

## Unit 18: Understanding Mental Wellbeing

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### Delivery guidance

#### Approaching the unit

Understanding mental wellbeing is an important aspect of working within health and social care. It is vital for practitioners to be able to assess how a service user is coping with a range of factors in life and whether there is a need to offer additional support for their mental health and wellbeing.

To understand mental wellbeing, practitioners in health and social care must be aware of factors that can have both positive and negative effects on outcomes for service users. For example, where an individual may be struggling financially, this could affect their ability to make rationalised judgements. If an individual does not have the mental capacity to make decisions, support and guidance are needed to direct this individual for help and support.

Throughout the unit, learners will develop knowledge and understanding of a variety of ways in which an individual's mental wellbeing may be affected and the steps taken to ensure diagnosis, treatment and support are in place to help the individual to live a full and stable life. The unit will allow learners to become familiar with concepts used by professionals in the health and social care sector in order to ensure that mental ill health is recognised and treated appropriately, following the correct codes of practice in assessment and treatment.

#### Delivering the learning aims

**Learning aim A** focuses on understanding the different views of mental health and wellbeing, how these are understood and the factors that could affect an individual's wellbeing. It will allow learners to explore issues faced by those living with mental ill health, aspects that may influence mental wellbeing and how these could be influenced by culture.

**Learning aim B** considers how mental health is classified using a range of systems for diagnosis, evaluating the potential issues that can arise in using such systems, along with the benefits of those systems – for example, the ability to provide treatment and support for those that may have been diagnosed with an anxiety disorder, as well as considering where diagnosis may not always be straightforward.



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**Learning aim C** gives learners the opportunity to investigate the impact that a diagnosis may have on an individual's life and social network. It aims to explore the effects that some medications may have on an individual's life, for example how taking daily medications for depression can have an impact on their ability to function due to fatigue. This section of the unit will also consider aspects such as social stigma surrounding mental health diagnosis and the impact that such diagnoses can have on family and relationships for the individual and community.

**Learning aim D** focuses on strategies to promote mental wellbeing, including legislation to protect the rights of the individual, ensuring their fair and equal treatment in society. It also considers how we assess an individual's mental wellbeing and the importance of this, including advocacy, self-management and supporting healthy lifestyles.

### Assessment model

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand different views on the nature of mental wellbeing and mental health	<p><b>A1</b> Ways in which mental wellbeing and mental health are understood</p> <p><b>A2</b> Factors that affect mental wellbeing and mental health across the lifespan</p>	A report, using a case study, on the nature of mental health and wellbeing and the role of current classification systems in improving the diagnosis of two selected mental ill-health conditions and their symptoms.
<b>B</b> Examine how the main forms of mental ill health are classified	<p><b>B1</b> Recognised mental ill-health conditions and their symptoms according to current classification systems</p> <p><b>B2</b> Strengths and limitations of classification systems</p>	
<b>C</b> Examine the impact of mental ill health on individuals and others in their social networks	<p><b>C1</b> The impact of mental ill health on individuals</p> <p><b>C2</b> Mental ill health and relationships</p>	A report on the importance of promoting, protecting and restoring the mental wellbeing and mental health of a selected individual diagnosed with a
<b>D</b> Examine strategies which promote mental wellbeing and mental health	<b>D1</b> Legislation, policies and codes of practice	

	<b>D2</b> Assessment and treatment	mental ill-health condition
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### Assessment guidance

This unit is internally assessed. There is a maximum number of two summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

It is recommended that learners are provided with support to structure their assignments for this unit in an appropriate format. For example, the assignments are in report format so the use of a contents page, subheadings and bibliography of secondary research evidence sourced is recommended.

It is suggested that **learning aims A and B** are assessed using a report, based around case studies of different mental health conditions, on the nature of mental health and wellbeing and the role of current classification systems in improving the diagnosis of two selected mental ill-health conditions and their symptoms. The assignment should allow learners to evaluate ways in which mental wellbeing and mental health are understood in society. They will need to explore factors that can affect mental health such as biological factors and socio-economic factors across the lifespan. Learners should consider current classification systems for mental health, and demonstrate a full and accurate understanding of these in the context of the case studies provided, showing the strengths and limitations in improving the diagnosis of two different mental ill health conditions and their symptoms. Learners could be given a range of case studies to choose from, ensuring that each learner has the opportunity to consider mental health conditions in relation to their own interests.

