

Module specification

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Module code	HLT622
Module title	Mental Health: Cultural and Societal Perspectives
Level	6
Credit value	20
Faculty	SLS
Module Leader	Nina Patterson
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

Pre-requisites

None.

Breakdown of module hours

Learning and teaching hours	24 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
Total active learning and teaching hours	24 hrs
Placement / work based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	6 th December 2021
With effect from date	September 2022
Date and details of revision	
Version number	1

Module aims

This module aims to equip the learner with a critical appreciation of how mental health, wellbeing and mental ill-health are conceptualised within societal and cultural frameworks, with specific reference to stigma and discrimination.

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

1	Critically discuss the contested nature of mental health and wellbeing as mediated by societal and cultural frameworks.
2	Critically evaluate the role of society and its relevant institutions in respect of the care and treatment of those with a mental illness.
3	Design a campaign which aims to reduce stigmatisation of those experiencing mental ill-health.
4	Critically appraise the importance of cultural competence in health promotion and health education interventions.

Assessment

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 develop and defend a campaign that aims to reduce stigma towards a specific group in society who they identify as being at risk of stigmatisation due to poor mental health. The campaign itself will be demonstrated via a media selected by the student (e.g. poster, film, play, social media) and be equivalent to 1,500-words. Following the demonstration, students will have 15 minutes to explain and defend their campaign to a module tutor.

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

Derogations

None.

Learning and Teaching Strategies

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

- Cultural perspectives of mental health, mental illness and treatment
- Theories of stigma and impact on individuals and communities
- Care and treatment of individuals experiencing mental ill-health from the 19th century to the present
- Differential treatment of specific groups experiencing mental ill-health e.g. women, ethnic minorities, substance users
- The influence of film and fiction, celebrity culture and social media on attitudes, values and beliefs in relation to mental health and mental illness
- Evaluation of global and national campaigns to reduce stigma around mental illness
- Cultural competence in the design and delivery of health education and health promotion materials

Indicative Bibliography:

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

Essential Reads

Pérez, M.A. and Luquis, R.R. (2021), *Cultural Competence in Health Education and Health Promotion*. San Francisco: Jossey Bass.

Walsh, D., and Foster, J. (2021), 'A Call to Action. A Critical Review of Mental Health Related Anti Stigma Campaigns', *Frontiers in Public Health*, 8, p. 1-15.

Other indicative reading

Rogers, A. and Pilgrim, D. (2021), *A Sociology of Mental Health and Illness*, 6th ed. London: Open University Press.

Time To Change Wales: <http://www.timetochangewales.org.uk/en/>

Watters, E. (2011), *Crazy Like Us: The Globalisation of the Western Mind*. London: Robinson.

Employability skills – the Glyndŵr Graduate

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

Digital Fluency
Organisation
Critical Thinking
Emotional Intelligence
Communication