

<b>Title of Module: Changing Mental Health Services</b>
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<b>Code: NURS11120</b>	<b>SCQF Level: 11</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Joe Brown		

**Summary of Module**

The initial focus of this core module is on understanding the principles underpinning practice development with a specific focus on contemporary Mental Health Services. Students will critically review the theories and models associated with change management and consider how these apply to their own organisation(s). Progressive lean and innovative organisational change can be a difficult process to initiate, maintain and quality assure, and this module will allow students to explore and challenge the reasons for this in a safe environment. Support will be given to consider how best to address the barriers associated with change management and students will look at how supports can be offered to colleagues, leaders and managers in developing practice. They will critically analyse underpinning legislation, values, and policy in mental health and its impact on the continuing reformulation of service design and delivery with particular regard to their own workplace. Each student will propose a practice enhancement and the processes involved in its realisation in the context of relevant health and social policy and change management theory. 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.

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
		✓			
<p><b>Face-To-Face</b> 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><b>Blended</b> 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><b>Fully Online</b> 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><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> 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)**

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

- L1. Develop a critical understanding of contemporary models of change management within the context of current mental health and social policy.
- L2. Critically evaluate the personal/team qualities associated with those who are consistently able to innovate and maintain enhancements in practice.
- L3. Develop a critical awareness of the drivers and barriers involved in change management and the values based resilience required in persevering towards successful practice outcomes.
- L4. Evaluate the processes and skills needed to facilitate the discerning and genuine participation of stakeholders in the co-production and co-delivery of innovation which enhances practice.
- L5. Propose and plan a practice enhancement which derives from a synthesis based on a critical understanding of: change management, contemporary legislation/policy, values and rights based philosophies, service redesign, and integration across conventional employment boundaries and partnership working.

**Employability Skills and Personal Development Planning (PDP) Skills**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 11. Critically reviewing the literature on change and change management Critically appraising and applying theories and models relating to change and change management Demonstrating an understanding of the impact of key legislation relating to mental health services
Practice: Applied Knowledge and Understanding	SCQF Level 11. Proposing and planning a practice enhancement which demonstrates originality and creativity in the application of knowledge and understanding.
Generic Cognitive skills	SCQF Level 11. Critically demonstrating the use of problem solving skills in implementing change within an organisation. Developing original and creative responses to problems and issues. Critically reviewing and extending knowledge of change management. Developing skills needed to deal with complex issues and the making of informed judgements in the absence of complete or consistent data and information.
Communication, ICT and Numeracy Skills	SCQF Level 11. Communicating, utilising a range of methods and media including case presentation, discussion forums and recordings. Effectively interpreting key data in order to plan and deliver appropriate change  Using a range of software to support and enhance advanced academic work. Communicating with peers, more senior colleagues and specialists. Undertaking critical evaluations of a wide range of numerical and graphical data.
Autonomy, Accountability and Working with others	SCQF Level 11. Demonstrating autonomy and the ability to manage and where applicable lead change within an organisation.  In collaboration with other professionals, service users and families/carers, developing change within mental health services which enhances patient care.  Demonstrating leadership and/or initiative in proposing an identifiable contribution to change and development.

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

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>Learning and Teaching The learning and teaching pedagogy will be flexible and student centred. The 'flipped classroom' approach will be employed, whereby resources will be available on AULA and used alongside synchronous and asynchronous discussion boards and a range of interactive activities hosted on AULA.</p> <p>The module materials will be delivered online and will be augmented by preparatory reading and follow up discussion. Peer support will also be encouraged through the development of online discussion boards. 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 in Teams sessions.</p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	24
Asynchronous Class Activity	24
Tutorial/Synchronous Support Activity	20
Independent Study	112
Practice Based Learning	20
	200 Hours Total

<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Health Improvement Scotland: <a href="https://www.healthcareimprovementscotland.org/">https://www.healthcareimprovementscotland.org/</a></p> <p>Fitzgerald, L. and McDermott, A.O. (2019) Challenging Perspectives on Organizational Change in Health Care. Routledge Studies in Health Management. United Kingdom: Taylor and Francis.</p> <p>Pedersen, A.R. (2020) Making Sense of Organizational Change and Innovation in Health Care: An Everyday Ethnography. Routledge Studies in Health Management. United Kingdom: Taylor and Francis.</p>
(**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)

<b>Engagement Requirements</b>
<p>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: <a href="#">Academic engagement procedure</a></p> <p>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.</p>

## Supplemental Information

<b>Programme Board</b>	Mental Health Nursing & IP
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	MHN&IP L9-11
<b>Moderator</b>	Petra Gregson
<b>External Examiner</b>	I McGowan
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	1.09 Section 4: Module Coordinator Section 9: Updated AULA/VLE Info Section 11: Quality info updated Section 12: Resources updated Section 13: Attendance

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<p><b>Formative assessment</b> A formative assessment will be undertaken through small group work and will consist of the student using a range of media in a discussion forum to present a proposal for practice enhancement. The formative assessment will be the student's opportunity to develop their idea for change, within their own organisation, through support and discussion with their peers and teaching staff.</p> <p><b>Summative assessment</b> For the summative assessment, the student will propose and plan their change idea, considering theories, models and their rationale for making the change within their organisation. This will be in the form of a video which simulates the student presenting their plan to a funding panel/executive panel. The student must embrace the concept of co-production and co-delivery with key stakeholders during the process of change, and in addition should also make reference to key legislation, policy, values and research. Improvements in practice outcomes must be demonstrated, alongside an indication as to how this will be quantified. Their proposal needs to include the strategies and skills to manage change in a complex and dynamic environment. The pass grade for this assignment is as defined by the current UWS regulations.</p>
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)</p>

## Assessment Outcome Grids (Footnote A.)

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (% of Assessment Element)</b>	<b>Timetabled Contact Hours</b>
Presentation	✓	✓	✓	✓	✓	100	0
<b>Combined Total For All Components</b>						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 work environments.

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. 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)