

<b>Title:</b>	Mental Health and Wellbeing in Youth Work
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Unique Reference Number:</b>	K/650/4665
<b>Sector Subject Area:</b>	13.1 Teaching and Lecturing
<b>Aim:</b>	The aim of this unit is to provide learners with the skills and knowledge to be able to understand the components of mental health; theories underpinning mental health and wellbeing; factors that negatively and positively affect mental health and wellbeing; legal and statutory frameworks that protect young people's mental health; differences between recovery/strength models of mental health; frameworks and resources Youth Workers can use in day-to-day Youth Work practice to support young people's mental health and wellbeing and to reflect on any changed in young people as a result of the support they have given.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.  Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

### Learning outcomes

*The learner will:*

1. Be able to understand the components and theoretical underpinning of mental health and wellbeing.

#### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to consider the components of mental health such as cognitive and emotional functioning, health behaviours and outlook on life and how they relate to overall wellbeing. Learners must analyse at least two theories underpinning mental health and wellbeing in relation to young people.

The learner must:

1.1 Explain the **components of mental health** and how each relates to overall wellbeing.

1.2 Analyse **theories underpinning mental health** and wellbeing in relation to young people.

2. Be able to understand specific factors that may affect an individual's mental health and wellbeing.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to explain risk and protective factors that affect wellbeing and may interact. Learners will explore the effects of intersectionality (factors that can facilitate privilege and discrimination for young people such as gender, class, race, sexuality, and disability) and their effect on a young person's mental health and wellbeing.

The learner must:

2.1 Explain environmental, emotional, and behavioural **risk factors** that may adversely affect young people's mental health and wellbeing.

2.2 Explain environmental, emotional, and behavioural **protective factors** that may positively affect young people's mental health and wellbeing.

2.3 Explain how **intersectionality** affects a young person's mental health and wellbeing.

3. Be able to understand statutory and legal frameworks in relation to young people's mental health and wellbeing.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to describe the key elements of the following frameworks for protecting young people's mental health and wellbeing – The Children Act (2004), United National Convention on the Rights of the Child (1989), Mental Health Act (1983), Mental Capacity Act (2005) and the Human Rights Act (1968.)

The learner must:

3.1 Describe key elements of **statutory and legal frameworks** relating to young people's mental health and wellbeing.

4. Be able to understand the difference between the deficit and recovery/strengths models of mental health.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to understand the key differences between the deficit and recovery/strengths models of mental health.

The learner must:

- 4.1 Summarise the **deficit model of mental health** in relation to its usefulness for young people.
- 4.2 Summarise the **recovery/strengths model** of mental health in relation to its usefulness to young people.

5. Be able to understand frameworks and resources to increase mental health and wellbeing.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to identify at least two key frameworks and different approaches that can be used in day-to-day Youth Work practice to improve young people's mental health and wellbeing. They will also summarise resources that can promote mental health such as counselling services and potential barriers to accessing such services.

The learner must:

- 5.1 Identify **key frameworks** a Youth Worker can use in their day-to-day practice in relation to young people's mental health and wellbeing.
- 5.2 Summarise **resources** relating to mental health, and factors affecting the likelihood of these being accessed by young people.
- 5.3 Identify approaches/resources a Youth Worker can use in their day-to-day practice.

6. Be able to use a range of frameworks and resources to support a young person's mental health and wellbeing.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to support young people to identify factors that may be having a negative and positive impact

on their health and wellbeing and consider how these factors may contribute to unhelpful/helpful coping strategies.

The learner must:

6.1 Support young people to identify environmental, emotional, and/or behavioural factors impacting negatively on their health and wellbeing.

6.2 Support young people to identify social, environmental, emotional, and/or behavioural factors impacting positively on their health and wellbeing.

7. Be able to review the outcomes of the support provided and assess its effectiveness.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to reflect on their own practice when using specific frameworks. This should include collaborative engagement with the young person to assess any changes as a result of the support.

The learner must:

7.1 Reflect on own practice when using specific frameworks.

**Scope of Training**

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

**Requirements**

**Components of Mental Health**

Mental health is a multifaceted concept that encompasses various components, each contributing to overall well-being. Learners could include the following components:

- Emotional well-being

	<ul style="list-style-type: none"> <li>• Psychological well-being</li> <li>• Social well-being</li> <li>• Physical well-being</li> <li>• Cognitive well-being</li> <li>• Spiritual well-being</li> <li>• Occupational well-being</li> <li>• Integrative perspective</li> </ul>
<p><b>Theories Underpinning Mental Health</b></p>	<p>Theories underpinning mental health and well-being in relation to young people provide frameworks to understand the complex factors influencing their mental health. Learners could refer to the following theories (but are not limited to):</p> <ul style="list-style-type: none"> <li>• Biopsychosocial Model</li> <li>• Erikson’s Psychosocial Development Theory</li> <li>• Attachment Theory (John Bowlby, Mary Ainsworth)</li> <li>• Cognitive Behavioural Therapy (CBT)</li> <li>• Ecological Systems Theory</li> <li>• Positive Psychology</li> <li>• Self-Determination Theory (SDT)</li> <li>• Social Identity Theory</li> </ul>
<p><b>Risk Factors</b></p>	<p>Learners must understand that adolescence is a critical period of development where young people face various environmental, emotional, and behavioural risk factors that can adversely affect their mental health and well-being. It is imperative to youth work that learners understand these factors to develop effective interventions and support systems.</p> <p>The following risk factors could be considered:</p> <p>Environmental risk factors:</p> <ul style="list-style-type: none"> <li>• Family structure/environment</li> <li>• School environment</li> <li>• Local community</li> <li>• Socioeconomic factors</li> </ul> <p>Emotional risk factors:</p> <ul style="list-style-type: none"> <li>• Unexpected and/or stressful life events</li> <li>• Trauma</li> </ul>

