



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

LEVEL 6

ACADEMIC DISCIPLINE OF BIRMINGHAM AND LONDON CAMPUS

BSc (HONS) HEALTH AND SOCIAL CARE

INSTITUTE OF INNER CITY LEARNING

2023-2024

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INTRODUCTION

This Module Directory includes all the modules for Level 6 within the Institute of Inner City Learning in the academic year 2023-2024.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

MODULE CODE: BMHP6006
TITLE: Mental Disorders and Psychopathology
DATED: 03/07/2019

LEVEL: 6
CREDITS: 20

JACS CODE: L530

AIM(S)

The aim of this module is to critically examine the historical and current provision and classifications of mental disorders and mental ill-health

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Evaluate the historical and contemporary support and provision for those living with mental ill health or mental disorders
- To critically examine the classification and diagnosis of mental disorders as specified in the ICD (2010) from the World Health Organisation

INDICATIVE CONTENT

- Mental Health Act (2007), Mental Capacity Act (2005) Human Rights Act, Community Care Act,
- Welsh Government Initiatives, Lasting Power of Attorney etc.
- International Classification of Diseases (2010)
- Historical Perspectives, Eugenics movement, Institutions, Psychiatry, Therapeutic approaches, community care etc.
- Deprivation of liberty, restraint, power and coercion
- Equality, Empowerment, exclusion, integration, inclusion
- The legislative framework including community and carer's legislation and impact upon practice, sustainable social services.
- Subjective Wellbeing in Wales
- Together for Mental Health – A Strategy for Mental Health and Wellbeing in Wales
- Mental Health (Wales) Measure 2010 Policy Implementation Guidance on 'Local Primary
- Mental Health Support Services' and 'Secondary Mental Health Services'
- The Care Bill 2014

LEARNING AND TEACHING STRATEGY

Various teaching and learning methods are used, including project work, experiential workshops, seminars, interactive lectures, role play, videos, computer lab work, as well

as tutorial support. An understanding of relevant legislation, theory and research is assessed through coursework, which will include the use of case studies, case reviews, project reports, essays and seminar papers.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

100% coursework

Assessment Component 1 – 50% Debate and Supporting Paper (Practical) (2000 words)

Students will give an overview and evaluation of the historical and contemporary support and provision for those living with mental ill health or mental disorders and discuss the issues in provision, professional support or policy. Include a 2000 word supporting paper.

Assessment Component 1 – 50% Written Assignment (Coursework) (3000 words)

Students will select a specified number of mental or behavioural disorders from chapter five of the ICD (2010) and critically examine the classification, diagnosis, treatment and measurements of rehabilitation. Recommendations for improvement shall be given.

Assessment Summary

Activity type	Percentage
Practical	50%
Coursework	50%
Examination	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of therapeutic responses to sustain the health of individuals, in order for students to develop the skills required for health care practices in their future employment, which will better meet the needs of a range of service users. This will enable students to develop innovative and creative ideas to ensure sustainable person centred care are strategies delivered to enable them to meet the preferred health care choices of service users.	

READING LIST

Module Code	BMHP6006	
Module Title	Mental Disorders and Psychopathology	
Classification	Reading List entry	Electronic*
Essential	Jones, R. (2016) Mental Capacity Act Manual Sweet and Maxwell Phillips, P., Sandford, T. & Johnston, C. (2013) Working in Mental Health: Practice and Policy in a Changing Environment. Oxon: Routledge	☐
Further	Brown, K. (2010) Vulnerable Adults and Community Care (Post-Qualifying Social Work Practice) Exeter: Learning Matters Harper, D. & Thompson, A. R. (2012) Qualitative Research Methods in Mental Health and Psychotherapy: A Guide for Students and Practitioners. Chichester: Wiley Blackman Rogers, A. & Pilgrim, D. (2010) The Sociology of Mental Health and Illness Fourth Edition. Maidenhead: McGraw-Hill	☐
Further	British Journal of Learning Disabilities British Journal of Mental Health Nursing Journal of Learning Disabilities Mental Health Nursing Mental Health Practice Magazine	☒
Further	www.hpa.org.uk Health Protection Agency www.mind.org.uk/ www.nhs.uk Main NHS website www.statistics.gov.uk National Statistics Online www.who.int World Health Organisation	☒

MODULE CODE: BMHP6009
TITLE: Living with Care: The Older Person
DATED: 03/07/2019

LEVEL: 6
CREDITS: 20

JACS CODE: L530

AIM(S)

The aim of this module is to critically evaluate the historical, current and prospective future of health and wellbeing of the older adult.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Critically evaluate and compare local, national and global provision of services for the older person
- Examine the prospective future of the care of the older person in line with current initiatives and policy

