| Module Title: | Psychology of Mental Health and Neurodiversity |
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| Language of Instruction: | English |

| Credits: | 5 |
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| NFQ Level: | 7 |
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| Module Delivered In | [2 programme(s)](#) |
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| Teaching & Learning Strategies: | The learning outcomes detailed above will be achieved through the following teaching methodologies: 1. Lectures - interactive communication of knowledge and ideas from the lecturer to the student, using Powerpoint presentations and e-learning resources, with ongoing questions and discussion encouraged. 2. Tutorials: smaller group learning with more time for individual and small group attention and feedback. 3. Active & collaborative learning: in both lectures and tutorials, with class and group discussion: students will be encouraged to actively participate, to reflect on cases from their work experience in the context of new lecture material. They will be encouraged to share queries, ethical dilemmas and learning, with due respect to confidentiality for all involved. This will enable them to make the theory-practice link under the guidance of the lecturer/ tutor. This will also develop their analytical, reflective and communication skills. 4. Case Studies: students will reflect on, discuss and evaluate clinical scenarios related to lecture content. 5. Group work and class discussion: students will work together in groups. 6. E-Learning: It is envisaged that the module will be supported with on-line learning materials including discussion boards. 7. Self-Directed Independent Learning: through reading of books, peer-reviewed journal articles, policy documents, governmental publications and international best practice guidelines. D1: P 1, 2, 3, 5, 6, 8, 9, 10, 11, 13, 17, 19, 22, 23. D2: P 1, 2, 3, 4, 9, 10, 12, 13, 14, 15, 17. D3: P 1,2, 4, 5, 6, 7, 8, 9, 10, 14, 15. D4: P 3, 4, 5. D 5: P 1, 2, 3, 4, 6, 8, 10, 11, 12, 13, 15, 19. |
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| Module Aim: | The aim of this module is to develop students' understanding of mental health and the role neurodiversity can have on human behaviour. |
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### Learning Outcomes

*On successful completion of this module the learner should be able to:*

| LO1 | Apply a social construction perspective to learning disability and mental health (D1: P1,3,5,6,8,23; D2: P1,2,3,4,9,10,12,13,14,17; D3: P1,2,4,5,6,7,8,9,15; D4: P4; D5: P1,2,3,4,6,8,11,15). |
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| LO2 | Discuss the prevalence, etiology and clinical presentations of a range of psychological and developmental conditions and describe a range of therapeutic interventions using an evidence-based best-practice framework (D1: P1,2,3,5,6,8,9,17,19,23; D2: P1,2,3,4,9,10,12,13,14,17; D3: P1,2,4,5,6,7,8,9,10,15; D4: P4; D5: P1,2,3,4,6,8,10,11,12,13,15). |
| LO3 | Describe the incidence, causes and societal response to mental health and neurodiversity from a psychological perspective (D1: P1,2,3,5,6,8,9,17,1923; D2: P1,2,3,4,9,10,12,13,14,17; D3: P1,2,4,5,6,7,8,9,10,14,15; D4: P4; D5: P1,2,3,4,6,8,10,11,12,13,15). |
| LO4 | Discuss current best-practice in the assessment and management of challenging behaviour and demonstrate ability to apply these skills in the context of Professional Social Care (D1: P1,2,3,5,6,8,9,13,17,19, 21,23; D2: P1,2,3,4,9,10,12,13,14,15,17; D3: P1,2,4,5,6,7,8,9,10,14, 15; D4: P4; D5: P1,2,3,4,6,8,10,11,12,13,15,19). |
| LO5 | Reflect on teamwork and professional skills development through collaborative learning (D1: P1,2,3,5,6,8,9,10,11,17,19,22,23; D2: P1,2,3,4,9,10,12,13,14,16,17; D3: P1,2,4,5,6,7,8,9,10,14,15; D4: P4; D5: P1,2,3,4,6,8,10,11,12,13,15,19). |
| LO6 | Identify and understand neurodiversity and its importance in a professional social care context (D1: P1,2,3,5,6,8,9,17,19,23; D2: P1,2,3,4,9,10,12,13,14,17; D3: P1,2,4,5,6,7,8,9,10,15; D4: P4; D5: P1,2,3,4,6,8,10,11,12,13,15). |

### Pre-requisite learning

***Module Recommendations***
*This is prior learning (or a practical skill) that is recommended before enrolment in this module.*

| 9705 | PSYC C2701 | Psychology of Social Cognition |
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***Incompatible Modules***
*These are modules which have learning outcomes that are too similar to the learning outcomes of this module.*

