

## Module specification

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|               |                              |
|---------------|------------------------------|
| Module code   | HLT525                       |
| Module title  | Mental Health Law and Policy |
| Level         | 5                            |
| Credit value  | 20                           |
| Faculty       | SLS                          |
| Module Leader | Justine Mason                |
| HECoS Code    | 100473                       |
| Cost Code     | GAHW                         |

### Programmes in which module to be offered

| Programme title                        | Is the module core or option for this programme |
|--|---|
| BSc (Hons) Mental Health and Wellbeing | Core  |
| LLB (Hons) Law                         | optional  |

### Pre-requisites

None.

### Breakdown of module hours

|  |                |
|--|----------------|
| Learning and teaching hours  | 30 hrs         |
| Placement tutor support  | 0 hrs          |
| Supervised learning e.g., practical classes, workshops               | 0 hrs          |
| Project supervision (level 6 projects and dissertation modules only) | 0 hrs          |
| <b>Total active learning and teaching hours</b>                      | <b>30 hrs</b>  |
| Placement / work-based learning                                      | 0 hrs          |
| Guided independent study   | 170 hrs        |
| <b>Module duration (total hours)</b>                                 | <b>200 hrs</b> |

| <b>For office use only</b>   |                               |
|------------------------------|-------------------------------|
| Initial approval date        | 6 <sup>th</sup> December 2021 |
| With effect from date        | September 2022                |
| Date and details of revision |                               |
| Version number               | 1                             |

## Module aims

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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:

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|   |  |
|---|--|
| 1 | Evaluate the implementation of social policy in different areas of mental health practice, such as 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 | Critically review the societal and historical contexts in which mental health law and policy is developed.                                   |
| 4 | Discuss the potential for power imbalance in mental health practice and the consequences at an individual and community level.               |

## Assessment

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Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Students will be required to undertake a 15-minute simulation. They will choose one of two pre-determined scenarios and will take on the role of an independent mental health/capacity advocate. During the simulation, they should analyse and explain the scenario to the panel, highlighting legal and ethical dilemmas and advocate for an alternative approach, justifying their choices with reference to policy, legislation and, where appropriate, case law.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) |
|-------------------|-----------------------------|--------------------|---------------|
| 1                 | 1, 2, 3, 4                  | Practical          | 100%          |

## Derogations

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None.

## Learning and Teaching Strategies

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The learning and teaching strategy for this module follows WGU's Active Learning Framework. Students are required to attend 'synchronous' workshops that will include the delivery of module content alongside individual and group discussions and tasks. They are also required to complete 'asynchronous' directed study tasks provided on the Virtual Learning Environment (VLE), such as watching recorded lectures, engaging with discussion forums, and undertaking quizzes, individual and group tasks, key readings and reflective activities.

## Indicative Syllabus Outline

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- 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)
- Mental Capacity Act (2005) and the Deprivation of Liberty safeguards
- Statutory and non-traditional mental health service provision
- Historical mental health law
- The social context of mental health policy
- The role of independent advocacy (IMHA/ IMCA)

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

Welsh Government (2016) *Mental Health Act (1983) Code of Practice for Wales review*. Cardiff: Welsh Government available from <https://gov.wales/sites/default/files/publications/2019-03/mental-health-act-1983-code-of-practice-mental-health-act-1983-for-wales-review-revised-2016.pdf>

Welsh Government (2012) *Code of Practice to Parts 2 and 3 of the Mental Health (Wales) Measure 2010* Cardiff: Welsh Government available from [https://senedd.wales/Laid%20Documents/GEN-LD8880%20-%20Code%20of%20Practice%20to%20Parts%202%20and%203%20of%20the%20Mental%20Health%20\(Wales\)%20Measure%202010-23042012-232786/gen-ld8880-e-English.pdf](https://senedd.wales/Laid%20Documents/GEN-LD8880%20-%20Code%20of%20Practice%20to%20Parts%202%20and%203%20of%20the%20Mental%20Health%20(Wales)%20Measure%202010-23042012-232786/gen-ld8880-e-English.pdf)

### Other indicative reading

Augustus, J., Bold, J. and Williams, B. (2019), *An Introduction to Mental Health*. London: Sage.

Barber, P., Brown, R. and Martin, D. (2019), *Mental Health Law in England and Wales: A Guide for Mental Health Professionals*, 4<sup>th</sup> ed. Learning Masters.

## **Employability skills – the Glyndŵr Graduate**

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Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### **Core Attributes**

Engaged  
Enterprising  
Creative  
Ethical

### **Key Attitudes**

Commitment  
Curiosity  
Resilience  
Confidence  
Adaptability

### **Practical Skillsets**

Organisation  
Critical Thinking  
Emotional Intelligence  
Communication