	<ul style="list-style-type: none"> <li>• Mental Health disorders</li> <li>• SEND</li> <li>• Low self-esteem</li> </ul> <p>Behavioural risk factors:</p> <ul style="list-style-type: none"> <li>• Risk taking behaviours (this could include substance use, reckless behaviour, or self-harm)</li> <li>• SEND (for example, the impulsivity commonly associated with neurodevelopmental disorders such as ADHD)</li> <li>• Social withdrawal and isolation</li> </ul> <p>Interactions and compounding effects:</p> <ul style="list-style-type: none"> <li>• Cumulative risk – young people can face multiple risks factors simultaneously.</li> <li>• Protective factors – positive relationships, supportive environments and access to mental health services can mitigate the effects of risk factors and promote resilience.</li> </ul>
<p><b>Protective Factors</b></p>	<p>Protective factors are conditions or attributes in individuals, families, communities, or the larger society that mitigate or eliminate risk and promote resilience in the face of adversity. They play a crucial role in promoting positive mental health and well-being among young people.</p>
<p><b>Intersectionality</b></p>	<p>Intersectionality refers to the interconnected nature of social categorisations such as race, gender, class, and other identities as they relate to systems of oppression, discrimination, and privilege. For young people, intersectionality significantly influences their mental health and well-being through complex interactions of various identity markers.</p>
<p><b>Statutory and Legal Frameworks</b></p>	<p>Those delivering the qualification should ensure they are referring to the most up-to-date guidance available. Statutory and legal frameworks could refer to the following:</p> <ul style="list-style-type: none"> <li>• Children Act 1989 and 2004</li> <li>• Mental Health Act 1983 (as amended by the Mental Health Act 2007)</li> <li>• Children and Families Act 2014</li> <li>• Children and Adolescent Mental Health Services (CAMHS)</li> </ul>

	<ul style="list-style-type: none"> <li>• Equality Act 2010</li> <li>• Youth Justice and Criminal Evidence Act 1999 (YJCEA)</li> <li>• Data Protection Act 2018 (incorporating GDPR)</li> </ul>
<b>Deficit Model of Mental Health</b>	<p>The deficit model of mental health focuses on identifying and addressing deficiencies or problems within an individual. It is primarily concerned with diagnosing mental health disorders and implementing interventions to treat these conditions. Key features of the deficit model include:</p> <ul style="list-style-type: none"> <li>• Problem focused</li> <li>• Diagnosis driven</li> <li>• Treatment orientated</li> <li>• Medical model</li> </ul> <p>Learners could explore the usefulness for young people in relation to the following:</p> <ul style="list-style-type: none"> <li>• Early identification and intervention</li> <li>• Access to professional help</li> <li>• Symptom relief</li> <li>• Clear framework</li> </ul> <p>Limitations of the model could include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Stigma and labelling</li> <li>• Overemphasis on pathology</li> <li>• Reactive rather than proactive</li> <li>• One-size-fits-all approach</li> </ul>
<b>Recovery/Strengths Model</b>	<p>The recovery/strengths model of mental health emphasises the potential for individuals to recover from mental health challenges by building on their strengths and resilience. This model is more holistic and person-centred compared to the deficit model. Key features of the recovery/strengths model include:</p> <ul style="list-style-type: none"> <li>• Strength-based approach</li> <li>• Person-centred</li> <li>• Holistic Perspective</li> <li>• Empowerment and self-determination</li> <li>• Hope and optimism</li> <li>• Supportive relationships.</li> </ul>

	<p>Learners could explore the usefulness for young people in relation to the following:</p> <ul style="list-style-type: none"> <li>• Empowerment</li> <li>• Focus on strengths</li> <li>• Personalised and holistic care</li> <li>• Promotion of hope</li> <li>• Supportive relationships</li> <li>• Resilience building</li> </ul> <p>Limitation of the model could include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Resource intensive</li> <li>• Varied outcomes</li> <li>• Possible lack of immediate symptom relief</li> <li>• Requires active participation</li> </ul>
<p><b>Key Frameworks</b></p>	<p>Various frameworks and approaches are used in day-to-day practice to provide holistic support and promote positive outcomes. Frameworks could include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• The five ways to well-being</li> <li>• Trauma-Informed Practice</li> <li>• Strengths-Based approach</li> <li>• Social and Emotional learning</li> <li>• Cultural competence and inclusivity</li> <li>• Risk assessment and safeguarding</li> </ul>
<p><b>Resources</b></p>	<p>Learners could consider the following resources:</p> <ul style="list-style-type: none"> <li>• Mental Health Resources <ul style="list-style-type: none"> <li>○ CAMHS</li> <li>○ School-based counselling services</li> <li>○ Online and telephone support services</li> <li>○ Community-based youth services</li> <li>○ GP and Primary care services</li> <li>○ Specialist services for specific needs</li> </ul> </li> <li>• Factors affecting accessibility:</li> </ul>

	<ul style="list-style-type: none"><li>○ Stigma</li><li>○ Geographical location</li><li>○ Waiting times and capacity</li><li>○ Financial constraints</li><li>○ Cultural and language barriers</li><li>○ Digital literacy and technology access</li><li>○ Family support and encouragement</li></ul>
--	--

© NOCN August 24