HSS108.5 Introduction to Mental Health and Wellbeing

Name of Unit 1 (Unit Code 1)
Introduction to Mental Health and Wellbeing (HSS108.5)

SECTION 1 – GENERAL INFORMATION

1.1   Administrative details

Associated higher education awards (list all awards)	Duration	Level (for example, introductory, intermediate, advanced level)	Unit Coordinator (incl. academic title)
Bachelor and Diploma	One semester	Introductory	Mr. Richard Schirmer

1.2   Core or elective unit

Indicate if the unit is a

☒ core unit

☐ elective unit

☐ other (please specify below):

1.3   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	Total course credit points
6 credit points	48/144

1.4   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	7	10

1.5   Delivery mode

Tick all applicable delivery modes for the unit:

☒ Face to face on site

☒ e-learning (online)

☒ Intensive (provide details)

See "Delivery Modes Policy"

☐ Block release (provide details)

☒ Work-integrated learning activity

☒ Mixed/blended

☐ Distance/independent learning (untimetabled)

☒ Full-time

☒ Part-time

☒ External

☐ Fast track (provide details)

☐ Other (please specify)

1.6 Pre-requisites and co-requisites

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

☐ Yes   ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.

Pre-requisite:

Co-requisite:

1.7 Other resource requirements

Do students require access to specialist facilities and/or equipment for this unit (for example, special computer access, physical education equipment)?

☐ Yes   ☒ No

If YES, provide details of specialist facilities and/or equipment below.

SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit

This unit examines factors contributing to positive mental health and wellbeing. This knowledge will equip students to interact therapeutically with people experiencing mental health challenges and develop strategies for their treatment, their recovery and promotion of their ongoing wellbeing. Students will study the symptoms and causes of common mental health issues, evidence-based treatment and recovery approaches and evidence-based approaches to promoting and maintaining positive mental health and wellbeing.

Learning outcomes for the unit

1) Describe attributes of positive mental health and wellbeing.

2) Describe common presentations of mental health issues

3) Provide holistic, evidence-based responses to mental health issues experienced by individuals

4) Formulate strategies for mental health promotion for diverse population groups (for example, elderly, family violence, indigenous peoples)

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Weekly video-podcast response Students will respond to a weekly prompt question given by the lecturer that explores the presentation, treatment, and recovery options for particular mental health problems as well as key attributes of positive mental health and strategies for promoting and maintaining wellbeing The response will take the form of 1–3-minute recorded videos. Students will be assigned to groups of 2-3, with the added task of watching each other's weekly recordings and adding comment. Equivalent to 1000 words	1 & 2	Weekly	15%
Case Study Students will integrate best practice principles to develop a holistic response to a complex case study. Student responses should demonstrate the application of systems and approaches explored in this subject to this point, to support people with mental health issues, recognising the diversity of those people's contexts and needs as well as the diversity of roles within the mental health system. 1,500 words	2 & 3	Week 5	35%

Assessment tasks			
Type	**Learning Outcome/s assessed**	**When assessed – year, session and week**	**Weighting**
Reflective Practice Collaboration Students undertake a reflective practice investigation with a peer/s to develop strategies for mental health promotion for a specific diverse group in the population. Students will write an individual report in response to the group investigation that includes a critical reflection on their personal formation. 2000 words	3	Week 14	50%

2.1 Prescribed and recommended readings

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

Prescribed reading:

Procter, N., Wilson, R., Hamer, H., McGarry, D., & Loughhead, M. (Eds.). (2022). *Mental health: A Person-centred approach* (3rd ed.).Cambridge University Press. doi:10.1017/9781108980883

Recommended reading:

Bradshaw, T., & Mairs, H. (2017*). Health promotion and wellbeing in people with mental health problems* (1st ed.). SAGE.

Brown, J., Learmonth, A. M., & Mackereth, C. J. (2015). *Promoting public mental health and wellbeing*. Jessica Kingsley Publishers.

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

Hungerford C., Hodgson D., Clancy R., Murphy G., & Doyle K., (2018). *Mental health care: An introduction for health professionals* (4th Ed.). Wiley.

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.researchgate.net/profile/Lucy-Johnstone-3/publication/326864047_The_Power_Threat_Meaning_Framework_An_Alternative_Nondiagnostic_Conceptual_System/links/5ca4770e458515f785203739/The-Power-Threat-Meaning-Framework-An-Alternative-Nondiagnostic-Conceptual-System.pdf

Meadows, G., Farhall, J., Fossey, E., Happell, B., McDermott, F. & Rosenberg, S. (2020). Mental health and collaborative community practice: An Australian perspective (4th Ed.). Oxford University Press.

Shatkin, J. P. (2023). Child & adolescent mental health: A practical, all-in-one guide (3rd Ed.). W. W. Norton.

Thomas, R. K. (2021). How to promote wellbeing: Practical steps for healthcare practitioners' mental health. Wiley.

Trenoweth, S. (2016). Promoting recovery in mental health nursing (1st Ed.). SAGE

Journals:

Behavioral and Brain Sciences: An International Journal of Current Research and Theory with Open Peer Commentary. Cambridge University Press

Global mental health. Cambridge University Press.

Psychosis: Psychological, Social and Integrative Approaches. Routledge.

Websites:
Beyond Blue
https://www.beyondblue.org.au/

Headspace
https://headspace.org.au/

Mental Health Australia
https://mhaustralia.org

Vic Health
https://www.vichealth.vic.gov.au/our-health/improving-mental-wellbeing

Blue Knot Foundation
https://blueknot.org.au