

Session: 2023/24

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Title of Module: Therapeutic Skills for Mental Health			
Code: NURS11119	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:	Robert Boyd		
Summary of Module			
<p>The initial focus of the module is on understanding the principles underpinning cognitive and behavioural interventions for individuals and families experiencing difficulties as a result of common mental health conditions. There will be a critical review of the development of these approaches and students will then be asked to critically engage with the general and specific therapeutic skills required to effectively deliver these interventions in practice. Students will be required to practice and rehearse these skills in a safe environment and feedback on their progress through supervision, coaching and guidance communicated via the virtual learning environment. This will be undertaken prior to participants using the approaches within their clinical practice. Ethical issues regarding the delivery of cognitive behavioural interventions within the participants' clinical work will also be considered and discussed. Students will be re-introduced to the process of research from the perspectives of the two main research paradigms.</p> <p>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.</p> <p>This module can be taken as stand-alone</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
<p>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.</p> <p>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</p> <p>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.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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. Critically appraise the evidence base for the use of cognitive and behavioural interventions within the individual and family based treatment of common mental health conditions.</p> <p>L2. Appropriately engage mental health clients and their families in the use of formulation as a mechanism through which to understand and respond to their presenting problems.</p> <p>L3. Effectively apply and utilise a range of cognitive and behavioural skills within the assessment and management of one key problem identified in collaboration with the client and or family.</p> <p>L4. Utilise a range of enhanced interpersonal skills to engage clients and or families within cognitive behavioural interventions.</p> <p>L5. Critically reflect on the application of the key skills for the use of cognitive and behavioural assessment and interventions with mental health clients and their families.</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>Critically reviewing the literature for cognitive behavioural interventions in the treatment of common mental health conditions.</p> <p>Critically appraising the effective application of a range of cognitive behavioural principles and strategies in the treatment of common mental health conditions.</p> <p>Critically analysing key theories underpinning the application of cognitive and behavioural interventions in the management of common mental health conditions, within an individual and family setting.</p> <p>Critically reviewing the cognitive and behavioural models and efficacy of family interventions.</p> <p>Critically understanding the core skills required to manage family sessions and effectively deliver cognitive and behavioural family intervention strategies.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Demonstrating the use of a range of complex, specialised and collaborative case formulation skills with individuals and families.</p> <p>Demonstrating the appropriate selection and use of a range of complex, specialised and collaborative assessment formats with</p>

