Module specification

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Module code	HLT618
Module title	Approaches and Theories for Contemporary Mental Health Practice
Level	6
Credit value	20
Faculty	SLS
Module Leader	Rachel Byron
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	6th December 2021
With effect from date	September 2022
Date and details of revision	
Version number	1

Module aims

This module will enable students to develop a critical understanding of approaches and theories that underpin contemporary mental health practice. Students will develop knowledge of how these approaches and theories are applied in real world settings to promote positive mental wellbeing.

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

1	Critically discuss key approaches and theories underpinning contemporary mental health practice.
2	Critically analyse the concept of recovery.
3	Evaluate theory-based tools for contemporary mental health practice.

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 complete a series of **either**:

- Recorded reflective vlogs (30 minutes)
  OR
- Written reflective blogs (3000 words)

The vlogs or blogs will critically discuss the concept of recovery and key approaches, and theories and tools for contemporary mental health practice.

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

- Recovery model: definitions, key concepts (co-production, peer support, personhood, agency and control, language), critiques, tools, approaches
- CBT based approaches: self-help materials, IAPT approaches and community-based courses (e.g. Living Life to the Full)
- Mental health promotion and prevention: psychoeducation and behavioural change
- Creative approaches: Flow theory and mindfulness

Indicative Bibliography:

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

Essential Reads

Slade, M., Oades, L. and Jarden, A. (Eds), (2017), *Wellbeing, Recovery and Mental Health*, New York, USA: Cambridge University Press

Other indicative reading

Csikszentmihalyi, M., (1996), *Creativity: flow and the psychology of discovery and invention*, New York, USA: Harper Collins Publishers

Ferrand, P. (2020)*, Low intensity CBT skills and interventions,* London, United Kingdom: Sage

Mason, P. (2019) *Health Behavior Change: A guide for Practitioner,* 3rd Edition, London, United Kingdom: Elsevier Ltd

Pilgrim, D. and McCranie, A. (2013), *Recovery and Mental Health: a Critical Sociological Account*, London, United Kingdom: Red Globe Press

Sagan, O. and Withey, J., (2017), *The recovery letters : addressed to people experiencing depression*, London, United Kingdom: Jessica Kingsley

Stoyanov, D., Fulford, B., Stanghellini, G., Van Staden, W. and Wong M., (2020), *International Perspectives in Values-Based Mental Health Practice*, Cham: Springer International Publishing AG.

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