

UNIT OUTLINE FOR HSC102.8 WORKING WITH MENTAL HEALTH

Name of Unit 1 (Unit Code 1)
Working with Mental Health (HSC102.8)

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 <i>(incl. academic title)</i>
GradCertCouns, GradDipCouns, MCP	One semester	Introductory	Dr Tick Zweck

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	24 / 48 / 96

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

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: 0 hours per week

Pre-requisites and co-requisites

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

- Yes No

SECTION 2 – ACADEMIC DETAIL

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 the practice of intentionally seeking the needs specific to each individual. Importantly, this approach will both foster the development of a compassionate and non-judgemental viewpoint and challenge students' own pre-conceived notions around the role of stigma. . 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 in light of the distinctions between deviances, distress, and dysfunction
2. Explain the biopsychosocial factors impacting the development, symptoms, and treatment of people with mental illness and their families
3. Evaluate treatment options and the need for referral, bearing in mind the neurological/physiological, psycho-cognitive, social, and cultural aspects of abnormal behaviour
4. Professionally communicate strategies that assist individuals with mental illness and their families to flourish

Assessment tasks			
Type * <i>(see examples noted below this table)</i>	Learning Outcome/s assessed	When assessed – year, session and week <i>(for example, year 1, semester 1, week 1)</i>	Weighting <i>(% of total marks for unit)</i>
Tutorials Participation in tutorials (based around specific research articles and speaking to a range of mental health topics,) including a presentation. (Equivalent to 1500 words)	1, 2, 3, 4, 5	Weeks 2, 4, 5, 6, 8, 10, 12	30%
Self-Reflection Exercise Students will fill out a personal assessment measure (Wellness Assessment Tool), view/listen to lecture on vicarious trauma (VT), and complete a related Wellness Plan and then write a reflective piece. (Equivalent to 500 words)	4	Week 5	15%
Progress Tests Multiple choice tests involving application of textbook readings to given psychological problems. (1500 words equivalent)	1, 2, 3	Weeks 2, 4, 7, 9, 11	20%
Major Paper Write an evidence-based paper that demonstrates technical skill making the link between theory and practice on a major psychiatric disorder. (Equivalent to 2000 words)	1, 2, 3, 4, 5	Week 13	35%

* Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.

2.1 Prescribed and recommended readings

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

Required Textbook

Durand, V. M., Barlow, D. H., & Hofmann, S. G. (2018). *Essentials of abnormal psychology* (8th ed.). Cengage Learning.

Recommended Reference List

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Author.

Vaillant, G. E. (2015). *Triumphs of experience: The men of the Harvard Grant Study*. Belknap/Harvard University Press.

Barlow, D. H., & Durand, V. M. (2015). *Abnormal psychology: An integrative approach* (7th ed.). Cengage Learning.

Beck, J. (2011). *Cognitive behaviour therapy: Basics and beyond* (2nd ed.). Guilford Press.

Hari, J. (2018). *Lost connections: Uncovering the real causes of depression – and the unexpected solutions*. Bloomsbury Circus.

Johnstone, L. & Boyle, M. with Cromby, J., Dillon, J., Harper, D., Kinderman, P., ... Read, J. (2018). *The Power Threat Meaning Framework: Towards the identification of patterns in emotional distress, unusual experiences and troubled or troubling behaviour, as an alternative to functional psychiatric diagnosis*. British Psychological Society. <https://www.bps.org.uk/sites/bps.org.uk/files/Policy%20-%20Files/PTM%20Main.pdf>

Richards, K. (2014). *Madness: A memoir*. Penguin Group.

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.

Westbrook, D., Kennerley, H., & Kirk, J. (2017). *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