

<b>1.</b>	<b>Title</b>	<b>Mental Health and well-being in Education</b>
<b>2.</b>	<b>Level *</b>	<b>7</b>
<b>3.</b>	<b>Credits</b>	<b>30</b>
<b>4.</b>	<b>Indicative Student Study Hours</b>	<b>Taught class sessions: 35 hours Individual academic tutorials: 2 x 30 minutes Self-directed study hours: 264 hours Total Study hours: 300 hours</b>
<b>5.</b>	<b>Core (must take and pass), Compulsory (must take) or Optional</b>	<b>OPTIONAL</b>

**5. Brief Description of Module (purpose, principal aims and objectives)**

The module introduces theories and core values of mental health when considering the experience of mental health problems across the key stages, from Primary through to Higher Education, and focusing on students, teachers and leaders. A key theme is the professional experience and ethical practice in relation to supporting all social agents involved in widening participation, inclusivity, promoting social justice and sustainable education.

The differing manifestations of mental health, distress, including diagnosed mental health problems, substance misuse, eating disorders, early intervention and co-morbidity will be explored and the direct impact on education as well as the broader impact this circular causality has on education. Students will critically appraise models of support with a focus on anti-discrimination and empowerment in their practice. Risk factors and risk management, pastoral pathways, innovations in meeting the needs of 'your students' and self-care (both personally and professionally) will be evidenced in teaching, learning and assessment practices. Pastoral care, partnership working, sharing information and safe practice are intrinsic to the practice encouraged through engagement with the content on this module. Stigma, labelling, discrimination and social exclusion within society and its impact on the education setting will be addressed with models to offer support, promote wellbeing and good mental health; addressing both the student and educator perspective.

**6. Learning Outcomes - On successful completion of this module a student will be able to:**

*(Add more lines if required)*

<b>1.</b>	Critically review government and external agencies policy and processes in regard to mental health and wellbeing.
<b>2.</b>	Demonstrate a critical understanding of the impact of multiple discrimination and social exclusion including its development and maintenance of mental health needs.

3	Critically review the support structures in place in education and the implications for anti-discriminatory practice and inclusion across the key stages.
4.	Critically reflect on potential areas of collaboration and pathways that could be created to support individuals with mental health and well-being challenges to promote inclusivity, social justice and widen participation.
<b>Generic outcomes</b>	
5.	Demonstrate the ability to construct evidence-based arguments.
6.	Manage a diverse range of scholarly activities effectively and independently.

<b>7. Assessment</b>						
<b>Pass on aggregate or Pass all components</b> <i>(modules can only be pass all components if this is a PSRB requirement)</i>				<b>Pass all components as an essay assignment 100%</b>		
<b>Summary of Assessment Plan</b>						
	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Research project	100%	YES	4000	LOs 1-6	
<b>Further Details of Assessment Proposals</b> Give brief explanation of each assessment activity listed						
Please see Moodle for a detailed research project template.						
<b>8. Summary of Pre and / or Co Requisite Requirements</b>						
N/A						
<b>9. For use on following programmes</b>						
MA in Education studies						

<b>1.</b>	<b>Module Leader</b>	<b>TBc</b>
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<b>2.</b>	<b>Indicative Content</b>
	<p>Lectures include the following topics/foci:</p> <ol style="list-style-type: none"> <li>1. The Social constructs and social context of mental health and wellbeing.</li> <li>2. An examination of the mental health needs of students.</li> <li>3. An analysis of the impact on the wider network and the systemic considerations when working in the role of an educator, to include anti-discriminatory practice.</li> <li>4. Identify, evaluate and assess pathways for support.</li> <li>5. Educator self-analysis and self-care evidenced through reflexivity.</li> <li>6. Introduction to the concept of good mental health and well-being</li> <li>7. Student perspective and educator perspective</li> <li>8. Learning disorders and co-morbidity</li> <li>9. Curriculum related stress; outdoor and alternative approaches within education</li> <li>10. Workload management – educator and student perspectives</li> <li>11. Self-analysis and self-care, stress and anxiety prevention</li> <li>12. Working collaboratively</li> <li>13. Technology and healthcare innovation</li> <li>14. Reflection and evaluation of research skills and competences.</li> </ol>

**3. Delivery Method** *(please tick appropriate box)*

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
<b>X</b>					

*If the Delivery Method is Classroom Based please complete the following table:*

	<b>Activity (lecture, seminar, tutorial, workshop)</b>	<b>Activity Duration - Hrs</b>	<b>Comments</b>	<b>Learning Outcomes</b>
1	Lectures	25		LOs 1-6
2	Workshops	4	Delivered by mental health professionals, external to UCC	-
3	Individual academic tutorials	2 x 30 minutes		LOs 1-5
4	Independent self-directed study	270		
<b>Total Hours</b>		<b>300</b>		

If delivery method is <i>not</i> classroom based state lecturer hours to support delivery	Each student receives two 30 minutes academic tutorials per module.
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#### 4. Learning Resources

*To include contextualised Reading List.*

Adelman, H.S., & Taylor, L. (2015). *Transforming student and learning supports: Developing a unified, comprehensive, and equitable system*. Los Angeles: Centre for Mental Health in Schools. <http://smhp.psych.ucla.edu/pdfdocs/book/book.pdf>

Barden, N. and Caleb, R. (2019). *Student Mental Health and Wellbeing in Higher Education: A practical guide*. London: Sage Publications

Price, S. (2019) *Essential Guides for Early Career Teachers: Mental Well-being and Self-Care*. St Albans: Critical Publishing

Smith, E. (2018) *Key issues in education and social justice (Education studies, key issues)*. London: SAGE.

**Recommended:**

Cole, M. (2017) *Education, Equality and Human Rights*. Abingdon: Routledge

Glazzard, J. and Bostwick, R. (2016) *Positive Mental Health: A Whole School Approach*. St Albans: Critical Publishing

Hart, C. (2013) *Aspirations, Education and Social Justice. Applying Sen and Bourdieu*. London: Bloomsbury.

Shute, R. and Slee, P. (2016) *Mental Health and Wellbeing through Schools: The Way Forward*. Oxon: Routledge

Stones, S. and Glazzard, J. (2019) *Supporting Student Mental Health in Higher Education*. St Albans: Critical Publishing

