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Refer to guidance notes for completion of each section of the specification.

<b>Module Code:</b>	SOC731
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<b>Module Title:</b>	Assessing and Understanding Health, Mental Health and Wellbeing in Prison Populations
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<b>Level:</b>	7	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GACJ	<b>JACS3 code:</b>	100484
		<b>HECoS code:</b>	

<b>Faculty</b>	SLS	<b>Module Leader:</b>	Dr Sharon Wheeler
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Scheduled learning and teaching hours	21 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total contact hours</b>	<b>21 hrs</b>
Placement / work based learning	
Guided independent study	179 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
Standalone delivery only. To be aligned to MA Criminology and Criminal Justice for QA and assessment purposes..	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Pre-requisites</b>
None.

<b>Office use only</b>		
Initial approval:	28/11/2019	Version no: 1
With effect from:	Jan 2020	
Date and details of revision:		Version no:

## Module Aims

This module will provide the theoretical and practical underpinnings crucial to working with members of the prison population who have health, mental health and wellbeing challenges and vulnerabilities. It will enable prison staff to effectively assess and understand such members of the prison population for these challenges and vulnerabilities in the early stages of their imprisonment. It will also enable prison staff to critically explore self-harm and self-inflicted death in prison populations.

## Module Learning Outcomes - at the end of this module, students will be able to

1	Identify, understand and evaluate the health and wellbeing challenges and vulnerabilities of the prison population.
2	Critically analyse the key learning from independent reviews of incidents of self-harm and self-inflicted death in the prison population.
3	Critically analyse theory and evidence fundamental to undertaking an informed assessment in a prison setting.
4	Critically analyse the role of assessment at the early stages of imprisonment.
5	Develop understanding and critical self-awareness of the specialist communication skills needed to work effectively with prison populations.

<b>Employability Skills The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
<b>CORE ATTRIBUTES</b>	
Engaged	I
Creative	I
Enterprising	I
Ethical	I A
<b>KEY ATTITUDES</b>	
Commitment	I
Curiosity	I
Resilient	I
Confidence	I
Adaptability	I
<b>PRACTICAL SKILLSETS</b>	
Digital fluency	I A
Organisation	I
Leadership and team working	I

Critical thinking	IA
Emotional intelligence	IA
Communication	IA
<b>Derogations</b>	
None.	

<b>Assessment:</b>			
Indicative Assessment Tasks: <i>Guidance: please ensure you add indicative word count and durations within the narrative body of this section</i>			
<ol style="list-style-type: none"> <li>Students will undertake a 10 minute videoed simulation of an assessment. Students will be expected to demonstrate effective assessment and communication skills, and to explore factors relevant to the health and wellbeing of the person they are assessing. A choice of simulation scenarios will be available and students will receive an individual mark.</li> <li>Students will write a 2,000 word reflective essay on their simulation assessment. They will critically reflect on the assessment process, including their own communication skills, and their exploration of factors impacting on the health and wellbeing of the person they are assessing. Students will be expected to critically discuss relevant theory and evidence throughout.</li> </ol>			
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	4 & 5	Simulation	50
2	1 - 3	Reflective Practice	50

<b>Learning and Teaching Strategies:</b>
The module will be delivered through a blended learning approach. Students will attend a number of taught workshop days, which will be interspersed by online content in order to support independent study and reflective practice. Online tasks may include a combination of reflective practice activities, online discussion forums and extended and pre-reading tasks.

<b>Syllabus outline:</b>
Physical and mental illness Homeless and veteran populations Risk factors Substance misuse and suicide Trauma and adversity Role of assessment Verbal communication Non-verbal communication

## Indicative Bibliography:

### Essential reading

Egan, G. (2017), *The Skilled Helper: A Client Centred Approach*. Andover: Cengage Learning EMEA

Mills, A. and Kendall, K. (2018), *Mental Health in Prisons: Critical Perspectives on Treatment and Confinement*. Cham: Palgrave Macmillan.

Pope, L. (2018), *Self Harm by Adult Men in Prison: A Rapid Evidence Assessment*. Available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/739521/self-harm-adult-men-prison-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739521/self-harm-adult-men-prison-2018.pdf)

Prison and Probation Ombudsman (2014), *Learning from PPO Investigations: Risk Factors in Self Inflicted Deaths in Prisons*. Available at:

[http://www.ppo.gov.uk/app/uploads/2014/07/Risk\\_thematic\\_final\\_web.pdf](http://www.ppo.gov.uk/app/uploads/2014/07/Risk_thematic_final_web.pdf)

Prison and Probation Ombudsman (2017), *Learning from PPO Investigations: Prisoner Mental Health*. Available at: <http://www.ppo.gov.uk/app/uploads/2016/01/PPO-thematic-prisoners-mental-health-web-final.pdf>

Ross, M. (2013), *Health and Health Promotion in Prisons*. Oxon: Routledge.

### Other indicative reading

HMI Prisons (2019), *Report on an Unannounced Inspection of HMP Berwyn*. Available at: <https://www.justiceinspectors.gov.uk/hmiprisoners/wp-content/uploads/sites/4/2019/07/Berwyn-Web-2019.pdf>

Marzano, L., Hawton, K., Rivlin, A., Smith, E. N., Piper, M., and Fazel, S. (2016), Prevention of suicidal behavior in prisons: An overview of initiatives based on a systematic review of research on near-lethal suicide attempts. *Crisis: The Journal of Crisis Intervention and Suicide Prevention*, 37(5), 323-334.

Ministry of Justice (2019), *Safety in Custody Statistics, England and Wales*. Available at: <https://www.gov.uk/government/statistics/safety-in-custody-quarterly-update-to-march-2019>

National institute for Health and Care Excellence (2016), *Physical Health of People in Prison*. Available at: <https://www.nice.org.uk/guidance/ng57>

NOMS/HMPPS (2015), *Early Days in Custody-Reception*. In, *First Night in Custody and Induction to Custody*. PSI 07/2015. Available at: <https://www.justice.gov.uk/downloads/offenders/psipso/psi-2015/psi-07-2015-pi-06-2015-early-days-in-custody.pdf>

Prison and Probation Ombudsman (2012-2019) various learning the lessons reports.

- Older People Thematic
- Transgender prisoners
- Dementia
- Early days and weeks in Custody
- Prisoner Mental health
- NPS
- Deaths of Travellers In prison
- Maintaining family ties
- Self-inflicted deaths of prisoners on ACCT
- Sexual abuse in prison

All available at: <https://www.ppo.gov.uk/document/learning-lessons-reports/>