

Module Details	
Module Title	Mental distress, recovery, resilience and wellbeing
Module Code	SOW6011-B
Academic Year	2020/1
Credits	20
School	School of Social Sciences
Subject Area	Social Work
FHEQ Level	FHEQ Level 6
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Online Lecture (Synchronous)	11
Lectures	11
Online Tutorials (Synchronous)	6
Tutorials	5
Directed Study	167

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
To enable an understanding of a range of issues that affect people across the life-course, including children and young people, people of working age and older people. In addition to more traditional accounts of mental health, the module aims to introduce contemporary concepts of personal recovery, resilience and wellbeing, and how these may be experienced in context of culture, ethnicity, gender, sexuality and social class. To enable an understanding of different models and perspectives that seek to explain mental distress, and the range of professionals and services that may be involved in offering support; to be aware of relevant policy & legislative frameworks; to contribute to assessment, planning and interventions (including situations involving risk); to work to promote recovery, wellbeing and resilience; to be able to promote the rights of service users and carers, and to challenge oppression and discrimination.

Outline Syllabus

Mental distress across the life-course; policy and legislation, rights and risk; models and perspectives of distress; personal recovery, resilience and wellbeing; service user and carer perspectives; collaborative working; social inclusion and stigma; assessments and care planning; Impact of culture, ethnicity, gender, sexuality and social class; mental distress, substance / alcohol use; suicide; mental distress, children and young people; mental distress and families; mental distress and older people

Learning Outcomes

Outcome Number	Description
01	a) Demonstrate a critical understanding of key theoretical approaches, relevant legislation and policy that underpin effective work with those experiencing distress and their supporters; b) understand the contribution of personal recovery, resilience and wellbeing to mental distress; c) analyse the contribution of economic, political, cultural and issues to mental distress and the impact of stigma and discrimination.
02	Assess social situations, taking into account a variety of factors (including the views of users, theoretical concepts, research evidence, legislation and organisational policies and procedures)
03	Demonstrate an appreciation of the application of theory/research to practice in context of mental distress and the provision of services involving children, young people and families.

Learning, Teaching and Assessment Strategy

Teaching and learning methods will involve a combination of: lectures, seminars, group work, case discussions, audio-visual materials and guest speakers. A blended approach will form the basis of the teaching and learning strategy for this module, with face-face teaching/exercises in the classroom alternating with synchronous online lectures/exercises across the 11 weeks of delivery. Where appropriate, the module will respect the delivery preference (online or face-face) of guest speakers.

Assessment for this module is made up of a short formative assessment (Assignment 0) and a single summative assignment (using the University e-portfolio system, PebblePad, Assignment 1)

Assignment 0 (formative) will be a written statement (300 words), that shows how, and in what ways, you are planning to structure and give content to your e-portfolio (Assignment 1). This assignment will be peer reviewed. Assignment 1 (summative) will involve the composition of an e-portfolio (3000 words or equivalent in alternative media). This assignment will provide opportunity for you to show how you have achieved the learning outcomes for this module.

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Coursework	Composition of an e-portfolio in PebblePad (3000 words or equivalent)	N/A	100%
Formative	Coursework	A written statement that shows how, and in what ways, you are intending to structure and give content to your e-portfolio.	-300 words	N/A

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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