



## Module Descriptor

<b>Title</b>	Changing Mental Health Services		
<b>Session</b>	2024/25	<b>Status</b>	
<b>Code</b>	NURS11120	<b>SCQF Level</b>	11
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	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.

Module Delivery Method	On-Campus <sup>1</sup>	Hybrid <sup>2</sup>	Online <sup>3</sup>	Work -Based Learning <sup>4</sup>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

					<input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input checked="" type="checkbox"/>		
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>		

<b>Learning Outcomes</b>	
<b>L1</b>	Develop a critical understanding of contemporary models of change management within the context of current mental health and social policy.
<b>L2</b>	Critically evaluate the personal/team qualities associated with those who are consistently able to innovate and maintain enhancements in practice.
<b>L3</b>	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.
<b>L4</b>	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.
<b>L5</b>	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.

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<p><b>SCQF 11</b></p> <p>Critically reviewing the literature on change and change management Critically appraising and applying theories and models relating to change and change management.</p> <p>Demonstrating an understanding of the impact of key legislation relating to mental health services.</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 11</b></p> <p>Proposing and planning a practice enhancement which demonstrates originality and creativity in the application of knowledge and understanding.</p>
<b>Generic Cognitive skills</b>	<p><b>SCQF 11</b></p> <p>Critically demonstrating the use of problem solving skills in implementing change within an organisation.</p> <p>Developing original and creative responses to problems and issues. Critically reviewing and extending knowledge of change management.</p>

	Developing skills needed to deal with complex issues and the making of informed judgements in the absence of complete or consistent data and information.
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 11</b></p> <p>Communicating, utilising a range of methods and media including case presentation, discussion forums and recordings.</p> <p>Effectively interpreting key data in order to plan and deliver appropriate change.</p> <p>Using a range of software to support and enhance advanced academic work. Communicating with peers, more senior colleagues and specialists.</p> <p>Undertaking critical evaluations of a wide range of numerical and graphical data.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 11</b></p> <p>Demonstrating autonomy and the ability to manage and where applicable lead change within an organisation.</p> <p>In collaboration with other professionals, service users and families/carers, developing change within mental health services which enhances patient care.</p> <p>Demonstrating leadership and/or initiative in proposing an identifiable contribution to change and development.</p>

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
<p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>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.</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 in Teams sessions.</p>	
<p><b>Learning Activities</b></p> <p>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></p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture / Core Content Delivery	24

Tutorial / Synchronous Support Activity	20
Practice-based Learning	20
Asynchronous Class Activity	24
Independent Study	112
Please select	
<b>TOTAL</b>	200

### Indicative Resources

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

Health Improvement Scotland: <https://www.healthcareimprovementscotland.org/>

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.

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.

**(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)**

### Attendance and Engagement Requirements

**In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.**

**For the purposes of this module, academic engagement equates to the following:**

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.

### Equality and Diversity

**The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).**

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.

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

### Supplemental Information

<b>Divisional Programme Board</b>	<b>Mental Health Nursing Midwifery Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.</b>
<b>School Assessment Board</b>	MHMH L9-11
<b>Moderator</b>	P Gregson
<b>External Examiner</b>	I McGowan
<b>Accreditation Details</b>	N/a
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Changes / Version Number</b>	

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

##### Formative assessment

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.

##### Summative assessment

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.

**Assessment 2**

**Assessment 3**

(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 Module Handbook.)

**Component 1**

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	0

**Component 2**

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**Component 3**

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	0 hours

**Change Control**

What	When	Who