

**COURSE DATA****DATA SUBJECT**

Code: 33528
Name: Social work in mental health
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1311 - Degree in Social Work	Facultat de Ciències Socials	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1311 - Degree in Social Work	Social work in mental health	ELECTIVES

COORDINATION

CARBONELL MARQUÉS ÀNGELA

SUMMARY

The aim of this module is to provide specialised education in mental health from the perspective of Social Work, equipping students with the knowledge, competences and practical skills required to understand and respond to the social, family and community needs associated with mental health problems.

The module addresses mental health from an ecological, community-based and human rights perspective, examining the influence of the social determinants of health on psychosocial well-being and on the onset, progression and recovery of mental health difficulties and disorders. It explores the historical evolution of models of mental healthcare, from the asylum-based paradigm to community care and recovery-oriented approaches, together with the relevant legal framework, health and social care resources, and the existing mental health service provision. The module also examines the principal mental health disorders and related phenomena, with particular attention to suicidal behaviour and situations of increased social vulnerability.

The module further explores the specific role of Social Work across the different levels of intervention (mental health promotion, prevention, care, rehabilitation and social inclusion), developing students' competences in social assessment, professional support, individual, family, group and community intervention, interdisciplinary working, and coordination with the various services within the mental health and social care system.



Finally, the module promotes a critical understanding of contemporary challenges in mental health, with particular emphasis on stigma, social inequalities, medicalisation, suicide prevention, the protection of the rights of people experiencing mental health problems, and the strengthening of recovery, participation and social inclusion processes.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

Students are recommended to have prior knowledge of the healthcare system, as well as of the basic health and social care resources and intervention services, in order to facilitate successful engagement with the module.

COMPETENCES / LEARNING OUTCOMES

1311 - Degree in Social Work

Act with autonomy in learning, making informed decisions in different contexts, issuing judgements based on experimentation and analysis, and transferring knowledge to new situations.

Apply intervention strategies in social work with individuals, families, groups, organisations and communities to assist them in making informed decisions about their needs, circumstances, risks, preferred options and resources.

Apply intervention techniques and methods adapted to social and healthcare needs.

Apply the attitudes and skills necessary to integrate a gender perspective into professional practice.

Assess needs and possible options to guide an intervention strategy from a social work perspective.

Contribute to the design, development and implementation of solutions that respond to social demands, taking into account the Sustainable Development Goals as a reference.

Contribute to the preparation of meetings and participate in decision-making in order to better defend the interests of individuals, families, groups, organisations and communities.

Define proposals for resolution in situations of risk after identifying and assessing the nature of the risk.

Demonstrate critical and self-critical thinking in the field of the degree programme, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Develop intervention and research projects in social work in the health field.

Establish professional relationships in order to identify the most appropriate form of intervention.



Identify intervention methodologies in social work for interaction, support and resolution of needs and problem situations with individuals, families, groups and communities.

Identify risk situations inherent to professional practice through the planning, review and monitoring of actions aimed at addressing them.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know methods and models of social work for intervention with individuals, families, groups, organisations and communities according to their needs and circumstances.

Reinforce the capacities of individuals, families, groups and communities so that they may act as agents of transformation in the situations in which they live.

Understand the specific realities, needs and specialised resources of the healthcare sector, with emphasis on specialised healthcare, primary care and other areas of specialisation such as care for the elderly, mental health, addictive behaviours, functional diversity and other groups with specific healthcare needs, situations of dependency and care needs

DESCRIPTION OF CONTENTS

1. SOCIAL WORK IN MENTAL HEALTH

1.1 Conceptual Analysis of Mental Health, Psychological Distress and Chronicity

- Conceptualisation of mental health from a biopsychosocial perspective.
- Social determinants of mental health and psychosocial well-being.
- Mental health, psychological distress, mental disorder and psychosocial disability.
- Risk factors and protective factors.
- Chronicity, recovery, autonomy and quality of life.
- Stigma, discrimination and social exclusion.
- Suicidal behaviour and suicide prevention from a community perspective.

1.2 History of Psychiatry and Social Work in the Field of Mental Health



- Historical development of mental healthcare.
- From the asylum model to community mental healthcare.
- Psychiatric reform and the process of deinstitutionalisation.
- Contemporary models: recovery, citizenship and human rights.
- The development of Social Work in mental health and professional roles.
- Contemporary challenges: medicalisation, participation and person-centred care.

1.3 The Process of Subject Formation and Psychological Structures

- Principal perspectives for understanding psychological distress.
- Psychosocial development and identity formation.
- Family, community and contextual factors.
- Vulnerability, resilience and processes of adaptation.
- Social support networks and mental health.

