MH240

THEORETICAL APPROACHES TO COMMUNITY MENTAL HEALTH CARE

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	MH240
Unit name	Theoretical Approaches to Community Mental Health Care
Associated higher education awards	Bachelor of Applied Social Science
Duration	One semester
Level	Intermediate
Core/Elective	Elective Required for Community Mental Health specialisation
Weighting	Unit credit points: 10 Course credit points: 240
Student workload	*Face-to-face on site* Contact hours 39 hours Reading, study, and preparation 59 hours Assignment preparation 52 hours **TOTAL** **150 hours** *External* Engagement with study materials 90 hours Assignment preparation 60 hours **TOTAL** **150 hours** Students requiring additional English language support are expected to undertake an additional one hour per week.
Delivery mode	Face-to-face on site External
Prerequisites/ Corequisites/ Restrictions	*Prerequisites* SO111 Introduction to Human Behaviour SO114 Foundational Interpersonal Skills
Rationale	Statistics show that, in Australia, one in five people will experience some kind of mental health issue at some time in their lives. For some, this may be an isolated episode from which they will recover; however, many others find that their mental illness creates on-going difficulties for them and their families in their day-to-day living. Despite growing societal changes, people with mental illnesses still do experience marginalisation and stigmatisation. Although this is acknowledged as an on-going problem, more and more of those with mental health issues are finding their own voice. Against this background, community-based projects are beginning to replace more traditional problem focused, clinical interventions. Social action psychotherapy is encouraging those affected by mental illness, including families and carers, to be more aware of the unequal power dimensions often associated with traditional scientific models of mental health care. At the same time a greater understanding of the social causation of psychological distress is giving rise to preventative strategies.

	In this unit, students will examine and critique some of the historical approaches to mental health care. They will also be given the opportunity to evaluate contemporary understandings of mental illness and the innovative initiatives that are being designed to meet the mental health needs of twenty-first century Australian society. Students will also reflect on community mental health care from the perspective of Christian values, especially considering the therapeutic relationship and the concept of *shalom*.
Prescribed text(s)	Thornicroft, G., Szmukler, G., Mueser, K.T., & Drake, R.E. (Eds.). (2011). *Oxford textbook of community mental health*. New York, NY: Oxford University Press.
Recommended readings	**Books** Hungerford, C., Clancy, R., Hodgson, D., Jones, T., Harrison, A., & Hart, C. (2012). *Mental health care: An introduction for health professionals.* Milton, QLD, Australia: Wiley. Jackson, A. C., & Segal, S. P. (Eds.). (2013). *Social work health and mental health: Practice, research and programs.* New York, NY: Routledge. Rapp, C., & Goscha, R. (2012). *The strengths model: A recovery oriented approach to mental health Services* (3rd ed.). New York, NY: Oxford University Press. **Journal Articles** Ahmed, A., Mabe, A., & Buckley, P. (2012). Patient education: Part 2. Peer specialists as educators for recovery-based systems transformation. *Psychiatric Times, 29*(2), 30-34. Mezzina, R. (2014). Community mental health care in Trieste and beyond: An "open door-no restraint" system of care for recovery and citizenship. *The Journal of Nervous and Mental Disease, 202*(6), 440-445. Moran, G., Russinova, Z., Gidugu, V., & Gagne, C. (2013). Challenges experienced by paid peer providers in mental health recovery: A qualitative study. *Community Mental Health, 49*(3), 281-291. Nagel, T., Hinton, R., & Griffin, C. (2012). Yarning about Indigenous mental health: Translation of a recovery practice. *Advances in Mental Health, 10*(3), 216-223. **Reports** Department of Health and Aging. (2013). *A national framework for recovery-oriented mental health services: Guide for practitioners and providers.* Canberra, ACT: Commonwealth of Australia. National Disability Insurance Scheme Launch Transition Agency. (2014). *National Disability Insurance Scheme. Operational guideline – Planning and assessment – Supports in the plan – interface with mental health* (Ver. 1.0). Retrieved from http://www.ndis.gov.au/sites/default/files/documents/og_plan_assess_supp_plan_mental_health.pdf **Websites** http://journals.psychiatryonline.org/article.aspx?articleid=85752 http://www.peersupportvic.org/peer-support-charter http://www.peersupportvic.org/research-directory/research-directory http://www.peersupportvic.org/links http://www.arafmiaustralia.asn.au/peer-support.html 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.

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CRICOS Provider Name: Christian Heritage College
CRICOS Provider Number: 01016F

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Specialist resource requirements	Nil
Content	1. What is mental health and mental illness? 2. The history of mental health care in Australia 3. Traditional models of mental health care in the twenty-first century 4. Hearing and understanding the past in order to strengthen the present 5. Different cultural understandings of mental illness 6. Postmodern theories of emotional distress 7. The relevance of "community" in community mental health care 8. *Shalom* and the Kingdom – What does a community that cares look like? 9. Recovery model of community mental health care I: Framework 10. Recovery model of community mental health care II: Practice principles 11. Peer model of community mental health care 12. Alternative models of community mental health care 13. Christian critique of models of community mental health care
Learning outcomes	On completion of this unit, students will have demonstrated that they have: 1. understood a variety of explanations of mental health and emotional distress, including traditional Western explanations, different cultural understandings and postmodern theories; 2. compared and contrasted traditional clinical attitudes to mental health with contemporary community-based approaches; 3. examined several community mental health care models including historical and contemporary models; 4. evaluated models of community mental health care against a Christian model of community; and 5. 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	**Task 1: On-line Quizzes** Complete four (4) on-line quizzes. Word Length/Duration: 1,200 words (4 x 300 words) Weighting: 35% Learning Outcomes: 1, 2, 5 Assessed: Week 6 **Task 2: Organisational Visit and Report** Visit a community mental health service to observe the work of the organisation, talk to staff and review organisational documents, and submit a written report on the kinds of consumers the service assists, the predominant issues these consumers experience, the barriers and challenges they seek to overcome and the theoretical models the service implements to meet the consumers' needs. Word Length/Duration: 1,500 words Weighting: 30% Learning Outcomes: 1, 3-5 Assessed: Week 12

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	Task 3: Reflective Paper
	Write a paper reflecting on your developing understanding of mental health and distress and the influences on those understandings.
	Word Length/Duration: 2,000 words
	Weighting: 35%
	Learning Outcomes: 1-5
	Assessed: Week 13
Unit summary	This unit is designed to equip students with knowledge of the field of community mental health and the theory and models that inform this field of practice. The student will also gain an understanding of the Christian values of relationship and *shalom* in the context of community mental health.

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