

University of the West of Scotland

Module Descriptor

Session: 2022/23

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Title of Module: Core Values in Mental Health Practice

Code: NURS11116	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Petra Gregson		

Summary of Module

This module will introduce students to the philosophical and ontological debates around the concept of mental health and explore the ideas which shape modern mental health practice. Underlying principles and values of therapeutic interventions will be explored from a range of cultural and socio-political viewpoints providing a global perspective on mental health practice. Students will be encouraged to consider the concept of social recovery, psychological models of illness and health, and the implications of these factors on the management of mental health problems. Students will critically analyse their current mental health (clinical) practice within a values based framework of respect, dignity, collaboration and empathy.

There will be a specific focus on identifying barriers to engagement and utilizing strategies to overcome these barriers. Students will be encouraged to work collaboratively with service users to validate their hypotheses on the nature of mental health and the helping relationship. Supervision will be provided throughout this module to support and guide students.

Issues relating to the nature of evidence and the application of evidence based interventions within the students clinical workplace will be explored.

The above skills acquisition, contributes to the development of the UWS Graduate Attributes: Universal - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, culturally aware, collaborative, research-minded and socially responsible; Work-Ready -knowledgeable, digitally literate, effective communicator, motivated, potential leader; and Successful -autonomous, incisive, creative, resilient and daring.

- Critically appraise the philosophical ideas and traditions underpinning the concept of mental distress
- Evaluate the development and impact of the recovery movement on the culture of mental health.
- Evaluate the impact of the recovery movement on therapeutic practice
- Critically appraise the value base, current theory and evidence base for current approaches to mental health practice.
- Critically reflect on how current ideas in mental health can influence future practice.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓			

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities,

student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
					✓	

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
	✓	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Critically appraise the philosophical and ontological arguments around the concept of mental health.
- L2. Evaluate the development and impact of the Recovery movement on the culture of mental health.
- L3. Evaluate the development and impact of the Recovery movement on therapeutic practice.
- L4. Critically appraise the value base, current theory and evidence base current approaches to mental health practice.
- L5. Critically reflect upon how current ideas in mental health can influence future practice.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 11.</p> <p>Developing an in depth knowledge of the main conceptualizations of mental health and the changes across time.</p> <p>Critical awareness of the literature on mental health policy and practice.</p> <p>Critically appraising the construction of mental health policy and practice.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Demonstrating originality or creativity in the application of knowledge understanding and practices related to mental health</p>

	Applying knowledge to the evaluation and development of current best-practice policies.
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Demonstrating originality or creativity in the application of knowledge understanding and practices related to mental health</p> <p>Applying knowledge to the evaluation and development of current best-practice policies.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11.</p> <p>Developing leadership and communication skills in the development of mental health services</p> <p>Critically reflect upon how current ideas in leadership, education, and skills development can influence future mental health practice.</p> <p>Making formal presentations in multi-disciplinary forums.</p> <p>Communicating with a range of disciplines, using appropriate specialised methods, utilising a variety of media in leadership and educational settings.</p> <p>Using a range of software to support and enhance advanced academic work.</p> <p>Engaging with and contributing to the literature and public discussion on mental health within a clinical context.</p> <p>Using a range of ICT skills required to effectively deliver skilled interventions and complete academic work.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Showing substantial autonomy working within inter-disciplinary/multi-disciplinary teams to promote the application and evaluation of best practice in mental health clinical environments.</p> <p>Demonstrating leadership skills to assist in the development of others within the participants' organisation to support and deliver mental health services.</p>

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching

The module will be guided by social constructivist epistemology, encouraging shared learning and recognising the students previous experience and knowledge and the value this has in a shared learning process. The module materials will be delivered online and will be supported through related skills practice, augmented by preparatory reading and follow up discussion. Discussion within these meetings will shape the content of subsequent online discussion. Peer support will also be encouraged through the development of online discussion boards and a module social media platform.

Online students- must participate in the online supervision and support sessions.

Prior to commencing the module students should ensure that they have access to the technology and understanding required to access online materials and to participate within online video communication. Module delivery incorporates a variety of learning and teaching strategies including online tutorials, practical tasks and synchronous and asynchronous discussion through technology enhanced learning strategies, which

will include the provision of support using e-learning materials (administered through the university VLE). Teaching strategies will include structured homework task setting, modelling, skills practice and support, tutorials, group supervision with case presentation and problem solving.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Asynchronous Class Activity	72
Tutorial/Synchronous Support Activity	12
Independent Study	104
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Davidson, G (2015) Models of Mental Health. Basingstoke, Palgrave, MacMillan

Graham, G (2021) The Disordered Mind: Introduction to the Philosophy of Mind and Mental Illness. New York City, Routledge.

Huda, S,A, (2019) Medical model in mental health: an explanation and evaluation. Oxford, Oxford University Press

Morgan, A, Felton, A, Bulford, B, Kalathil, J & Stacey, G (2016) Values and ethics in mental health: an exploration for practice. London , Palgrave.

Slade, M, Oades, L and Jarden, A (2017) Wellbeing , Recovery and Mental Health . Cambridge, Cambridge University Press.

Trenoweth S (2016) Promoting recovery in mental health nursing. London, Learning Matters, Sage.

Watson, J (2019) Drop the disorder: challenging the culture of psychiatric diagnosis. PCCS Books.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Mental Health Nursing & IP
Assessment Results (Pass/Fail)	No
Subject Panel	MHN&IP L9-11
Moderator	Marie McCaig
External Examiner	I McGowan
Accreditation Details	
Changes/Version Number	1.08 Updated module coordinator , updated general details , updated reading list, clarified information about summative assessment and support for assessment development.

Assessment: (also refer to Assessment Outcomes Grids below)

The module is assessed by 4000 word essay. Students are encouraged to organise individual meetings with a member of the module teaching team to discuss essay plans and academic support needs. The pass grade for the assignment is as defined in the university regulations.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (% of Assessment Element)	Timetabled Contact Hours
Essay	✓	✓	✓	✓	✓	100	0
Combined Total For All Components						100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The School of Health and Life sciences believe that education and participant diversity are central to achieving quality of motivational enhancement skills within a clinical/other work environment.

Within the programme, sensitivity, inclusiveness and employability are achieved by:

- Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to prospective participants and participants.
- Promotion of confidence and knowledge of participants' rights.
- Promotion of respect and knowledge of the diverse needs and rights of participants and their clients.

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and

learning, assessment and evaluation.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, processes and procedures have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment.

Evaluation by all key stakeholders throughout the life of the module is also central to meeting our commitments.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)