INDICATIVE CONTENT

- The older population
- Leisure and pleasure
- Health and wellbeing
- Standards of care, training and education
- Research based practice
- Leadership and change theories
- Organisational/management structure.
- Policies and procedures.
- Communication skills
- Person-centred care
- Health behaviour
- Behaviour that challenges
- Key policy e.g. The Strategy for Older People in Wales, Together for Health
- Financing the ageing population
- Safeguarding, dignity, respect. Compassion
- Context in which care is delivered
- Carer support
- Dementia defined, types, medical model, social model of dementia, dementia care
- Comorbidities
- Quality of life

Progressive illness, palliative and end of life

LEARNING AND TEACHING STRATEGY

The conceptual, theoretical issues considered by this module are suited to delivery by weekly lectures. However, further exploration of the topics addressed by this module will be facilitated through the use of seminar/tutorial sessions. From these sessions students will learn through the use of case studies, group work, discussion and debate and will also be encouraged to consider the topics raised through presentations to their peers. Lectures will enable students to gain knowledge and understanding of appropriate theory, research, legislation and key medical / caring terminology. The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50% Written Assignment (Coursework) (3000 words)

Students will produce a written assignment which critically evaluates current Welsh and UK based policy and provision for care of the older person by comparing services with at least one global example. Recommendations for improvement must be provided.

Assessment Component 1 – 50% Debate and Supporting Paper (Practical) (2000 words)

Students will present and debate the prospective future of the care of the older person in line with current initiatives and policy. ICT and future of healthcare services must be considered before a conclusion and recommendations are given by the debaters.

Assessment Summary

Activity type	Percentage
Written	50%
Coursework	50%
Examination	-
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of the policies and theories which sustain the health and care of individuals, in order for students to develop the skills required for health care practices in their future employment, which will better meet the needs of a range of service users. This will enable students to develop innovative and creative ideas to ensure sustainable person centred care are strategies delivered to enable them to meet the preferred health care choices of service users.	

READING LIST

Module Code	BMHP6009	
Module Title	Living With Care: The Older Person	
Classification	Reading List entry	Electronic*

Essential	Brooker, D. and Lillyman, S. (2013) Nursing & Health Survival Guide: Dementia Care (Nursing and Health Survival Guides) London: Pearson Fredman, G., Anderson, E, and Stott, J, (2010) Being with Older People: A Systemic Approach (Systemic Thinking and Practice) London: Karnac Books	☐
Essential	Van Soest, A. and Zaidi, A. (2010) Ageing, Health and Pensions in Europe: An Economic and Social Policy Perspective. Basingstoke: Palgrave MacMillan: Heathcote, J. (2011) Group and Individual Work with Older People. London: Kingsley	☐
Further	British Journal of Mental Health Nursing British Journal of Social Work Journal of community Nursing Journal of Psychiatric and Mental Health Nursing Journal of Social Work Mental Health Nursing Mental Health Practice Magazine	☐
Further	www.cieh.org.uk Chartered Institute of Public Health www.doh.gov.uk UK Department of Health www.doh.gov.uk/cmo Chief Medical Officer's website www.europa.eu.int European Union website www.fphm.org.uk Faculty of Public Health www.hda-online.org.uk Health Development Agency www.hpa.org.uk Health Protection Agency www.mind.org.uk/ www.nhs.uk Main NHS website www.statistics.gov.uk National Statistics Online www.who.int World Health Organisation	☒

Module Code	BMHP6020
Title	Independent Project
Date	25/06/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	9%
Independent learning	364	91%
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

This will be guided by the student's individual project.

Module Code	BMHP6020	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒

Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. et al. Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

Module Code	BMHP6021
Title	Health, Wellbeing and Sustainable Development
Date	13/07/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

To critically examine theories, policies and developments relating to Health, Wellbeing and Sustainable Development on a local and, national and global level.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically examine the ubiquitous nature of health, wellbeing and sustainable development within present health and care sectors
- Analyse secondary data and provide recommendations for improvement to current Health, Wellbeing and Sustainable Development policies and initiatives on a local, and national level

INDICATIVE CONTENT

- Past and present definitions and concepts of health, wellbeing, and sustainable development within health and social care
- Current policy focus on local level: as relevant e.g. Well Being Future Generations Act
- Impact of relevant initiatives on national and global level: changes to practice, development needs
- Social processes and impacts on concepts of health, wellbeing, and sustainable development
- Attitudes and perceptions of health, wellbeing, and sustainable development within public and media sphere
- Impact of current ideologies upon service users
- Future of health, wellbeing, and sustainable development ideals

