

| Module Details | |
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| Module Title | Critical perspectives in mental health |
| Module Code | SOW7018-B |
| Academic Year | 2021/2 |
| Credits | 20 |
| School | School of Social Sciences |
| FHEQ Level | FHEQ Level 7 |

| Contact Hours | |
|----------------|-------|
| Type | Hours |
| Lectures | 30 |
| Directed Study | 170 |

| Availability | |
|--------------|-------------------------------------|
| Occurrence | Location / Period |
| BDA | University of Bradford / Semester 1 |

| Module Aims |
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| The module aims to critically examine a range of perspectives and theories in mental health and distress, including a social perspective, service user and carer perspectives, critical psychiatry with regard to issues of power and empowerment. |

| Outline Syllabus |
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| Medical, social and psychological models of mental health; service user and carer perspectives; critical psychiatry, recovery; health inequalities and the social determinants of health; global mental health; stress-vulnerability model and psychosocial approaches; mental health, culture and religion; power and inequality including the impact of stigma; discrimination and oppression including the impact of gender, 'race' and sexuality. |

| Learning Outcomes | |
|-------------------|---|
| Outcome Number | Description |
| 01 | a) Understand and critically evaluate a range of perspectives on mental health including the contribution of social, physical and development factors and their relevance to practice; b) Appraise issues of power, conflict and competing discourse in relation to mental health; c) Understand the impact of discrimination and inequality in mental health on service users, their children, families and carers; d) Understand the implications of a range of relevant treatments and interventions for service users, children, families and carers. |
| 02 | a) Critically analyse and apply a range of different perspectives in mental health practice; b) Advocate for specific models and interventions, including a social perspective; c) Generate complex assessments and communicate them to a wide range of people; work together with service users and other professionals. |
| 03 | a) Critically analyse relevant approaches and perspectives in practice; b) Apply knowledge and theory to complex practice; c) Reflect on values and ethics in professional practice; d) Work in partnership with service users and other professionals in mental health, health, social care and other agencies to pr |

| Learning, Teaching and Assessment Strategy |
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| <p>Learning and teaching will be based on a range of approaches including lecture input, small group discussion and guest speakers. Resources for study will include audio-visual materials, electronic resources and social media.</p> <p>The learning and teaching strategy will privilege face-face lectures and small group teaching. Where appropriate, the module will respect the delivery preference (online or face-face) of guest speakers and associate lecturers.</p> <p>Assessment will be based on a 4000 word assignment that demonstrates your ability to critically evaluate models and approaches to mental health and their impact on practitioners, service users and their families and carers.</p> <p>Supplementary assessment: If the attendance component is failed then the whole module must be repeated. If only the coursework component has been failed then this can be revised and resubmitted.</p> |

| Mode of Assessment | | | |
|--------------------|------------------------|---|-----------|
| Type | Method | Description | Weighting |
| Summative | Coursework | 4000 word essay | 100% |
| Summative | Attendance requirement | 80% attendance at academic teaching. Pass/Fail only. This component must be passed to pass the module | 0% |

| Reading List |
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| To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html |

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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