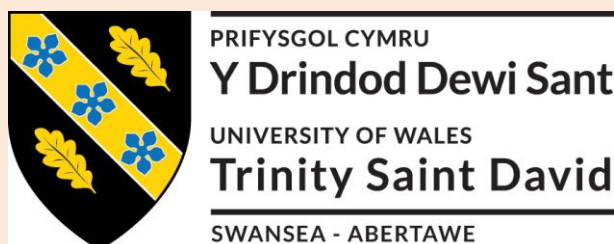


Ysgol Seicoleg a Chynghori
School of Psychology and Counselling



Swansea's Metropolitan University
Prifysgol Metropolitan Abertawe

BA Single Honours Counselling Skill and Interdisciplinary Studies

BC Anrhydedd Sengl Sgiliau Cwnsela ac Astudiaethau Rhyngddisgyblaethol

Applied Mental Health Advocacy Skills
M5X00961

Llawlyfr Modiwl
Module Handbook
2017/2018

Module Team: Ruth Groff

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Please email to book an appointment prior to coming to be assured that I am available.

This handbook has been designed to provide you with the necessary information required for your progression throughout the module. It is very important that you keep this in a safe place as it is your essential guide to module content and the learning outcomes required to complete the module.

Good luck with your studies. If you have any queries regarding this module, please contact the module leader.

MODULE CODE:	M5X00961
TITLE:	Applied Mental Health Advocacy Skills
DATED:	2017
MODULE TUTOR:	Ruth M. Groff
LEVEL:	5
CREDITS:	30
JACS CODE:	B 940

AIMS

- To develop the skills of Mental Health Advocacy and evaluate the wider context of mental health diagnosis
- To understand the legal framework of the Mental Capacity Act 2005 and the Mental Health Act of 2007 and critically explore mental health service provision

LEARNING OUTCOMES

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

1. Determine, adapt and use appropriate methods and skills.
2. Take responsibility for and exercise the necessity to keep information about clients confidential within the limits of the duty of care.
3. Exercise autonomy and judgment in the application of ethical principles, values and moral concepts inherent within mental health.
4. Exercise autonomy judgment in the application of individualised care and treatment within the Mental Health field to combat discrimination and social exclusion.
5. Employ appropriate academic conventions in the production and presentation of work.

INDICATIVE CONTENT

The content of this module will consider the current discourses and disputes associated with the field of mental health, the current legislation, current diagnostic tools and regional and international strategies. This will contextualize the place of mental health advocacy whilst learners develop their skill.

The content of this module could contain the following themes:

- The legal framework and guidance of the Mental Capacity Act of 2005
- The legal from work and understanding of the Mental Health Act 2007
- The Mental Health (Wales) Measure 2010
- Psychopathology and the current diagnostic resources of the DSM 5, ICD 10
- Pharmacology
- Mental health provision and services; local and global i.e. Mind, Mental Health Foundation
- Mental health in relation to 'Race' and Cultural issues
- Mental health and diversity
- Confidentiality and boundaries in a mental health setting
- Understanding POVA (Protection of Vulnerable Adults)
- Developing and understanding Advocacy Skills

- Understanding addiction and co-occurring diagnoses
- Motivational Interviewing Skills (MI)
- Model of Harm Reduction
- Homelessness and areas of social exclusion
- The 'benefits' framework with respect to Mental Health
- Working with emotions
- Reflective practice
- Personal and professional development
- Implications for sustainability

LEARNING AND TEACHING STRATEGY

Practical classes and workshops will form the core learning and teaching strategy of this module, which will enable students to develop the skills acquisition identified in the aims of the module. Practical supervision time will enable students to receive direct and immediate feedback on skills and lecturer demonstration will act as a pedagogic function. A range of teaching and learning strategies, appropriate to the aims and learning outcomes of the module will be used to enable learners to develop the full range of skills and knowledge achieved in this module. Lectures will introduce the learner to the concepts, principles and practices under consideration and seminars will illustrate with examples, which will be used to support the application, discussion, and critical evaluation of the topics. Tutorials will enable students to receive one-to-one support from lecturers and assignment supervision will offer focused support and discussion regarding assignments. In addition learners will work collaboratively in small groups, participate in workshops, role play and experiential and reflective activities. Lecturers will provide pedagogic demonstrations and observation with formative feedback.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	60	20%
Independent learning	240	80%
TOTAL	300	100%

ASSESSMENT

Learning outcome (Learners will)	Assessment Criteria (Learners can)
Determine, adapt and use appropriate methods and skills.	Demonstrate the ability to determine, adapt and use appropriate methods and skills
Take responsibility for and exercise the necessity to keep information about clients confidential within the limits of the duty of care.	Demonstrate responsibility for and exercise the necessity to keep information about clients confidential within the limits of the duty of care
Exercise autonomy and judgment in the application of ethical principles, values and moral concepts inherent	Demonstrate the exercise of autonomy and judgment in the ability to apply the knowledge of ethical principles, values and

within mental health.	moral concepts inherent within mental health advocacy skills
Exercise autonomy judgment in the application of individualised care and treatment within the Mental Health field to combat discrimination and social exclusion.	Demonstrate the exercise of autonomy and judgment in the way in which you have maintained and improved your professional knowledge, skills and practice
Employ appropriate academic conventions in the production and presentation of work	Demonstrate appropriate academic conventions in the production and presentation of work