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	4000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMHP6021	
Module Title	Health, Wellbeing and Sustainable Development	
Classification	Reading List entry	Electronic*
Essential	Davies, H. (2016). The Well-being of Future Generations (Wales) Act 2015: Duties or aspirations? Environmental Law Review, 41-56.	☐
Essential	Dolan, P., Layard, R., & Metcalfe, R. (2011). Measuring Subjective Wellbeing for Public Policy: Recommendations on Measures. London: Centre for Economic Performance.	☐
Essential	Bergdolt, K. (2008). <u>Wellbeing: A Cultural History of Healthy Living</u> . Cambridge: Polity Press.	☐
Essential	House of Commons. (2012). Measuring well-being and sustainable development: Sustainable Development Indicators. London: The Stationary Office Limited. Welsh Government. (2016). Well-being of Future Generations (Wales) Act 2016: The Essentials. Retrieved from www.gov.wales: http://thewaleswewant.co.uk/sites/default/files/Guide%20to%20the%20WFGAct.pdf	☐
Further	www.gov.uk www.ONS.co.uk www.un.org/en/	☒
Further	Environmental Impact Assessment Review Journal of Wellbeing Environmental Research and Public Health	☒

Module Code	BMHP6022
Title	Community Care and Development
Date	13/07/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

To develop understanding of how communities can be developed in the health, care and children and young people sector now and in the future.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically examine health, education or wellbeing initiatives that have helped to develop a community
- Investigate and critically evaluate innovative digital technologies that could be used to develop communities now and in the future.

INDICATIVE CONTENT

- Within education, resources, health awareness and health promotion
- Communities: different communities e.g. children and young people, women, elderly, people with disabilities, people from ethnic minorities, travellers, prisoners, hospital patients, care residents, unemployed, homeless, rurally isolated, council estate tenants
- Community development: digital projects and initiatives related to community improvement
- Forming and developing current and future communities using software and ICT
- Empowering communities: identification and agreement of community needs; inclusion; participation; partnership working; interaction with individuals, groups and agencies e.g. government, voluntary, charitable, community forums, tenants associations; development of learning opportunities for individuals and groups; conflict resolution; collective action
- Long- and short-term impact: positive impacts e.g. changing attitudes and perceptions, continuing motivation, improved relationships, empowerment, improved facilities and life chances; negative impacts e.g. marginalisation, dependency, imbalance of power relationships, sustainability problems
- Digital communications and its role in community development
- The power of social media and its influence on the perspectives and behaviour of a community
- Potential barriers: lack of funding; apathy; lack of physical resources; breakdown in communication; different priorities; opposing factions; demotivation
- Raising awareness of issues and events within the community linked to local health and social care needs

- Childhood development in context, including education, culture and politics.
- The child and family rights, including the UN Convention on the Rights of the Child (UNCRC) and legal and ethical perspectives.
- Family and statutory service interfaces including child and adolescent mental health issues.
- Discrimination, prejudice and the importance of non-discriminatory practice.
- Factors which impact on child development and the use of advocacy.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Viva Voce	20 minutes	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMHP6022	
Module Title	Community Care and Development	
Classification	Reading List entry	Electronic*
Essential	Alakeson, V. (2014) <u>Delivering Personal Health Budgets; A Guide to Policy and Practice</u>. Bristol: Policy Press Day, J. (2013) <u>Interprofessional Working: An essential Guide for Health and Social care Professionals (Nursing and Healthcare Practice)</u> Andover: Cengage Learning Lloyd M (2010) <u>A Practical guide to care planning in health and social care</u> Maidenhead:McGraw Hill	☐
Essential	Drennan, V. & Goodman, C. (Eds) (2014) <u>Oxford Handbook of Primary care and Community Nursing</u> (2nd Edition) Oxford: University Press Brown. K, (2010) <u>Vulnerable Adults and Community Care: Post-Qualifying Social Work Practice Series</u>. Exeter: Learning Matters	☐
Further	Brotherton. G. & Parker, S. (Eds) (2013) <u>Your Foundation in Health and Social care</u> (2nd Edition) London: Sage Tilmouth, T., Davies-Ward, E. & Williams, B. (2011) <u>Foundation Degree in Health and Social Care</u>. Abingdon: Hodder Education Thomas, J., Pollard, K. C., Sellman, D. & Meirs, M. (2014) <u>Understanding Interprofessional Working in Health and Social Care; Professional Perspectives Theory and Practice</u>. Basingstoke: Palgrave Macmillan	☐
Further	Glasby, J. and Dickinson, H. (2014) <u>Partnership Working in Health and Social Care: What is Integrated Care and how can we deliver it?</u> Bristol: Policy Press	☐
Further	www.scie.org.uk www.ccwales.org.uk www.communitycare.org.uk http://gov.wales www.nhs.uk www.nesta.org.uk	☒