

## Unit 15: Understand Mental Wellbeing and Mental Health Promotion

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<b>Level:</b>	3
<b>Unit type:</b>	Optional (Group B1)
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	20

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### Unit introduction

This unit aims to provide the learner with an understanding of the key concepts of mental wellbeing, mental health and mental health promotion. It focuses on the range of factors that can influence mental wellbeing and how to effectively promote mental wellbeing and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.

### Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the different views on the nature of mental wellbeing and mental health and the factors that may influence both across the lifespan	<p>1.1 Evaluate two different views on the nature of mental wellbeing and mental health</p> <p>1.2 Explain the range of factors that may influence mental wellbeing and mental health problems across the lifespan, including:</p> <ul style="list-style-type: none"><li>• biological factors</li><li>• social factors</li><li>• emotional/psychological factors</li></ul> <p>1.3 Explain how risk factors and protective factors influence levels of resilience in individuals and</p>

Learning outcomes	Assessment criteria
	groups in relation to mental wellbeing and mental health
<p>2 Know how to implement an effective strategy for promoting mental wellbeing and mental health with individuals and groups</p>	<p>2.1 Explain the steps that an individual may take to promote their mental wellbeing and mental health</p> <p>2.2 Explain how to support an individual in promoting their mental wellbeing and mental health</p> <p>2.3 Evaluate a strategy for supporting an individual in promoting their mental wellbeing and mental health</p> <p>2.4 Describe key aspects of a local, national or international strategy to promote mental wellbeing and mental health within a group or community</p> <p>2.5 Evaluate the effectiveness of strategies used to promote mental health and wellbeing</p>

## Unit content

### What needs to be learned

#### **Learning outcome 1: Understand the different views on the nature of mental wellbeing and mental health and the factors that may influence both across the lifespan**

##### **Individual**

- Someone requiring care or support; it will usually mean the person or people supported by the learner.

##### **The nature of mental wellbeing and mental health**

- A positive concept of mental health is a view that being healthy is a state achieved only by continuous effort, e.g. active steps take to maintain mental health and wellbeing, e.g. managing stress, anxiety.
- A negative concept of mental health is a view that being mentally healthy is an absence of mental ill health, e.g. no signs stress, anxiety means you are mentally healthy and good mental health is normal.
- Mental health and wellbeing are affected by restrictions or freedoms imposed/allowed by society; poverty and disadvantage reduce wellbeing.

##### **Factors that influence mental wellbeing and mental health problems**

- Lifespan- How factors arising from individuals' early lives may influence their wellbeing as adults, and the potential impact of levels of wellbeing in later life. Lifespan covers individuals from birth to later adulthood.
- Biological – physical illness, effects of genetic inheritance, chemical in balance; social – deprivation, poverty, marginalisation; psychological – caused by trauma, bullying, abuse.
- Social – deprivation, poverty, marginalisation.
- Emotional/psychological – life events, e.g. bereavement, loss of job, affect people emotionally, which can lead to physiological issues, e.g. depression, anxiety.

##### **Risk factors**

- Effects of inequality, poor quality social relationships, financial worries, trauma, previous mental health history, substance and alcohol abuse, stress at work/home, relationships and social networks, low self-esteem, low self-image, depression, withdrawal, isolation.

##### **Protective factors**

- Socially valued roles, social support and contact, temperament, inclusion, positive self-esteem, positive self-image, sense of belonging, social and emotional competence, family and social support networks, positive role models, physical and psychologically safe environment, economic security.

## What needs to be learned

### **Resilience**

- Self-esteem, confidence, sense of self-identity, sense of self-efficacy, ability to set goals, can feel a range of emotions, can engage with the world confidently, can live and work productively, can cope with stress and can adapt and manage change and uncertainty.

### **Learning outcome 2: Know how to implement an effective strategy for promoting mental wellbeing and mental health with individuals and groups**

#### **Steps taken by individuals**

- Seeking professional help, involving family and friends, community involvement.

#### **Supporting individuals**

- Developing a professional relationship with individuals, supporting choice, enabling independence, use of active listening skills, taking a non-judgemental approach, demonstrating empathy, promote social inclusion, promote creative activities, maintain safety and safeguarding.

#### **Evaluating strategies**

- Planning support in conjunction with an individual, monitoring and reviewing the plan and making necessary changes.

#### **Key aspects of a national, local or international strategy**

- May include Preventing Suicide in England (Department of Health), Mind, Local Authority Mental Health Challenge, NHS England, No Health without Mental Health (Department of Health), 2013–2020 Comprehensive Mental Health Action Plan (World Health Organization).

#### **Evaluating strategies**

- Measures of improvement, e.g. surveys, questionnaires, interviews, reflective diaries/logs/journals; success rates; positive outcomes.

## Essential information for tutors and assessors

### Essential resources

There are no special resources needed for this unit.

### Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

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

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

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

## Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

### 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

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

Mind – mental health charity

[www.scie.org.uk/mca/](http://www.scie.org.uk/mca/)

At a Glance briefing to encourage the sector to consider how LPS will seek to promote practice which aligns with human rights and the core principles and duties of the Care Act 2014.

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

Best Interest Meetings Guidance

[www.skillsforcare.org.uk/Learning-development/Care-Certificate/Care-Certificate.aspx](http://www.skillsforcare.org.uk/Learning-development/Care-Certificate/Care-Certificate.aspx)

The Care Certificate – Standard 9: Awareness of mental health

[www.skillsforcare.org.uk/Standards-legislation/Mental-Capacity-Act/Mental-Capacity-Act.aspx](http://www.skillsforcare.org.uk/Standards-legislation/Mental-Capacity-Act/Mental-Capacity-Act.aspx)

Mental Capacity Act 2005 – information and guidance.

[www.skillsforcare.org.uk/Standards-legislation/Care-Act/Care-Act.aspx](http://www.skillsforcare.org.uk/Standards-legislation/Care-Act/Care-Act.aspx)

Care Act 2014