

## Community Mental Health and Well-being

Section A: Headline Information	
<b>Module title</b>	<b>Advancing Practice: Health Promotion and Community Social Care Work</b>
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	8
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	Stephanie McDermott/Candice Condon
<b>Parent programme(s) the plural arises if there are embedded programmes to be validated.</b>	BA (Honours) in Social, Political and Community Studies
<b>Stage of parent programme</b>	Stage 3/4
<b>Semester (semester1/semester2 if applicable)</b>	Semester 2
<b>Module credit units(FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5 ECTS
<b>List the teaching and learning modes</b>	Lectures, tutorials, seminars, debates, role-play, presentations, workshops, web facilitated learning and discussion board
<b>Entry requirements (statement of knowledge, skill and competence)</b>	For entry onto Stage 4, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
<b>Pre-requisite module titles</b>	N/A
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	No – this is an elective module
<b>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)</b>	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area.
<b>Maximum number of learners per module</b>	25
<b>Duration of the module</b>	1 Semester: 12 weeks

<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>						2 hours per week (1 hour lecture and 1 hour tutorial/workshop)				
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>						Lecture Hall. Round Tables. Internet Access. Web Research Facilities. Space for movement.				
<b>Analysis of required learning effort</b>										
<b>*Effort while in contact with staff</b>										
<b>Classroom and demonstrations</b>		<b>Mentoring and small-group tutoring</b>		<b>Other (specify)</b>		<b>Directed e-learning (hours)</b>	<b>Independent learning (hours)</b>	<b>Other hours (specify)</b>	<b>Work-based learning hours of learning effort</b>	<b>Total effort (hours)</b>
<b>Hours</b>	<b>Minimum ratio teacher/learner</b>	<b>Hours</b>	<b>Minimum ratio teacher/learner</b>	<b>Hours</b>	<b>Minimum ratio teacher/learner</b>					
24	1:5						71: Directed; self-directed study and research	30: Critical evaluation of approaches to community well-being		125 hours
<b>Allocation of marks (within the module)</b>										
				<b>Continuous assessment</b>	<b>Supervised project</b>	<b>Proctored practical examination</b>	<b>Proctored written examination</b>	<b>Total</b>		
<b>Percentage contribution</b>				100%				100%		

**Section B: Module Descriptor**

<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	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 communities they have an awareness of the challenges and also be aware of the tools, strategies and supports available to vulnerable communities.
<b>Module Aims and Objectives</b>	<ol style="list-style-type: none"> <li>1. To increase awareness and understanding of community well-being and mental health.</li> <li>2. To provide learners with tools and strategies to promote community well-being.</li> <li>3. To provide learners with information on the supports and resources available to communities and the responses by government to community mental health and well-being.</li> </ol>
<b>Minimum Module Learning Outcomes</b>	<p>On completion of this module learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify barriers to positive mental health and analyse the impact of poor mental health on the individual and the community. (MIPLO 4)</li> <li>2. Identify and discuss strategies to maintain positive well-being in the community. (MIPLO 4)</li> <li>3. Demonstrate an awareness of the ongoing interventions available for individuals with mental health difficulties and substance misuse and additional issues. (MIPLO 3)</li> <li>4. Engage with health promotion approaches and apply best practice in working with individuals with mental health difficulties/substance misuse and addiction issues (MIPLO 7)</li> </ol>
<b>Information Provided to Learners about the Module</b>	<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>
<b>Module Content, Organisation and Structure</b>	<ul style="list-style-type: none"> <li>- Concepts of community mental health and wellbeing</li> <li>- Social determinants of mental health</li> <li>- Recovery focussed practices, community approaches, models and interventions</li> <li>- Mental health policy and legislation</li> <li>- Community based services, initiatives and mental health promotion.</li> <li>- Application of community development principles to community well-being</li> </ul>
<b>Module Teaching and Learning Strategy</b>	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.

<b>Work-Based Learning and Practice-Placement</b>	N/A
<b>E-Learning</b>	The virtual learning environment (Moodle) will be the platform to disseminate module material to the learners.
<b>Specifications for Module Staffing Requirements</b>	One lecturer. The staff / learner ratio is typical of the overall programme approach with a maximum of 1:25.
<b>Module Summative and Formative Assessment Strategy</b>	This module will be assessed by one assignment presented in two parts: <ul style="list-style-type: none"> <li>- Written assignment (60%)</li> <li>- Presentation of work (40%)</li> </ul>
<b>Sample Assessment Materials</b>	<u>Assignment outline:</u> Section 1 – <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Extent of mental health challenges facing communities</li> </ul> Section 2 <ul style="list-style-type: none"> <li>- Community-based interventions (evidence based)</li> </ul> Section 3 <ul style="list-style-type: none"> <li>- Critical evaluation of one community based intervention (cited in Section 2)</li> <li>- Bibliography</li> </ul> Section 4 <ul style="list-style-type: none"> <li>- Critical and personal reflection of experience of the module.</li> </ul>
<b>Reading Lists and Other Information Resources</b>	<b>Essential Reading:</b> Kelly, B. (2017). <i>Mental Health in Ireland</i> . Dublin: Liffey Press.  <b>Lee, S.J., Kim, Y., and Phillips, R. (2018).</b> <i>Learning and Community Approaches for promoting well-being</i> . Switzerland: Springer International Publishers.  <b>Lee, S., J., Kim, Y, Phillips, R., (2015).</b> <i>Community Wellbeing and Community Development - Concepts and Applications</i> . Switzerland: Springer International Publishers.  Rosenberg SJ, Rosenberg J. (2013). <i>Community Mental Health: Challenges for the 21<sup>st</sup> Century</i> : USA: Routledge.  Ritter L.A., Lampkin S.M. (2012). <i>Community Mental Health</i> . USA: Jones and Bartlett.  <u><a href="http://www.mentalhealthireland.ie/ways-to-take-charge/in-the-community/">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/</a></u>  <b>Other Reading:</b> <u><a href="http://www.hse.ie/eng/services/Publications/Mentalhealth/VFCguidance.pdf">http://www.hse.ie/eng/services/Publications/Mentalhealth/VFCguidance.pdf</a></u> Advancing Community Mental Health Services In Ireland - National Vision for Change Working Group.

	<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><b>Websites:</b></p> <p><a href="http://www.grow.ie">www.grow.ie</a> (World Community Mental Health Movement in Ireland)</p> <p><a href="http://www.bodywhys.ie">www.bodywhys.ie</a> (Eating Disorders Association of Ireland)</p> <p><a href="http://www.mentalhealthireland.ie">www.mentalhealthireland.ie</a> (Voluntary Organisation Helping to Promote Positive Mental Health)</p> <p><a href="http://www.yourmentalhealth.ie">www.yourmentalhealth.ie</a> (Promoting awareness of Mental Health Issues in Ireland)</p> <p><a href="http://www.mind.org.uk">www.mind.org.uk</a> (UK Mental Health Information Site)</p> <p><a href="http://www.mhcirl.ie">www.mhcirl.ie</a> (The Mental Health Commission)</p> <p><a href="http://www.hse.ie">www.hse.ie</a> (Health Services Executive, Ireland)</p> <p><b>Essential Viewing:</b></p> <p>Documentary from RTE on Schizophrenia and Voices</p> <p><a href="https://www.rte.ie/player/ie/show/schizophrenia-the-voices-in-my-head-30004839/10777926/">https://www.rte.ie/player/ie/show/schizophrenia-the-voices-in-my-head-30004839/10777926/</a></p>
<p><b>Module Physical Resource Requirements</b></p>	<p>Lecture hall equipped with internet, projector, round tables and speakers.</p>