

## UNIT INFORMATION

<b>UNIT CODE</b>	CO513														
<b>UNIT NAME</b>	Towards an Understanding of Mental Health														
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Master of Counselling														
<b>DURATION</b>	One semester														
<b>LEVEL</b>	Postgraduate														
<b>UNIT COORDINATOR</b>	Toni Neil														
<b>TEACHING STAFF</b>	Neil Roberts														
<b>CORE / ELECTIVE</b>	Core														
<b>WEIGHTING</b>	Unit credit points 10 (0.125 EFTSL) Course credit points 160 (2.0 EFTSL)														
<b>DELIVERY MODE</b>	Face to face on site External														
<b>STUDENT WORKLOAD</b>	<p><i>Face to face</i></p> <table> <tr> <td>Contact hours</td> <td>35 hours</td> </tr> <tr> <td>Reading, study and preparation</td> <td>55 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p><i>External</i></p> <table> <tr> <td>Engagement with study materials</td> <td>90 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p>Student requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	35 hours	Reading, study and preparation	55 hours	Assignment preparation	60 hours	<b>TOTAL</b>	<b>150 hours</b>	Engagement with study materials	90 hours	Assignment preparation	60 hours	<b>TOTAL</b>	<b>150 hours</b>
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<b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b>	Nil														

## RATIONALE

Mental health in Australia is rapidly becoming one of the major social issues of our time. With research showing that one in five people will experience some kind of mental health issue every year (SANE, 2014), the reality is that many people are finding that their mental health challenges create on-going difficulties for themselves and their families in their day-to-day living. In order to effectively respond to these challenges, governments and industry groups are recognising the importance of funding mental health support service to both address these challenges and to educate the community in an attempt to reduce the stigma traditionally associated with mental health.

Considering this unprecedented increase in the numbers of adults, adolescents and children experiencing mental health issues, it is foreseeable that many of the client's counsellors see may have a mental health issue/s, even if it is not the presenting issue. Therefore, in this unit, the student will have the opportunity to examine traditional and contemporary theories related to addressing mental health challenges. They will also be equipped with the skills to

recognise mental health issues and know how to respond appropriately to those issues within the limits of counsellor training and when referral to another mental health professional is warranted.

Further to this, the student will have the opportunity to evaluate the strength-based philosophies being utilised by those in the mental health sectors as well as examining factors that threaten mental health from a variety of different perspectives, including neurobiology, psychology, traditional medical models and evidence-based practices, multicultural understandings, postmodernism, and a Christian worldview perspective. Other important factors, including the Australian mental health care system will also be examined. The goal of this master's level unit is to enable students to establish a framework for working with clients facing mental health challenges.

## LEARNING DELIVERY PROCESS

Learning outcomes will be addressed through lectures, tutorials and through assessments.

***This unit is offered as an internal class and in external mode. Students select which mode they wish to enrol in.***

### INTERNAL

In an internal class, there will be 1 lecture (2 hours) and tutorial (1 hour) per week. Please check the CHC timetable available on the CHC website for class times.

Students are expected to attend **at least 80% of class time** for units that are offered as weekly classes unless a legitimate reason for absence (such as traffic hold-ups, mechanical breakdown, illness, serious personal difficulties, major accident or other extenuating circumstances) has been approved by the course coordinator. Students who are unable to attend classes on a given day should phone the CHC Reception by 9.00am so that lecturers can be notified.

Students may place their results for the semester in jeopardy and may even fail a unit because of their inability to satisfy course attendance requirements.

#### Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

Internal classes are supported by resources on **CHC's learning portal**:

1. Power points of lectures.
2. Essential readings and other useful resources.
3. Learning guides.
4. Assessment guides.
5. Discussion forums.
6. News forum.
7. Turnitin assessment and feedback tool.

### EXTERNAL

If the unit is taken in an external mode, students will be required to engage with the material provided on CHC's LMS - Moodle. Materials will include PowerPoints, study guides, notes, readings and activities. Studying externally is popular because:

- It's flexible.
- You can study from home and work around your other commitments.

- You can choose your preferred hours and study when it suits you.
- You can access all of your course and study information in one place.
- The online system is user friendly.
- You can get the support you need to assist you with any advice, difficulties or enquiries you may have during your studies.
- Connect with online users in a friendly, open, safe online space.
- You are treated like an internal student and can still come on to campus for support, events, lectures, and activities whenever it suits.

### Some guidelines for external study:

- Aim to spend approximately 10 hours per week on study for each unit you are enrolled in.
- The 10 hours per unit may include: Reading the lecture slides before watching or listening to the lectures online (if available).
- Get familiar with unit content by completing required readings.
- Listen to lectures online and take notes.
- Revise and rewrite notes.
- Participate in online discussions.
- Complete tasks on the LMS (Moodle).
- Research and write assessments.
- Get familiar with the library and what is available online as well as the journal database.
- Schedule assessment dates on a calendar/wall planner and put it somewhere visible in your study space.
- Plan regular (weekly) access to Moodle and email to keep in touch with the lecturer and other students.

You should treat the Moodle as if it were your classroom - except it's online! Maximising your engagement with the Moodle is the real difference between internal and external studies. Many lecturers will assess your engagement in online discussions, so it is important you are contributing regularly and know how to use Moodle.

## IMPORTANT STUDENT INFORMATION

Whilst studying counselling, students are often required to record demonstrations of their counselling skills and practice. When submitting written transcripts, reports, reflections or other work, you must ensure that the "client" (this may be a fellow student or another person) has been de-identified. Initials or pseudonyms may be used instead.

Your "client" should be made aware when consenting to the recording of sessions, that the recording and/or transcripts *may be* viewed by academic staff and study support staff.