Assessment Component 1

Oral Seminar Presentation (20%) 20 minutes

Assessment Component 2 Practical skills assessment (40%) 20 Minutes (2 ten minute)

Assessment Component 3

Written Assignment Essay (2,000 - 2,500 words) (40%)

Assessment Summary

	Activity type	Percentage
2	Practical	60%
3	Course work	40%
	TOTAL	100%

Reading List:

Essential Texts

Bateman, N., (2000) *Advocacy Skills for health and Social Care Professionals*. London: Jessica Kingsley Publications. **EBook**

Newbigging, K., et al. (2015) *Independent Health Advocacy: The right to be heard*. London: Jessica Kingsley Publications **EBook**

Recommended

Bowen, P., (2007) *Blackstone's guide to the Mental Health Act 2007*. Oxford: Oxford University Press.

Brown, R., Martin. D. and Barber, P., (2009) *Mental Capacity Act 2005: A guide for practice*. Exeter: Learning Matters.

Fernando, S., (2010) *Mental Health Race and Culture*. Basingstoke: Palgrave Macmillan.

Graham, M. and Cowley, J., (2015) *A Practical Guide to the Mental Capacity Act of 2005*. London: Jessica Kingsley Publication

Bowen, P., (2007). *Blackstone's guide to the Mental Health Act 2007*. Oxford: Oxford University Press.

Brown, R., Martin. D. and Barber, P., (2009). *Mental Capacity Act 2005: A guide for practice*. Exeter: Learning Matters.

Additional Background

Annetts, J., Law, A., McNeish, W. And Mooney, G., 2009. *Understanding social welfare Series: Social Issues, Policy and Practice*). Bristol: Polity Press.

Journals

Aging and Mental Health

American journal of family therapy

Arts in Psychotherapy

Community Mental health Journal

Cultural Diversity and Ethnic Minority Psychology

British Journal of Guidance and Psychotherapy

Counselling and psychotherapy research (BACP)

Evidence based mental health

Ecopsychology

International journal of philosophical practice

Journal of Humanistic Psychology

Journal of mental health counseling

Journal for social action in counseling and psychology

Journal of multicultural counseling and development

Journal of child psychotherapy

Journal of psychotherapy practice and research

Therapy Today (BACP)

Person-centred & Experiential Therapies

Psychology and psychotherapy: theory, research and practice

Websites

Mind

<http://www.mind.org.uk/information-support/guides-to-support-and-services/advocacy/#.Vf0bbCqF9-4>

Mental Health Foundations

<http://www.mentalhealth.org.uk/>

Mental Health Wales

http://www.mentalhealthwales.net/mhw/framework_wales.php

Young Minds

<http://www.youngminds.org.uk/>

Social Care Institute for Excellence – Dignity in mental health care

<http://www.scie.org.uk/publications/guides/guide15/specialistcare/mentalhealth/>

Quality Advocacy.org.uk – Advocacy Charter and Code of Practice

<http://www.qualityadvocacy.org.uk/wp-content/uploads/2014/03/Code-of-Practice.pdf>

Scheme of Work
Applied Mental Health and Advocacy Skills
Scheme of Work
(Subject to change accordingly)

Module Delivery - Short-fat module Timetabled: Wednesday 9-12:30pm	
Session 1: October 4th Introduction: Expectations and structure of the module Overview of the skills of the advocate Group and skills work	
Tuesday, October 10th You are invited to attend the World Mental Health Events at the Swansea Grand Theatre 10-3PM	
Session 2: October 11th Reflection on Global and Local Mental Health THERE WILL BE CLASS ON WEDNESDAY AS WELL AT USUAL TIME Reflection on Global and Local Mental Health Organisations	
Session 3: October 18th Mental Health Provision and Services: Government/National and Local • NHS/NICE/IAPT and Local Services • Independent Mental Health Advocates • Working with vulnerable people	The Skills of the Advocate • <i>Interviewing Skills</i> • <i>Helping Skills - Egan, Core Conditions</i> • <i>Assertiveness</i> • <i>Negotiation</i> • <i>Support/Empowerment</i> <i>Identifying Motivation - MI Skills</i> • <i>Self-management</i>
Session 4: October 25th Skill Building and Oral Presentation Guidance Creating Case Scenarios	
NO CLASS NOVEMBER 1ST - READING WEEK	
Session 5: November 8th Oral Presentation: (ALL POWERPOINT MUST BE SUBMITTED BY 12NOON) Skill Building – Reflective Practice Gold Fish Exercise	
Session 6: November 15th Oral Presentations Skill Building – Reflective Practice Gold Fish Exercise Recording Guidance	
Session 7: November 22nd Skill Building and Reflective Practice Gold Fish Exercise	

Recording Sessions
Session 8 November 29th Legislation and the Advocate Role of the Independent Mental Health Advocate Legislative and Ethical Considerations: Mental Health Act/Mental Capacity Act Recording Sessions
Session 9 December 6th Recording Session Critical Reflection/Commentary Skills Recording Session
Session 10 December 13th Recording Session Critical Reflection/Commentary Skills Recording Session
Assessment Weeks: January 8th. Tuesday, please turn in your video recording. Tuesday, 9th , please submit critical reflection/commentary by 12pm (Turnitin)

