

# **Unit 11: Understand Mental Ill Health**

**Unit reference number: L/616/7295**

**Level: 3**

**Unit type: Optional**

**Credit value: 3**

**Guided learning hours: 16**

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## **Unit summary**

Mental ill health could be one of the most serious health issues facing the wellbeing of individuals in the UK today.

This unit will give you knowledge of the main forms of mental ill health according to the psychiatric classification system. You will consider the strengths and limitations of this system and look at alternative frameworks for understanding mental distress.

You will learn about the ways that mental ill health can affect the lives of individuals and the people who play an important role in their lives. This is vital to understanding the wider and sometimes unseen impact of mental ill health. By looking at social factors, such as discrimination and stigma, you will develop a deeper understanding of mental ill health and its consequences. You will also consider the benefits of early intervention in promoting mental health and wellbeing.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the types of mental ill health	1.1 Describe types of mental ill health according to the psychiatric (DSM/ICD) classification system 1.2 Explain key strengths and limitations of the psychiatric classification system 1.3 Explain alternative frameworks for understanding mental ill health 1.4 Explain indicators of mental ill health
2 Understand the impact of mental ill-health on individuals and others in their social and employment networks	2.1 Explain how individuals experience discrimination 2.2 Explain the effects mental ill health may have on an individual 2.3 Explain the effects mental ill health may have on those in the individual's familial, social or work network 2.4 Explain how to intervene to promote an individual's mental health and well being

## Content

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### What needs to be learned

#### Learning outcome 1: Understand types of mental ill health

##### Types and classification of mental ill health

- Types as defined by the charity MIND
- The Diagnostic and Statistical Manual of Mental Disorders (DSM) as used in the USA.
- The International Classification of Diseases (ICD 10).
- Types of mental health according to DSM and ICD:
  - mood disorders,
  - personality disorders,
  - anxiety disorders,
  - psychotic disorders,
  - substance-related disorders,
  - eating disorders,
  - cognitive disorders

##### Strengths and limitations of psychiatric classification systems

- Strengths, including:
  - success in raising awareness of mental illness
  - impact on research agenda
  - diagnosis of disorders, e.g. depressive, behavioural, mood, personality
  - universally accepted and recognised
  - standardisation of disorders.
- Limitations, including:
  - inappropriate categorisation where category not available
  - doesn't accommodate uniqueness of human conditions
  - lack of consideration for atypical presentations
  - non-holistic view of an individual
  - inconsistent interpretation by physicians.
- Alternative classification frameworks based on research.

##### Indicators

- Emotional, e.g. low mood, feeling sad or down, excessive fears or worries, or extreme feelings of guilt, extreme mood changes of highs and lows, inability to cope with daily problems or stress, trouble understanding and relating to situations and to people.
- Thinking, e.g. confused thinking or reduced ability to concentrate, suicidal thinking.
- Behaviour, e.g. excessive anger, hostility or violence, Withdrawal from friends and activities, detachment from reality (delusions), paranoia or hallucinations.
- Physical, e.g., significant tiredness, alcohol or drug abuse, major changes in eating habits, low energy or problems sleeping, headache, stomach pain or other unexplained aches and pains.

## What needs to be learned

### Learning outcome 2: Understand the impact of mental ill health on individuals and others in their social and employment networks

#### Discrimination

- Social stigma, including labelling and stereotypes.
- Difficulty finding and keeping work.
- Difficulty finding decent housing.
- Media reports linking mental ill health with violence.

#### Effects on an individual

- Individual is someone requiring care or support; it will usually mean the person or people supported by the learner.
- Usually the person or people supported by the learner.
- Psychological and emotional behaviour.
- Confidence and self-esteem.
- Physical health.
- Practical and financial impacts.
- Positive impact, e.g. creativity and other beneficial outcomes.

#### Effects on family, social or work network

- How mental health affects family, friends or work colleagues, e.g. stress, anxiety, feeling helpless, feeling to blame, impatient.
- The outcomes of disclosure:
  - discrimination, labelling and stigma
  - social exclusion
  - ways family members and informal carers are affected.
- The impact of being a mental health service user.
- The impact on the community and society.

#### Intervention

- Ways assessment of need is used:
  - role of professionals in the assessment process
  - role of professionals in the diagnosis of mental ill health.
- Benefits of intervention.
- Person-centred approaches.
- Ethical considerations:
  - informed consent
  - voluntary versus compulsory treatment
  - reference to the Mental Health Act 1983.
- National Framework for Mental Health.
- The use and impact of interventions:
  - psychological treatments and therapies
  - drug-based treatments and therapies
  - electroconvulsive therapy (ECT)
  - talking therapies, including counselling.

## What needs to be learned

- Wellness Recovery Action Plan (WRAP)
  - empowerment
  - advocacy
  - self-management
  - recognising individual rights
  - supporting individuals to adopt and maintain mentally healthy lifestyles
  - responding to inequality.
- Resources to support early intervention, organisational support, publications and guidelines.

## Information for tutors

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### Suggested resources

#### Books

Kinsella C et al – *Introducing Mental Health: A Practical Guide*  
(Jessica Kingsley Publishers, 2015) ISBN 9781849055963

Pilgrim D – *Key concepts in mental health*, 3rd edition (Sage, 2014)  
ISBN 9781446293904

#### Websites

[www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

Mental Health Foundation –  
finding and addressing the  
sources of mental health  
problems.

[www.mind.org.uk](http://www.mind.org.uk)

Mind – a mental health charity  
providing advice and support for  
anyone experiencing a mental  
health problem.

[www.nhs.uk](http://www.nhs.uk)

The National Health Service

[www.sane.org.uk](http://www.sane.org.uk)

Sane – a mental health charity  
working to improve the quality  
of life for anyone affected by  
mental illness.

## **Assessment**

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

### **Unit assessment requirements**

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment of both learning outcomes (knowledge) may take place in or outside of a real work environment.