1.4 Elements for Understanding Symptoms

- Principal mental health problems and mental disorders.
- Clinical, social and functional manifestations.
- Severe mental illness and support needs.
- Dual diagnosis and other situations of particular complexity.
- Mental health in specific population groups: children and adolescents, women, and other groups in situations of vulnerability.
- Assessment of social needs and social assessment in mental health.

1.5 Legal and Organisational Framework of the Health and Social Care System in Mental Health

- Organisation of the mental healthcare system.
- Health, social care and integrated health and social care services.
- Inter-agency and interdisciplinary coordination.
- Basic legislation governing mental health and the rights of individuals.
- National and regional mental health strategies and action plans.
- Prevention, health promotion and community intervention.

1.6 Social Work in the Field of Mental Health

- Professional roles and competences of Social Work in mental health.
- Individual, family, group and community social work intervention.
- Social support and case coordination.
- Interdisciplinary team working.
- Psychosocial rehabilitation, social inclusion and recovery support.
- Intervention with families and social support networks.
- Mental health promotion and prevention.



- Social work intervention in relation to suicidal behaviour and postvention.
- Ethical dilemmas and rights-based professional practice.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	1,50
Individual or group project	0,00
Independent study and work	66,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	67,50

TEACHING METHODOLOGY

The following teaching and learning methods will be applied and developed:

- Interactive lectures.
- Participatory debates and discussions.
- Presentation-based activities, including lectures, seminars and student presentations.
- Practical activities, including role-play, case-study analysis, computer-based applications and workshops.
- Collaborative learning and teamwork.
- Individual, group and/or online tutorials.

EVALUATION

Assessment for this module is structured as follows:

1. Assessment of practical case studies, projects or academic coursework (50%)

This component includes the group completion of projects, academic coursework, case analyses, practical case studies or other activities aimed at applying the module content and developing the intended academic and professional competences. Assessment will take account of students' analytical and critical



thinking skills, theoretical underpinning, practical application of knowledge, appropriate use of information sources, and the technical and formal quality of the work submitted.

2. Continuous assessment of work undertaken throughout the semester (50%)

This component includes the individual and group activities undertaken throughout the semester, such as oral presentations, practical exercises, the preparation of social work reports, participation in classroom activities, attendance and active participation in face-to-face teaching sessions, tutorials, complementary learning activities, and any other evidence of learning produced during the module. Within this component, particular consideration will be given to students' commitment to and participation in the proposed learning activities.

Within this assessment component, attendance and active participation in face-to-face teaching sessions and complementary learning activities will account for 20% of the final module mark and cannot be reassessed during the resit examination period. Likewise, certain elements of continuous assessment may also be designated as non-recoverable where their nature makes it impossible to design an alternative assessment capable of adequately evaluating the achievement of the intended learning outcomes.

The final mark will be calculated as the weighted aggregate of both assessment components, provided that students have achieved at least 50% in the assessment of practical case studies, projects or academic coursework.

During the resit examination period, students may reassess those elements of continuous assessment that have been designated as recoverable. Marks obtained in assessment activities identified as non-recoverable will be retained.

Academic Integrity and the Use of Generative Artificial Intelligence

The responsible, ethical and rigorous use of information throughout this module is essential. Students are required to apply the appropriate citation and referencing conventions (APA, 7th edition), thereby ensuring academic integrity and respect for the intellectual property rights of others. Plagiarism is understood as the presentation of ideas, texts, data, images or any other materials produced by another person as one's own without appropriate acknowledgement of authorship, regardless of the format or medium from which they have been obtained. Likewise, cyberplagiarism includes the use of material obtained from digital sources without appropriate attribution.

The use of generative artificial intelligence (AI) tools shall be subject to the guidance established by the module teaching team and must be undertaken in a responsible and limited manner, as a means of supporting the learning process rather than replacing students' own intellectual work. In all cases, students remain fully responsible for the authorship, accuracy, academic rigour and quality of the work they submit and must be able to justify the decisions they have taken, as well as the content produced and the sources used.

Where generative artificial intelligence tools have made a significant contribution to the preparation of an assessed activity, their use must be explicitly declared, indicating both the tool employed and the purpose for which it has been used. It will not be necessary to declare the use of such tools when they are employed



solely for ancillary technical or linguistic purposes, such as spelling and grammar correction, stylistic revision, translation, or improving the clarity of written expression. The submission as original work of content generated wholly or partially by artificial intelligence without the corresponding declaration, as well as the use of such tools in a manner contrary to the instructions provided by the teaching staff, may be regarded as a breach of academic integrity and may result in the application of the measures established in the University's regulations governing assessment and academic integrity.

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