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Module Code:	HLT709
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Module Title:	Enhancing practice in health, mental health and wellbeing
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Level:	7	Credit Value:	30
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Cost Centre(s):	GAHW	<u>HECoS</u> code:	100653
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Faculty	SLS	Module Leader:	Justine Mason
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Scheduled learning and teaching hours	20 hrs
Placement tutor support	0 hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	20 hrs
Placement / work based learning	40 hrs
Guided independent study	240 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MSc Health, Mental Health and Wellbeing	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None.

Office use only		
Initial approval:	20/05/2020	Version no: 1
With effect from:	28/09/2020	
Date and details of revision:		Version no:

Module Aims

Working in public health, mental health and wellbeing requires an ever broadening range of skills and capabilities, backed up by experience and reflective practice. This module will provide students with knowledge and understanding related to the employment landscape in public health, mental health and wellbeing, as well as the skills and capabilities to work creatively and effectively in different roles. It will also, through means of a work-based learning (WBL), allow students to (or continue to) develop and enhance their experiences of public health, mental health and wellbeing and start to (or continue to) build a network in this area. The module will be flexible and wide-ranging in its aims and scope, in order to appeal to the personal career needs and goals of those new to and already working within public health, mental health and wellbeing, as well as respond to new and emerging skills and capabilities to enhance practice in the sector.

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

1	Demonstrate critical awareness of the current public health, mental health and wellbeing job sector
2	Critically appraise the changing nature of public health, mental health and wellbeing and associated implications for employability in this area
3	Critically appraise personal areas of strength and for development or enhancement and develop effective strategies to address the latter
4	Demonstrate the development and/or enhancement of personal skills, capabilities and experiences through the implementation of effective strategies
5	Successfully complete 40 hours of WBL

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	I
Creative	IA
Enterprising	I
Ethical	I
KEY ATTITUDES	
Commitment	I
Curiosity	I
Resilient	I
Confidence	I
Adaptability	I
PRACTICAL SKILLSETS	

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
Digital fluency	IA
Organisation	IA
Leadership and team working	I
Critical thinking	IA
Emotional intelligence	I
Communication	IA

Derogations
None.

Assessment:			
Indicative Assessment Tasks:			
<p>Students will be required to produce a portfolio of evidence (equivalent to 5,000 words) related to enhancing practice in health, mental health and wellbeing. The portfolio may include their learning contract, needs analyses, personal reflections, extracts from work-based learning journals and examples of work produced.</p>			
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 to 4	Portfolio	100%
2	5	Complete 40 hours of Work Based Learning	Non credit bearing

Learning and Teaching Strategies:
<p>Core aspects of the module will be delivered on a weekly basis in a classroom setting (approx. 20 hours in total), which will be captured via lecture capture software such as Panopto. The software will capture the visual and audio aspects of the sessions and the recordings will be made available on the Virtual Learning Environment (VLE) to all students, alongside directed study. Students will be able to self-select which sessions they will attend face-to-face and which they will access by viewing online. It will be encouraged, but not required, that students attend a minimum of 5 scheduled learning and teaching hours relevant to the module, although they can study entirely online should they choose to.</p> <p>Learning and teaching activities in the classroom and VLE will include lectures, discussions, case studies, simulations, problem-based learning, workbooks, key readings and reflective activities.</p>

Learning and Teaching Strategies:

As part of this module students will be required to undertake 40 hours of WBL. Students will self-select the organisation (or organisations) with which they undertake their WBL hours to enable them to meet their personalised employability needs and goals. Students will receive support from the University and programme team where appropriate to secure their WBL opportunity(ies). In cases where students wish to enhance their practice within their current place of work, they will be permitted to use their employer for their WBL.

Depending upon the nature of the WBL, students may be required to receive DBS clearance undertaken by Wrexham Glyndŵr University or through their chosen WBL provider. Any convictions revealed by a DBS check could mean particular WBL opportunities are closed to students. Where DBS clearance is required, Wrexham Glyndŵr University will organise and finance this.

