

## Liverpool John Moores University

Title: VALUES, POLICY, CULTURE AND DIVERSITY  
Status: Definitive  
Code: **7008PQHEAL** (106971)  
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
Lisa Woods	Y

**Academic Level:** FHEQ7  
**Credit Value:** 20.00  
**Total Delivered Hours:** 60.00  
**Total Learning Hours:** 200  
**Private Study:** 140

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	28.000
Seminar	15.000
Tutorial	2.000
Workshop	15.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	AS1	Written assignment / project based	40.0	
Presentation	AS2	Project presentation	10.0	
Practice	AS3	Practical Skills Assessment Document pass/fail	50.0	

### Aims

*Critically understand the context, culture and policy issues which underpin the development of primary mental health care and commit to the non-discriminatory, recovery orientated values based approach*

*Develop a critical awareness of the concepts of diversity and the complexity of people's health, social and occupational needs by exploring the impact of social exclusion on mental health*

*Appreciate and critically evaluate a range of employment, occupational and well-being strategies to assist patients to manage their emotional distress and disturbance*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Critically evaluate the culture, structures and processes in mental health care and specifically primary care's interaction within society
- 10 Demonstrate critical knowledge of and competence in gathering patient-centred information on employment needs, well-being and social inclusion, and where appropriate liaison and signposting for appropriate advice and services
- 2 Critically appraise relevant legislation and policy and its impact on the provision of mental health care service delivery
- 3 Critically evaluate and demonstrate competence in responding respectfully and sensitively to individual's differences in culture, gender, age, sexuality, disability, spirituality and race and its influences on mental health and mental illness
- 4 Demonstrate critical knowledge of, commitment to and operationalisation of a non-discriminatory, recovery orientated values base to mental health care
- 5 Demonstrate critical knowledge of and commitment to promoting the mental well-being of individuals, families and the wider community through active participation in every aspect of care and treatment
- 6 Demonstrate competence in managing a caseload of people with common mental health problems efficiently and safely
- 7 Critically evaluate the role and responsibility of one's own and other health professionals to the care of patients with common mental health problems, including how community, statutory and voluntary sector services work together
- 8 Critically examine and apply, utilising literature and contemporary research, a range of treatment/service options to promote mental health for individuals, families and the wider primary care practice population and community
- 9 Critically appraise and evaluate a range of employment, occupational and well being strategies to assist patients in managing their emotional distress and disturbance.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

CW	2	3	4	5	7	8	9	10
CW	1	2	4	5	8			
CW	3	4	5	6	8	10		

## **Outline Syllabus**

*Values based practice. Recovery. Role and function of primary mental health care, LI and HI working. Reflective practice and supervision. Evidence based practice. Alternative systems of care delivery. Promoting self management and finding the resources. Power. Social inclusion. Social capital. Community engagement. Social interventions. Work occupation and supporting people to return to work. Practice based audit and illness register work. Diversity. Community, statutory and voluntary sector provision. Physical and sensory difficulties, translation services. Policy*

## Learning Activities

The teaching of this module takes place over two semesters. Teaching and learning strategies utilised include lectures, discussion, group tutorials, presentations, seminars and group work.

## References

<b>Course Material</b>	Book
<b>Author</b>	Fernando, S.
<b>Publishing Year</b>	2002
<b>Title</b>	Mental Health Race and Culture.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Basingstoke: MacMillan/Mind.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Layard, R.
<b>Publishing Year</b>	2006
<b>Title</b>	The Depression Report.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London: London School of Economics.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	NIMHE National Workforce Programme.
<b>Publishing Year</b>	2008
<b>Title</b>	Medicines management: Everyone's business. A guide for service users, carers and health and social care practitioners
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	York: NIMHE.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Richards, D. and Whyte, M.

<b>Publishing Year</b>	2008
<b>Title</b>	Stepped Care for Common mental health problems: a handbook for low intensity workers. Oxford: Wiley.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Myres, P. and Rushforth, D.
<b>Publishing Year</b>	2007
<b>Title</b>	A Complete Guide to Primary Care Mental Health: The Essential Reference and Teaching Resource.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London: Robinson.
<b>ISBN</b>	

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## Notes

This module can either run as part of the Post Graduate Certificate: Improving Access to Psychological Therapies or as a stand alone CPD. If part of the Post Graduate Certificate: Improving Access to Psychological Therapies the student must have an Honours Degree of 2:2 or above or demonstrate equivalent portfolio evidence.

Some learning outcomes are assessed in both theory and practice. When assessed in practice, only the practice aspect of the learning outcome is included in the Practice Skills Assessment Document (PSAD).