No incompatible modules listed

***Co-requisite Modules***

No Co-requisite modules listed

***Requirements***
*This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.*

No requirements listed

## Module Content & Assessment

| Indicative Content |
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**Introduction**
• What is mental health? What is Neurodiversity? • Theoretical models and Applications to Practice (D1: P3,5,6,8,9,19,23; D2: P1,2,3,4,12: D5: P1,2,3,4,6,15)

**Learning disability and mental health: social construction**
• Definitions • Social construction of learning disability/mental health • Biopsychosocial model • Empowerment and Power threat meaning Framework (D1: P3,5,6,8,9,13,19,23; D2: P1,2,3,4,12: D3: P4,9; D5: P1,2,3,4,6,15)

**Psychological Classifications of Distress**
• Incidence, etiology and clinical presentations of the following: • Depression, Anxiety disorders, Mood disorders, • Schizophrenia and Dissociation, Personality Disorders, • Addictions, Trauma, Eating Disorders, Developmental and Neurological Conditions (D1: P1,2,3,5,6,8,17,23; D2: 1,2,3,4,9,12,13,14,15,17; D3: P1,2,4,5,6,7,8,9,10,15; D4: P1,3,4; D5: P1,2,3,4,6,8,10,11,12,15)

**Therapeutic interventions**
• Computerised Therapy and Telehealth, • Biopsychosocial model, • Psychotherapeutic interventions, • Therapeutic efficacy, • Evidence-based best-practice guidelines D1: P1,2,3,5,6,8,13,17,23; D2: 1,2,3,4,9,12,13,14,15,17; D3: P1,2,4,5,6,7,8,9,10,15; D4: P1,3,4, 5, 6; D5: P1,2,3,4,6,8,10,11,12,15,19)

**Social Perceptions of Mental Health**
• Current research and societal responses • Irish context and research • Psychological models • Social Media and Technology Use (D1: P1,2,3,5,6,8,9,10,11,13,17,19,22,23 D2: 1,3,4,9,12,13,14,17; D3: P1,2,4,5,6,7,8,10, 14,15; D4: P1,3,4; D5: P1,4,6,8,12,15,19)

**Dealing with challenging behaviour in adults and children**
• Assessment of the areas of challenging behaviour • Role of Behaviour Analysis • Role of social care worker in team • Helping the individual move forward with specific interventions and nurturing therapeutic change, reflective practice. (D1: P1,2,3,5,6,8,9,10,11,13,14,17,19,22,23; D2: P1,2,3,4,9,10,12,13,14,15,17; D3: P1,2,4,5,6,7,8,9,10, 14,15; D4: P1,3,4; D5: P1,2,3,4,6,8,10,11,12,13,15,16)

| Assessment Breakdown | % |
| --- | --- |
| Continuous Assessment | 40.00% |
| End of Module Formal Examination | 60.00% |

| Continuous Assessment | | | | |
| --- | --- | --- | --- | --- |
| *Assessment Type* | *Assessment Description* | *Outcome addressed* | *% of total* | *Assessment Date* |
| Written Report | Choice of clinical case studies: Student is asked to discuss clinical features, assessment and evaluation of potential interventions. Students will also develop and design a tailored information leaflet outlining the main area being discussed and support services available. (D1: P1,2,3,5,6,8,9,17,19,23; D2: P1,2,3,4,9,10,12,13,14,17; D3: P1,2,4,5,6,7,8,9,10,15; D4: P4; D5: P1,2,3,4,6,8,10,11,12,13,15). | 2,5,6 | 40.00 | n/a |

| No Project |
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| No Practical |
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| End of Module Formal Examination | | | | |
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| *Assessment Type* | *Assessment Description* | *Outcome addressed* | *% of total* | *Assessment Date* |
| Formal Exam | Three hour written exam (D1: P. 1,2,3,6, 8,17, 21, 23; D2: P1,2,3,4,9,10,12,13,14,15,17; D3: 1,2,4,5,6,7,8,9,10,14,15; D4, 5; D5: P 1,2,3,4,6,8,10,11,12,13,15,19) | 1,2,3,4,5,6 | 60.00 | End-of-Semester |

**SETU Carlow Campus reserves the right to alter the nature and timings of assessment**

## Module Workload

| Workload: Full Time | | |
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| *Workload Type* | *Frequency* | *Average Weekly Learner Workload* |
| Lecture | 12 Weeks per Stage | 4.00 |
| Independent Learning | 15 Weeks per Stage | 5.13 |
| | Total Hours | 125.00 |

## Module Delivered In

| Programme Code | Programme | Semester | Delivery |
|---|---|---|---|
| CW_HWPSC_B | Bachelor of Arts (Honours) in Applied Social Studies in Professional Social Care | 5 | Mandatory |
| CW_HWPSC_D | Bachelor of Arts in Applied Social Studies in Professional Social Care | 5 | Mandatory |