**Students are required to only use initials of clients / peers / family / friends when they write their reflective papers / transcripts, etc.**

## STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

## CONTENT

1. Different understandings of mental health and mental health challenges-
  - a. Spiritual perspectives
  - b. Cultural understandings
  - c. Neurobiological perspectives
  - d. Psychological perspectives

2. DSM-V classifications of mental disorders
3. Deconstructing mental illness -
  - a. A post-structuralist critique of the medical model
  - b. The significance of trauma
  - c. The pros and cons of labels
  - d. The flawed science of the medical model
4. Mental health and wellbeing
  - a. Meaning and mental health
  - b. The biopsychosocial model
  - c. Promoting mental health and wellbeing
5. Australia's mental health care system -
  - a. Australia's mental health care policy
  - b. The recovery model
  - c. Navigating the system
  - d. Challenges in the system
  - e. Ethical and legal issues
6. Assessment skills and decision-making processes-
  - a. Recognising that someone is unwell
  - b. Formal assessments (e.g. MSE)
  - c. Next steps
7. Crisis interventions for-
  - a. Suicide risk
  - b. Psychosis
  - c. Panic attacks
8. Evidence-based counselling approaches
  - a. CBT
  - b. ACT
9. Working with mental health clients as a counsellor
  - a. Counselling strategies
  - b. Knowing the limits of our training
  - c. Knowing when to refer
10. Accessing resources and referral pathways-
  - a. Support services
  - b. NDIS
  - c. Referral networks

## LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Analysed mental health and mental distress from various perspectives including traditional models, cultural understandings, postmodern theories, and a Christian worldview.
2. Exhibited an advanced understanding of the signs and symptoms of major mental health challenges commonly faced by counsellors in their work.
3. Critically evaluated Australia's mental health care system, considering ethical, legal and policy issues.
4. Developed specific strategies for assessing and working with mental health issues, referral processes and pathways.
5. Critically reflected upon their own attitudes to and engagement with mental health.
6. Communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

## ASSESSMENT TASKS

**ALL ASSESSMENT TASKS MUST BE PASSED IN ORDER TO PASS THE UNIT.**

### TASK 1: FILM ANALYSIS

You will be given a film or TV program to analyse regarding how the show presents mental health issues. You will be expected to demonstrate your understanding of different perspectives on mental health challenges and the impact of these different perspectives on clients, carers, and practitioners. You are also expected to include a brief personal reflection on the attitudes and treatment choices presented in the program.

Word Length/Duration: 2,000 words  
 Weighting: 30%  
 Learning Outcomes: 1-2, 5, 6  
 Assessed: Week 7  
 Method of Submission: Turnitin

### TASK 2: FACT SHEET

Develop a fact sheet on one mental health issue commonly encountered in counselling from the list supplied on Moodle™ suitable for giving to clients.

Word Length/Duration: 2,000 – 2,500 words  
 Weighting: 35%  
 Learning Outcomes: 1-4, 6  
 Assessed: Week 11  
 Method of Submission: Turnitin

### TASK 3: CASE STUDY

Conceptualise the mental health challenges being faced by the client in the case study, justifying your hypothesis with reference to appropriate literature. Formulate a plan for proceeding with this client that includes relevant ethical, legal and Christian worldview considerations.

Word Length/Duration: 2,500 words  
 Weighting: 35%  
 Learning Outcomes: 1-6  
 Assessed: Week 16  
 Method of Submission: Turnitin

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Course Objectives
Task 1	1-2, 5, 6	1-4	K1, K5, S1, S2, S5, S7, S8	A, B, E, F, J
Task 2	1-4, 6	1-8	K1, K5, S1, S2, S5, S6, S7, S8	A,G,J
Task 3	1-6	1-10	K1, K4, K5, S1, S2, S5, S6, S7, S8	A,E,I,K

## SPECIALIST FACILITIES OR EQUIPMENT

Nil.

## PRESCRIBED TEXTS

Thompson, N. (2019). *Mental health and wellbeing: Alternatives to the medical model*. Routledge.

## RECOMMENDED READINGS

### BOOKS

- Amen, D. (2020). *The end of mental illness: How neuroscience is transforming psychiatry and helping prevent or reverse mood and anxiety disorders, ADHD, addictions, PTSD, psychosis, personality disorders, and more*. Tyndale Momentum.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Press.
- Benjamin, R. (Ed.). (2019). *Humanising mental health care in Australia: A guide to trauma-informed approaches*. Routledge.
- Cohen, B. (2015). *Mental health user narratives: New perspectives on illness and recovery*. Palgrave Macmillan.
- Cook, C. & Hamley, I. (Eds.). (2020). *The Bible and mental health: Towards a biblical theology of mental health*. SCM Press.
- Meadows, G., Farhall, J., Fossey, E., Grigg, M., McDermott, F., & Singh, B. (2012). *Mental health in Australia: Collaborative community practice* (3rd ed.). Oxford University Press.
- Pilgrim, D., & McCranie, A. (2013). *Recovery and mental health*. Palgrave Macmillan.
- Seligman, M. (2012). *Flourish*. Penguin.
- Tantam, D. (2014). *Emotional well-being and mental health: A guide for counsellors and psychotherapists*. Sage.

### JOURNALS

- Best Practices in Mental Health*
- Evidence-based Mental Health*
- Journal of Mental Health Counseling*
- Journal of Mental Health and Human Behavior*
- Journal of Psychology and Theology*

### WEBSITES

- <https://www.health.gov.au/health-topics/mental-health-and-suicide-prevention/mental-health-in-australia>
- <http://www.aihw.gov.au/mental-health-services-publications/>
- [www.cmha.org.au](http://www.cmha.org.au)
- <https://mhaustralia.org>
- <https://www.mhfa.org.au>

### OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

SAMPLE