

Pilgrim, D. (2017), 4th edition, *Key Concepts in Mental Health*, London: Sage

Reynolds, J. Muston, R. Heller, T. Leach, J. McCormick, M. Wallcraft, J. and Walsh, J. (2009) *Mental Health Still Matters*, Basingstoke: Palgrave Macmillan

Rogers, A. and Pilgrim, D. (2014, 5th Edition), *A Sociology of Mental Health & Illness*, Maidenhead: Open University Press

Williamson, T. (2009) (Ed) *Older People’s Mental Health Today: A Handbook*, Brighton: OLM Pavilion

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Coursework – essay (2000 words) - 70%\*

Coursework – written response to a legal problem (1250 words) – 30%\*

\* These components are ‘Pass compulsory’ – students must pass BOTH the individual assessments in order to pass the module overall

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X |
| Lectures | X | X | X | X | X | X |  |  |  |
| Seminars | X | X | X | X | X | X | X |  | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay – 2000 words | X | X | X | X | X |  | X | X | X |
| Legal problem (1250 words) |  | X |  |  |  | X | X | X |  |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students. In the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

This module is largely domestically focused due to the nature of the professionally accredited programme to which it contributes. However, students will develop a range of skills that are transferable to international contexts.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 24/03/17 | Minor | January 2018 | 13 | No |
| 09/2021 EAP | Minor | September 2021 | 13, 14 | No |

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| Updated by SSPSSR into CMA compliant format November 2018 |