

## HSC102.7 Working with Mental Health

### Name of Unit 1 (Unit Code 1)

Working with Mental Health (HSC102.7)

## SECTION 1 – GENERAL INFORMATION

### Administrative details

Associated higher education awards <i>(for example, Bachelor, Diploma)</i>	Duration <i>(for example, one semester, full year)</i>	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Unit Coordinator
Bachelor of Counselling	One Semester	3 <sup>rd</sup> year Level 7	Dr Tick Zweck of approved Adjunct Lecturer

### Core or elective unit

Indicate if the unit is a

- core unit
- elective unit
- other (please specify below):

### Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
6	144

### Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
3	6	9

\* Total time spent per week at lectures, tutorials, clinical and other placements etc.

\*\* Total time students are expected to spend per week in studying, completing assignments, etc.

\*\*\* That is, \* + \*\* = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: \_n/a\_ hours per week

### Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes     No

**SECTION 2 – ACADEMIC DETAILS****Unit Descriptor**

Provide below a brief unit description, which includes a summary of the key content of the unit.

This unit will introduce students to a range of psychological disorders, assisting them to gain an initial understanding of their aetiology, characteristics and accompanying issues. It is informed by a multidimensional perspective of causality and treatment of mental illness that by default endorses and advances the practice of intentionally seeking the essence of, and needs specific to, each individual. Importantly, this approach will encourage students to explore and challenge their own pre-conceived notions and the role of stigma, and to foster a compassionate and non-judgemental viewpoint. It will equip them to think critically about the nuances of abnormal behaviour in context and to recognise the signs of psychological problems, preparing them to discern how to provide appropriate assistance to facilitate optimal functioning and wellbeing. Students will learn to identify and appreciate the importance of their role, and the role of the family and community, in engaging with and supporting people to flourish.

**Learning Outcomes for the Unit****Learning outcomes for unit:**

1. Differentiate clinically relevant abnormal behaviours from other types of behaviour with consideration of deviances, distress, dysfunction and cultural diversity.
2. Synthesise a model of development of abnormal behaviour that includes all biopsychosocial, spiritual and cultural aspects to inform clinical case formulation.
3. Compare and contrast treatment options that address all aspects of the behaviour, in order to develop strategies for clinical counselling practice, and identify possible referral sources for extra support.
4. Develop strategies to assist and support family members of individuals with mental illness including awareness of support organisations.

**Assessment tasks**

<b>Type *</b> <i>(see examples noted below this table)</i>	<b>Learning Outcome/s assessed</b>	<b>When assessed – year, session and week</b> <i>(for example, year 1, semester 1, week 1)</i>	<b>Weighting</b> <i>(% of total marks for unit)</i>
Eight (8) online forum discussions. Analyse arguments, examine controversy, and apply theory to practical problems.  Equivalent to 1500 words	1, 2 & 3	Weeks 2,4,5,6,8,10,12,13.	40%
Progress Tests. Multiple choice tests involving application of textbook readings to given problems  1500 words equivalent	1,2,3	Weeks 2, 4, 6 -14	30%
Major Report. Write an evidence based essay on one of three questions  Equivalent to 2000 words	2, 3 & 4	Week 12	30%

## 2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Required textbooks

Durand, M.V., & Barlow, D.H. (2017). *Abnormal psychology: an integrative approach* (8<sup>th</sup> ed.). Wadsworth Cengage Learning.

Recommended reference list:

American Psychiatric Association 2013, *DSM-V-TR: Diagnostic & statistical manual of mental disorders* (5<sup>th</sup> ed.). American Psychiatric Association.

Beck, J. (2020). *Cognitive behaviour therapy: basics and beyond* (3rd ed.). Guilford Press.

Bridger, F., & Atkinson, D. (2007). *Counselling in Context: developing a theological framework*. Fuller Theological Seminary.

Brown, T.A., & Barlow, D.H. (2017). *Casebook in abnormal psychology* (5<sup>th</sup> ed.). Cengage Learning.

Cozolino, L. (2002). *The neuroscience of psychotherapy: Building & rebuilding the human brain*. Norton.

Crane, R. (2009). *Mindfulness-based cognitive therapy: distinctive features*. Routledge.

Davison, G.C., & Neale, J.M. (2001). *Abnormal psychology* (8<sup>th</sup> ed.). John Wiley & Sons.

Eells, T. (Ed.). (2010). *Handbook of psychotherapy case formulation* (2nd ed.). Guilford Press.

Ericson, K., & Kress, V.E. (2005). *Beyond the DSM story: Ethical quandaries, challenges & best practices*. Sage Publications.

Freshwater, D. & Robertson, C. (2002). *Emotions & needs*. Open University.

Hammen, C., & Watkins, E. (2007). *Depression* (2<sup>nd</sup> ed.). Psychology Press.

Powell, T. (2009). *Mental Health Handbook: a cognitive behavioural approach*. Speechmark.

Sharf, R. (2012). *Theories of Psychotherapy and counselling: concepts and cases* (5th ed.). Brooks/Cole Cengage Learning.

Sheldon, B. (2011) *Cognitive-behavioural therapy: research and practice in health and social care*. Routledge.

Sternberg, E.M. (2001). *The balance within: the science connecting health & emotions*. WH Freeman.

Walsh, J. (2000). *Clinical case management with person having mental illness*. Brookes/Cole.

Weiten, W. (2015). *Psychology: Themes & variations* (10th ed.). Wadsworth.

Westbrook, D., Kennerley, H., & Kirk, J. (2016). *Introduction to cognitive behaviour therapy : skills and applications* (3rd ed.). SAGE.

Recommended journals:

*Christian Counseling Today*.

*Journal of Psychology and Christianity*

*Journal of Psychology and Theology*

*Psychotherapy in Australia*