

Module code: MOD008941	Version: 2 Date Amended: 24/Apr/2025
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1. Module Title
Holistic Approaches to Mental Health

2a. Module Leader
Sarah Guscott

2b. School
Faculty of Health, Education and Social Care at ARU Peterborough

2c. Faculty
ARU Peterborough

3a. Level
5

3b. Module Type
Standard (fine graded)

4a. Credits
15

4b. Study Hours
150

5. Restrictions			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:	None		

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

Working with people experiencing mental health problems is an increasingly fundamental activity for practitioners in health and social care, especially with such a radical shift in the responses to mental ill-health. The personcentred and holistic nature of the relationship between practitioners and service users means practitioners are ideally placed to have a vital role in people's physical, social, and psychological health.

This module will examine the politics and concepts surrounding mental health and how they have been key drivers in the contemporary and holistic approaches to these issues. You will reflect upon how the services offered by a range of practitioners and organisations shape the lives and experiences of those they work with. A variety of approaches will be critiqued with the benefits and limitations of current responses investigated through the use of theory and case study examples. You will explore and reflect on a range of areas that are associated with health care and mental health support – both traditional and non-traditional, in the UK and internationally.

6b. Outline Content

Mental Health Conditions, their definitions, clinical features, impact on quality of life and overall health (including but not limited to):

- Mental health diagnosis
- Stress
- Anxiety disorders
- Depression
- Post-Traumatic Stress Disorder
- Eating disorders
- Personality disorders
- Dementia
- Mental health across the lifespan and at key transitional points

Core principles of mental health interventions

- Values and ethics
- Political influences on care

Approaches to mental health

- Professional groups
- Voluntary sector
- Traditional approaches

Mental health support

- Situational specific
- Transitioning between child or youth to adult services
- Complex care needs
- Topics sensitive in nature (suicide, self-harm, trauma and abuse)

Alternative treatments for mental health

- Service users as stakeholders and partners
- Technological advances
- Physical activity
- Mindfulness
- Person-centred
- Therapeutic management and care
- Joint decision making

6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources

None

7. Learning Outcomes (threshold standards)

No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Identify the aetiology, pathophysiology and or psychopathology and related clinical features of selected mental disorder(s)
2	Knowledge and Understanding	Explore the issues and challenges that can arise for patients in relation to the treatment of a mental disorder
3	Knowledge and Understanding	Critically analyse the responsibilities and roles of the wider health professional team, family and/or carers in informing the decision-making process and delivery of holistic therapeutic care.
4	Intellectual, practical, affective and transferrable skills	Propose a holistic approach/intervention to treat a mental health disorder, informed by a critical evaluation of the evidence-base for holistic assessment and therapeutic delivery of mental health care.

8a. Module Occurrence to which this MDF Refers

Year	Occurrence	Period	Location	Mode of Delivery
2026/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	30	1-4	3 hours of lectures for 10 weeks
Other teacher managed learning	4	1-4	2 hours of assessment support in weeks 11 and 12, consisting of peer review and one-to-one support.
Student managed learning	116	1-4	To include independent study time and assignment work.
TOTAL:	150		

9. Assessment for the above Module Occurrence					
The assessment for some modules includes a presentation (see below for details on how this particular module is assessed). We recognise that presenting, especially to a large group, can cause significant anxiety or distress for some students. If this may affect you, please contact your Module Leader or the Disability and Neurodiversity Service as early as possible. We will work with you to consider appropriate reasonable adjustments. Depending on your individual needs, these might include, for example, presenting to a smaller group or presenting only to a member of academic staff.					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1	25 (%)	Fine Grade	30 (%)
Coursework: A series of 5 in-class tests (average of top 4 scores)					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Practical	2,3,4	75 (%)	Fine Grade	30 (%)
Practical: 2000-word equivalent presentation of a proposal of a holistic intervention/approach design					

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*). In addition, students are required to: (a) achieve the qualifying mark for each element of fine graded assessment as specified above (b) pass any pass/fail elements [* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]
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