	<p>individuals and families. Delivering effective cognitive and behavioural family interventions.</p> <p>Critically reflecting on the application of cognitive and behavioural skills within a mental health setting to ensure a synthesis of the most recent evidence. Critically evaluating the delivery of cognitive behavioural intervention skills using a range of instruments/observations.</p>	
Generic Cognitive skills	<p>SCQF Level 11. Critically demonstrating the use of problem solving skills in the delivery of cognitive behavioural interventions within complex and challenging conditions. Critically reviewing the delivery of cognitive behavioural interventions for individuals and families as supported by relevant literature. Appraising the role of formulation in collaborative sense making with clients and families troubled by mental health conditions and in the selection of appropriate cognitive and behavioural interventions to alleviate their distress.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11. Communicating, using appropriate specialised methods, utilising a variety of media through formal case presentations, simulation, recordings, discussion forums, supervision, coaching and guidance.</p> <p>Effectively interpreting data/observation in order to plan and deliver appropriate cognitive and behavioural interventions.</p> <p>Using a range of software to support and enhance advanced academic work.</p> <p>Applying the enhanced knowledge of cognitive behavioural interventions to facilitate effective communication within teams to deliver high quality cognitive behavioural interventions to individuals and families.</p> <p>Acting as a source of advice and mentorship for professionals, on particular aspects of cognitive behavioural intervention skills within a clinical/learning, teaching and training context. Engaging with and contributing to the literature and public discussion on cognitive behavioural interventions within a clinical/learning, teaching and training context.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11. Showing substantial autonomy working within inter-disciplinary/multi-disciplinary teams to deliver cognitive behavioural interventions to clients and their families. In collaboration with individual clients and their families developing a formulation that explains and drives the selection of interventions for their presenting problem(s). Demonstrating leadership skills to assist in the development of others within the participants' organisation to support and deliver cognitive behavioural interventions. Facilitating effective clinical supervision/coaching and mentoring for self, peers and other colleagues within the work environment.</p>	
Pre-requisites:	<p>Before undertaking this module the student should have undertaken the following:</p>	
	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. Peer support sessions will be facilitated online to encourage networking within the student cohort. Module materials are framed via workbooks and supporting materials stored on the VLE. These shape engagement within the module discussion boards and in the online tutorials. Peer support will also be encouraged through the development of online discussion boards and a module social media platform.</p> <p>Students must participate in the online tutorial sessions or evidence engagement with recordings of these sessions via discussion board contributions.</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.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Practice Based Learning	30
Asynchronous Class Activity	30
Tutorial/Synchronous Support Activity	20
Independent Study	100
Lecture/Core Content Delivery	20
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Lobban, F and Barrowclough, C (EDs) (2009) A Casebook of Family Interventions for Psychosis. Chichester. John Wiley and Sons Ltd.</p> <p>Moule, P (2018) making sense of research in nursing, health and social care (sixth edition). London. Sage.</p> <p>Papworth, M. Marrinan, T and Martin, B (with Keegan, D and Chaddock, A) (2013) Low Intensity Cognitive behaviour Therapy; a practitioners guide. London. Sage.</p> <p>Simmons, J and Griffiths, R (2018) CBT for Beginners (Third Edition). London. Sage</p> <p>Smith, G (2012) Psychological interventions in mental health nursing. Maidenhead. McGraw-</p>	

Hill.

Trenoweth, S and Moone, N (2017) Psychosocial Assessment in Mental Health. London. Sage.

Withnell, N and Murphy, N (2012) Family Interventions in Mental Health. Maidenhead. Open University Press.

(**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:

Participation in the scheduled module tutorials

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	Anthony Butler
External Examiner	I McGowan
Accreditation Details	
Version Number	1.11

Assessment: (also refer to Assessment Outcomes Grids below)

Formative assessment is ongoing and woven through the face to face sessions and online discussion as skills practice will incorporate immediate feedback and use of discussion threads will enable peer comparison and lecturer comment. Students will also be asked to deliver a brief online formulation in preparation for the summative assignment.

Summative assessment will take place through two distinct, though related components
1. A case presentation to a panel comprised of the module team, where the student will use a recognised formulation process to outline a client or family background, explain the factors surrounding the development and maintenance of their targeted problem, and explain how this influences treatment success to date and choices for future work. The presentation will also

include explanation of the assessment process employed, analysis of any interventions applied and critical review of engagement strategies used. The panel will also question the student around any omissions or inconsistencies within the delivery. This will attract 75% the available mark and the pass grade is as determined by the current UWS regulations.

2.A 1700 word critique of the evidence base supporting the use of the main therapeutic intervention applied with this client/ family. This will attract 25% of the available mark and the pass grade is as determined by current UWS regulations. Both components of the assignment must attract pass grades of 50% and above.

(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
Presentation		✓	✓	✓	✓	75	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
Review/ Article/ Critique/ Paper	✓					25	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 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.

The School of HLS believes that education and practitioner diversity are central to achieving quality of nursing care

Within the programme, quality of care, inclusiveness and employability are achieved by:

Provision of a welcoming and supportive culture that advances accessibility and equal opportunities to students and fosters respect and good relations

Promotion of confidence and knowledge of their rights as a student and employee

Promotion of respect and knowledge of client diversity, their needs, rights and the associated practitioner responsibilities

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 understanding of theory and evidence based practice. The module competence standards must be achieved for successful completion of the module. Flexibility and Anticipatory adjustments in teaching and learning strategies and assessment facilitate inclusiveness within the module.

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](#)

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