

Community Mental Health and Well-being

Section A: Headline Information	
Module title	Community Mental Health and Well being
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	
Module Co-ordinator	Stephanie McDermott/Candice Condon
Parent programme(s)	BA (Honours) in Applied Social Studies (Professional Social Care)
Stage of parent programme	Stage 4
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units(FET/HET/ECTS)	ECTS
Module credit number of units	5 ECTS
List the teaching and learning modes	Lectures, tutorials, seminars, debates, role-play, presentations, workshops, web facilitated learning and discussion board
Entry requirements (statement of knowledge, skill and competence)	College Entry Requirements must be satisfied for entry onto Stage 1. For entry onto stages 2-4, successful completion of the preceding stage of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area. Where external bodies have specific requirements in relation to teaching and practice elements of a programme, these must be met.
Maximum number of learners per module	120
Duration of the module	1 semester
Average (over the duration of the module) of the contact hours per week (see * below)	2 hours per week (1 hour lecture and 1 hour tutorial/workshop)
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall. Round Tables. Internet Access. Web Research Facilities. Space for movement.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:40					71: Directed; self-directed study and research	30: Critical evaluation of approaches to community well-being			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The Health Promotion Strategic Framework (HSE, 2012) acknowledges the community as one of the key settings for promoting positive mental health and well-being. Awareness of mental health challenges is increasing in communities across Ireland evidenced by media campaigns and a 'Mental Health Strategy'. It is imperative as learners preparing to work with vulnerable people in various settings, that they have an awareness of the challenges and also be aware of the tools, strategies and supports available to vulnerable communities.
Module Aims and Objectives	<ol style="list-style-type: none"> 1. To increase awareness and understanding of community well-being and mental health. 2. To provide learners with tools and strategies to promote community well-being. 3. To provide learners with information on the supports and resources available to communities and the responses by government to mental health and community well-being.
Minimum Module Learning Outcomes	On completion of this module learners should be in a position to:

	<ol style="list-style-type: none"> 1. Recognise barriers to positive mental health and demonstrate an understanding of the impact of poor mental health on the person and in the community (MIPLO 1, 3). 2. Identify and discuss strategies to maintain positive well-being in the community (MIPLOs 2, 3). 3. Demonstrate an awareness of the ongoing interventions available for people experiencing mental health difficulties (MIPLOs 2). 4. Evaluate positive supports in the community which promote positive mental health and apply best practice in working with individuals with mental health difficulties (MIPLO 3).
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<ul style="list-style-type: none"> • - Concepts of mental health and community wellbeing • - Social determinants of mental health • - Recovery focussed practices, community approaches, models and interventions • - Mental health policy and legislation • - Community based services, initiatives and mental health promotion. • - Community development and community well-being
Module Teaching and Learning Strategy	<p>Small group teaching will be used to encourage learners to fully engage with the material. Best practice approaches to mental health recovery and community well-being will be emphasized throughout the module with active teaching strategies employed. Rights, legal frameworks and social justice will feature strongly in this module.</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<p>The virtual learning environment (Moodle) will be the platform to disseminate module material to the learners.</p>
Specifications for Module Staffing Requirements	<p>Staffing requirements include guest speakers in line with the active teaching approach throughout the module. The Module Co-ordinator will draw up a programme of workshops and learning opportunities at the outset.</p> <p>The staff / learner ratio is typical of the overall programme approach with a maximum of 1:120.</p>

Module Summative and Formative Assessment Strategy	<p>This module will be assessed by one assignment presented in two parts:</p> <ul style="list-style-type: none"> - Written assignment (60%) - Presentation of work (40%)
Sample Assessment Materials	<p>Assignment outline:</p> <p>Section 1 –</p> <ul style="list-style-type: none"> - Introduction - Extent of mental health challenges facing communities <p>Section 2</p> <ul style="list-style-type: none"> - Community-based interventions (evidence based) <p>Section 3</p> <ul style="list-style-type: none"> - Critical evaluation of one community based intervention (cited in Section 2) - Bibliography <p>Section 4</p> <ul style="list-style-type: none"> - Critical and personal reflection of experience of the module.
Reading Lists and Other Information Resources	<p>Essential Reading:</p> <p>Kelly, B. (2017). <i>Mental Health in Ireland</i>. Dublin: Liffey Press.</p> <p>Lee, S.J., Kim, Y., and Phillips, R. (2018). <i>Learning and Community Approaches for promoting well-being</i>. Switzerland: Springer International Publishers.</p> <p>Lee, S.,J., Kim, Y, Phillips, R., (2015). <i>Community Wellbeing and Community Development - Concepts and Applications</i>. Switzerland: Springer International Publishers.</p> <p>Rosenberg SJ., Rosenberg J. (2013). <i>Community Mental Health: Challenges for the 21st Century</i>: USA: Routledge.</p> <p>Ritter L.A., Lampkin S.M. (2012). <i>Community Mental Health</i>. USA: Jones and Bartlett.</p> <p>Thornicroft, G., Szmukler G., Mueser K.T., Drake., R.E (2016). Oxford Textbook of Community Mental Health. Oxford, http://www.mentalhealthireland.ie/ways-to-take-charge/in-the-community/</p> <p>Other Reading:</p> <p>http://www.hse.ie/eng/services/Publications/Mentalhealth/VFCguidance.pdf Advancing Community Mental Health Services In Ireland - National Vision for Change Working Group.</p> <p><i>Journal of Society and Mental Health</i> (Published in association with the American Sociological Association)</p> <p>Lucey J., (2017). <i>The Life Well Lived: Therapeutic Paths to Recovery and Wellbeing</i>. Ireland: Transworld Publishers.</p> <p>www.grow.ie (World Community Mental Health Movement in Ireland)</p> <p>www.bodywhys.ie (Eating Disorders Association of Ireland)</p> <p>www.mentalhealthireland.ie (Voluntary Organisation Helping to Promote Positive Mental Health)</p> <p>www.yourmentalhealth.ie (Promoting awareness of Mental Health Issues in Ireland)</p> <p>www.mind.org.uk (UK Mental Health Information Site)</p>

	<p>www.mhcirl.ie (The Mental Health Commission) www.hse.ie (Health Services Executive, Ireland)</p> <p>Essential Viewing: Documentary from RTE on Schizophrenia and Voices https://www.rte.ie/player/ie/show/schizophrenia-the-voices-in-my-head-30004839/10777926/</p>
Module Physical Resource Requirements	Lecture hall equipped with internet, projector, round tables and speakers.