

Module specification

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Module code	HLT513
Module title	Mental Health, Law and Social Policy
Level	5
Credit value	20
Faculty	FSLS
Module Leader	Justine Mason
HECoS Code	100485
Cost Code	TBC

Programmes in which module to be offered

LLB (Hons) Law	Core
BSc (Hons) Mental Health and Wellbeing	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	35 hrs
Placement tutor support	0hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	35 hrs
Placement / work based learning	0 hrs
Guided independent study	165 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	May 2021
With effect from date	September 2022
Date and details of revision	
Version number	1

Module aims

This module aims to facilitate a critical appreciation of social policy and mental health law as it applies to practice, enabling appropriate application to mental health arenas taking into account the potential for power imbalances and ethical/ legal dilemmas

Module Learning Outcomes - at the end of this module, students will be able to:

1	Evaluate the implementation of social policy in particular areas of mental health practice, including community and other care settings
2	Analyse the legal and ethical dilemmas which may present for the non-traditional service provider when applying social policies in practice
3	Demonstrate an understanding of the societal and historical contexts in which mental health law and policy is developed
4	Explore the potential for power imbalance in mental health practice and the consequences at an individual and community level

Assessment

Indicative Assessment Tasks:

Students will be required to submit a written analysis of current policy examining the ethical implications of current law and policy directives upon an identified area of mental health practice. The analysis must address the historical and socio-political context of current law and policy.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-4	Essay	100%

Derogations

None

Learning and Teaching Strategies

The learning and teaching strategy is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active, and include synchronous and a-synchronous elements. Face to face classroom teaching will be supplemented by online lectures wherein students will be expected to complete activities such as watching Panopto videos; undertake additional reading; complete quizzes and exercises; and post comment for a-synchronous debate. These activities will be the subject of formative feedback by the module tutor. Added to this, will be access to staff who provide presence, challenge and support for student learning and can relate learning to real world uses.

Indicative Syllabus Outline

Ethical decision making in mental health practice
Power imbalance and coercion
Mental Health Act (1983)
Mental Health Act 2007 amendments, including Community Treatment Orders
Mental Health Measure (2010)
Statutory and non-traditional mental health service provision
Historical mental health law
The social context of mental health policy

Indicative Bibliography

Essential Reading

Barber,P., Brown,R and Martin,D (2019) Mental Health Law in England and Wales (Mental Health in Practice Series)4th Edition. Bristol: Learning Matters

Egihigian, G (ed) (2010) From madness to mental health – psychiatric disorder and its treatment in western civilisation New Jersey: Rutgers University Press

Mental Health Wales <http://www.mentalhealthwales.net/mhw/>

Healthcare Inspectorate of Wales <http://hiw.org.uk/about/whatwedo/mentalhealth/?lang=en>

Employability skills – the Glyndŵr Graduate

Engaged
Creative
Ethical
Commitment
Curiosity
Resilience
Confidence
Adaptability
Digital Fluency
Organisation
Emotional Intelligence
Communication