

Title of Module: Education for Mental Health

Code: NURS11118	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:	Niamh Skelly		

Summary of Module

The module critically engages with pedagogical principles supporting mental health practitioners' delivery of education to a variety of learners and service users. In particular, the module appraises (i) educational theories and theories of learning applied within a mental health context; (ii) the development of key skills to support learning within a mental health environment (iii) critical understanding of the effective interpersonal and organisational skills underpinning educational inputs in a mental health context. Participants will also explore the professional challenges in providing education in a recovery-focused climate. Participants will engage with research from fields of mental health and education and have opportunities to reflect on practice and professional development in the area of Interdisciplinary Learning.

Students will be re-introduced to research from the perspectives of the two main research paradigms. This will aid the development of critical appraisal skills and will be further supported by the use of recognised critical appraisal frameworks for each such as the NHS Critical Appraisal Skills Programme. Development of these skills will enable critical review of the evidence for the efficacy of learning and teaching strategies within service delivery in mental health. Students will be encouraged to plan learning and teaching strategies based on this critical review.

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.

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)
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate enhanced knowledge and critical awareness of learning applied within a mental health context.</p> <p>L2. Apply the skills, knowledge, and a critical understanding of organising a learning scenario within a mental health context.</p> <p>L3. Critically review the interpersonal skills underpinning educational work within a mental health environment.</p> <p>L4. Critically evaluate and reflect upon the development of knowledge and the understanding of education for mental health in recovery-focused practice.</p> <p>L5. Critically appraise the evidence base for the use of learning and teaching strategies within mental health services.</p>

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>Enhanced knowledge of learning theories encompassing learning styles, methodology, and approaches to the design of educational inputs and teaching in a variety of learning environments.</p> <p>A critical understanding of the specific theories of education and as they apply to the student's learning, teaching and training context.</p> <p>Critical awareness of current issues in education and mental health within a learning, teaching, and training context.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Using a range of specialised interpersonal, educational and motivational skills, techniques and practices which are informed by relevant theories.</p> <p>Applying a range of standard and tailored educational inputs within a mental health context.</p> <p>Demonstrating originality and creativity in the application of knowledge, understanding and practices which relate to mental health and education within learning, teaching and training scenarios</p>
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Applying critical analysis, evaluation and synthesis to issues which are informed by the developments within educational theory and practice.</p> <p>Developing original and creative responses to concepts and issues which relate to education in a mental health context.</p> <p>Critically reviewing, consolidating and extending knowledge, skills, practices and thinking in mental health and education.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11.</p> <p>Communicating, using appropriate specialised methods, to a range of learning, teaching and training audiences with different levels of knowledge/expertise.</p> <p>Acting as a source of advice and mentorship for professionals, on particular aspects of education within a mental health context.</p>

	<p>Using word-processing, spreadsheet and data analysis software to support and enhance advanced academic work.</p> <p>Engaging and contributing to the literature and public discussion on mental health and educational theory and practice within arrange of professional environments.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Exercising substantial autonomy and initiative in professional and equivalent activities, demonstrating initiative in enhancing the work of learning theories, mental health practice and motivational theory within a range of learning environments.</p> <p>Engaging with the academic community on mental health and education theory within the University and in the wider academic and professional community</p> <p>Demonstrating responsibility, leadership, and initiative, as well as contributing to change and development in mental health within a learning, teaching and training context.</p> <p>Demonstrating the management of complex professional issues in the field of mental health.</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	
<p>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. Sessions will take place online via AULA and posted there for the entire cohort. 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.</p> <p>Online students must participate in the online supervision and support sessions.</p> <p>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 (via Teams).</p> <p>The Module handbook, and other detailed material made available to participants, will detail specific information regarding learning and teaching methodologies. This will clarify for student the module content, and their expectations for the overall balance of learning and teaching methodologies implemented throughout the module.</p>	
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	12
Tutorial/Synchronous Support Activity	12
Independent Study	164
	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:

Race, P. (2020) *The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching*. United Kingdom. Routledge.

Bovill, C. (2020) *Co-creating Learning and Teaching: Towards relational pedagogy in higher education (Critical Practice in Higher Education)*.

Norman, I. & Rylie, I. (2018). *The Art and Science of Mental Health Nursing: A Textbook of Principles and Practice*. Maidenhead. Open University Press.

Harrington, C. and Zakrajsek, T.(2017) *Dynamic Lecturing: Research-Based Strategies to Enhance Lecture Effectiveness (The Excellent Teacher Series*. USA. Stylus.

(**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](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Students are required to attend online tutorials or to evidence engagement with the tutorials through review of the session recordings and contributions to the related online discussion. Students will be expected to access programme materials at least once every 2 weeks of the taught component.

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	1.10 Section 9: Changed VLE to AULA; Changed teaching hours Section 11: Inserted sentence about Equality and Diversity Section 12: Removed older reference Section 13: Inserted information on attendance Section 20: Moderator updated

Assessment: (also refer to Assessment Outcomes Grids below)

Formative Assessment – The student will produce and discuss a learning plan for the educational input for the observational critique. This is designed to assist the student to prepare for both components of the summative assessment. Further academic support will be provided during the module by an identified supervisor from the module team. Summative assessment will take place through two distinct, though related components. The student is required to pass each component at the grade defined by the current UWS regulations.

Component 1. A observational critique of a teaching and learning event organised by the student. This event may be live or pre-recorded and should be accompanied by an evaluation of the teaching and learning completed by the student and the supervisor. (50% weighting)

2. A 2,500 word essay which will comprise a critical reflection and evaluation of the learning derived from Part 1 of the assignment (50% weighting)

(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	✓			✓	✓	50	0

Component 2							
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
Report of practical/ field/ clinical work		✓	✓			50	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 mental health within a learning, teaching and training context.

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.

This module involves the development and application of mental health and motivational enhancement theory to the learning, teaching and training context.

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.

The programme is designed to be as accessible as it can be to all practitioners working with mental health outcomes. That it is delivered online and linked strongly with the students workplace activities means that it is open to, and welcoming of, the diversity evident within that workforce.

[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)