**Learning aims C and D** should be assessed as a second assignment and it is recommended that this is a report on the importance of promoting, protecting and restoring the mental wellbeing and mental health of a selected individual diagnosed with a mental ill-health condition. Learners could choose to use one individual from the case studies provided for the first assignment in the unit as this assignment requires them to focus their knowledge and understanding in detail. Throughout the report, learners should consider the impact of mental health on the individual and on others in the community/relationships and family, along with legislation, codes of practice, assessment and treatment. To do this, learners should take into consideration the impact of mental ill health on the selected individual and their relationships with others in their social networks. Learners must show in-depth understanding of how the knowledge applies to



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detailed situations in relation to relevant sections of legislation, policies and practice relating to strategies for mental wellbeing and mental health promotion for this particular individual. Learners should demonstrate knowledge and understanding of assessment and treatment strategies for the mental ill-health condition of the selected individual, using justifications and evaluations throughout.



## Getting started

**This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.**

### Introduction

This unit gives learners the opportunity to develop their knowledge, skills and understanding of mental wellbeing and mental health within health and social care. As a starting point, learners should understand what mental wellbeing and mental ill health involve. A series of examples of what constitutes mental health and wellbeing should support learners to understand how different individuals may cope with mental health, triggers that may cause issues for the individual and ideas of how the society they live in supports these individuals.

### Learning aim A: Understand different views on the nature of mental wellbeing and mental health

- Learning aim A focuses on understanding what mental health and mental wellbeing are, the mental capacity of individuals, perceptions of mental health in society, and the cultural influence that may impact mental health and mental wellbeing.
- For A1, learners could start to explore what they see as mental wellbeing – the tutor could provide a series of photographs of individuals who may be living with/without mental ill health. These images could be discussed to consider how learners think a person may look/behave in different circumstances. This should help learners to explore different perceptions of mental wellbeing and illuminate common myths, e.g. a person living with depression cannot function in everyday life. The tutor could use a documentary to support understanding of mental capacity using a dementia patient to consider how the disease progresses and how an individual's mental capacity declines. The different mental ill-health conditions suggested in learning aim B can be used here to make learning more holistic for learners.
- For A2, learners should consider a range of factors that affect mental wellbeing and mental health. This could involve learners working in small groups to explore one factor in relation to a tutor-provided case study. Learners could investigate the given factor, considering what it is, the effect it may have on individuals' wellbeing/ability to cope with their condition, and the impact this may have on other relationships around the individual. This

activity can then be built on through a whole-class discussion of each factor, allowing learners to consider each factor from a range of perspectives.

### **Learning aim B: Examine how the main forms of mental ill health are classified**

- Learning aim B focuses on recognising a range of mental health symptoms, conditions and their classifications according to the Diagnostic and Statistical Manual of Mental Disorders and the International Classification of Diseases, as well as the ability to assess the strengths and limitations of these systems when used to diagnose individuals with mental health conditions.
- For B1, learners should explore a range of mental health conditions using both classification systems to understand how the conditions are diagnosed according to symptoms and the effect that these conditions may have on individuals. It is recommended that tutors lead an activity to explain each of the classification systems to help learners understand them. Once learners understand these systems and how they work, tutors could give learners a range of conditions under the categorised headings (mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders) to explore further. Learners could carry out an activity in small groups to research two conditions from their category to produce a detailed storyboard of each condition: what it is, the signs and symptoms associated with the condition, the professionals involved in diagnosis, the treatments available (and effects of these treatments), the impact of these conditions on the individual, family, relationships. They could then present these storyboards to the class to share ideas, allowing each member of the class to have a copy of the research and storyboard.
- For B2, learners need to focus on the strengths and limitations of the classification systems to consider aspects such as labelling and stigmatisation, atypical presentations etc. The tutor could start with a quick mind-mapping exercise based on what learners already know about these systems. This could be built upon through video clips sourced from YouTube to support learners' acquisition of knowledge. Learners could then work independently to produce a list of strengths and limitations of the classification systems, sharing this work with a partner to add to the comments that they have already made.