For any student who experiences mitigating circumstances or unexpectedly no longer has a WBL opportunity available to them, the programme team will negotiate with the student an alternative learning experience, which may include organisational visits, observations, reflective activity, shadowing and the use of simulated learning.

To ensure WBL opportunities afford students a suitable learning experience, students will be required to negotiate a learning contract with their chosen organisation, which must include the identification of a mentor within the organisation and critical review points for the contract. The learning contract will be reviewed by the module leader, who will also ensure the organisation has suitable insurance and health and safety policies in place. The mentor will be asked to provide feedback for the student on the completion of their WBL. The learning contract and mentor feedback will be included in students' assessment portfolio, alongside reflections on key learnings from their WBL.

Syllabus outline:

The content will be updated regularly to reflect the evolving nature of the public health, mental health and wellbeing landscape, however, indicative content is as follows:

- Project management
- Bid writing
- Link and partnership working
- Digital literacy, new software and online platforms
- Leadership
- Mentoring and coaching
- Communicating and listening
- Facilitating groups
- Reflective practice
- Evaluation

Indicative Bibliography:

Essential reading

Indicative Bibliography:

Dickinson, H. (2016), *Evaluating Outcomes in Health and Social Care (Better Partnership Working)*. Bristol: Policy Press.

Egan, G. (2014), *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. Belmont: Brooks/Cole.

Mawson, A. (2008), *The Social Entrepreneur: Making Communities Work*. London: Atlantic Books.

Sim, F. and Wright, J. eds. (2015), *Working in Public Health*. Oxon: Routledge.

Taylor, B. (2010), *Reflective Practice for Healthcare Professionals: A Practical Guide*. Maidenhead: Open University Press.

Other indicative reading

Corey, M. and Corey, G. (2016), *Becoming a Helper*. Andover: Cengage Learning.

Field, R. and Brown, K. (2019), *Effective Leadership, Management and Supervision in Health and Social Care*. 3rd ed. London: SAGE Publications

Moss, B. (2017), *Communication Skills in Health and Social Care*. 4th ed. Los Angeles: SAGE.

Muldoon, O., Kinsella, E. and Fortune, D. (2016), *Better Together: A Joined-Up Approach to Health, Wellbeing and Rehabilitation*. Lausanne: Frontiers Media SA.

Oxberry, D. (2017), *Writing Bids and Tenders: Proving Your Point*. UK: Independently published.

Rogers, J. (2010), *Facilitating Groups*. Maidenhead: Oxford University Press

Thompson, S. and Thompson, N. (2018), *The Critically Reflective Practitioner*. 2nd ed. London: Palgrave.

Wigans, L. and Heathershaw, R. (2013), *Mentorship and Clinical Supervision Skills in Health Care*. 3rd ed. Andover: Cengage Learning.

William, M. and Rollnick, S. (2012), *Motivational Interviewing: Helping People Change*. 3rd Ed. Guilford: Guilford Press

Ziemke, K. and Muhtar, K. (2019), *Read the World: Rethinking Literacy for Empathy and Action in a Digital Age*. Portsmouth: Heinemann Educational Books.

Indicative Bibliography:

Key Journals:

Community Mental Health Journal
Critical Public Health
European Journal of Public Health
Health & Social Care in the Community
Health Education & Behavior
Health Education Journal
Health Promotion International
Health Promotion Practice
International Journal of Public Health
International Journal of Qualitative Studies on Health and Well-being
Journal of Community Health
Journal of Health and Social Behavior
Journal of Public Health
Journal of Public Health Management & Practice
Journal of Public Health Policy
Mental Health & Prevention
The Lancet
The Lancet Child & Adolescent Health
The Lancet Global Health
The Lancet Public Health
Public Mental Health
Society and Mental Health