### **Learning aim C: Examine the impact of mental ill health on individuals and others in their social networks**

- Learning aim C looks at the impact of mental ill health on individuals and their social networks. Some impacts have already been considered earlier in the unit so a quick-fire mind-mapping activity would be useful to get learners started on this learning aim.
- For C1, learners should focus on the impact of mental ill health on individuals. They should be able to use previous activities to consider the researched mental health condition for which a storyboard was produced and build on this knowledge to include aspects such as psychological and emotional outcomes, the effects of medication, the outcomes of psychological treatments, counselling, other treatments, ethical considerations, to include informed consent. Learners would benefit from activity worksheets produced by the tutor to provide them with information on the areas to be covered in order to ensure that they understand issues such as informed consent and the implications of this for individuals.
- For C2, learners could continue to build on the above knowledge to include the impact that mental ill health may have on relationships in order to further develop their storyboard, including practical and financial outcomes, the impact of using services, social exclusion, discrimination and stigma, the effects on informal carers and family members, the impact on the community and society.

### **Learning aim D: Examine strategies which promote mental wellbeing and mental health**

- Learning aim D focuses on legislation, codes of practice, policies and treatment of conditions. This section is best delivered by the tutor or through the use of guest speakers with a range of experiences in dealing with and diagnosing mental health conditions. There should be a series of supporting activities such as quizzes, mind mapping, Q+A, workshops, inclusion of prior case studies.
- For D1, learners need to understand relevant legislation, codes of practice and policies for mental ill health from the home country. Tutors should present this information in appropriate structured lessons, perhaps using a PowerPoint and series of activity worksheets to complete for each piece of legislation, code of practice and policy. To extend learner understanding, the tutor could incorporate the prepared storyboards into the lesson, questioning learners on where these ideas apply and how.



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- For D2, the focus is on assessment and treatment of mental health conditions. Learners will have already discovered some assessments and treatments for their given conditions, so a series of extended questions would draw out learner knowledge to begin this section. The tutor could then progress this by giving learners the correct assessments and treatments for their conditions (including the assessment of need, the role of professionals in the assessment process, benefits of early intervention, agreed ways of working, person-centred approach, approaches to recovery such as empowerment of individuals, advocacy, self-management, recognition of individual rights, supporting individuals to adopt and maintain mentally healthy lifestyles, addressing inequality) and asking learners to apply this information specifically to the conditions. Learners could share their findings with other small groups in the class in a round-robin exercise to allow all learners to collate the necessary information.

## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 4: Principles of Effective Care
- Unit 5: Principles of Safe Practice in Health and Social Care
- Unit 10: Supporting Individuals with Additional Needs
- Unit 15: Caring for Individuals with Dementia
- Unit 23: Complementary Therapies for Health and Social Care

## Resources

### Textbooks

American Psychiatric Association – *Understanding Mental Disorders: Your guide to DSM-5* (American Psychiatric Publishing, 2015) ISBN 9781585624911

Jenkins, P – *Understanding Mental Health and Mental Illness* (Taylor & Francis, 2021) ISBN 9780429803277

Wright, E and Shied, T – *A Handbook for the Study of Mental Health, Social Contexts, Theories and Systems* (Cambridge University Press, 2017) ISBN 9781316500965

### Journals

*Evidence-based Mental Health*

*International Journal of Social Psychiatry*

*Journal of Mental Health*

*Journal of Psychiatric and Mental Health Nursing*

*The Lancet*

### Videos

A wide variety of videos can be found on YouTube to support delivery of this unit. Useful documentaries on mental health conditions, clips to explain signs and symptoms etc can be found in abundance. These should be relevant and appropriate for the level of learning and learners undertaking the course.

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## **Websites**

A wide variety of websites can be used to support learning in this unit. It is good to use:

- government-led sites
- healthcare organisations
- social care organisations
- reputable charities.

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.*