

Session: 2022/23

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<b>Title of Module: Independent Study: Mental Health</b>			
<b>Code: NURS11121</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>	Matthew Reid		
<b>Summary of Module</b>			
<p>Independent study offers a flexible and creative option for students wishing to explore an area of Mental Health Practice in more depth. The primary aim of the module is to advance the students' knowledge, understanding and application of contemporary literature in their chosen area. It is intended that students will develop the skills to plan, organise and execute a literature review within a specified time frame and develop their skills of critical analysis, thinking and writing. The module is designed to advance student development in the domain of their chosen pathway. The independent study topic will be selected before the start of the module with the module coordinator. Students will choose a topic relevant to their dissertation.</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>			

<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>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online	Other:

					Learning:	
					✓	
<b>Term(s) for Module Delivery</b>						
(Provided viable student numbers permit).						
Term 1	✓	Term 2		Term 3		

<b>Learning Outcomes: (maximum of 5 statements)</b>	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate a critical understanding of the specialised theories, principles and concepts on a topic relevant to their mental health practice.</p> <p>L2. Plan and execute a critical investigation into the policy guidance and research evidence surrounding the chosen topic.</p> <p>L3. Synthesise the available literature in order to comprehensively appraise or to support proposals for change in regards to the chosen topic.</p> <p>L4. Demonstrate the ability to influence change through the production of a paper suitable for publication within a relevant peer reviewed journal.</p>	
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<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)	<p>SCQF Level 11. Demonstrate extensive knowledge and understanding of a selected area of mental health practice</p> <p>Integrate and synthesise prior knowledge and understanding of mental health practice.</p> <p>Develop a deeper understanding of your chosen area through critical reading and thinking.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11. Analyse and evaluate multiple complex variables to produce a piece of work that shows how it can impact on Mental Health Practice</p> <p>Critically reflect on ones personal and professional development from this period of independent study.</p> <p>Develop a range of cognitive and communication skills to disseminate, present and publish written work</p>
Generic Cognitive skills	<p>SCQF Level 11. Retrieve, interpret and synthesise primary and secondary information from a variety of sources including electronic data.</p> <p>Critically reflect, think and write about your chosen area of Practice.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11. Utilise a range of ICT applications to access, retrieve and write about your chosen area of mental health practice.</p>

	Demonstrate your ability to write a clear, structured, coherent document that is reflective of critical analysis and synthesis of information.	
Autonomy, Accountability and Working with others	SCQF Level 11. Demonstrate the skills of organisation and time management throughout the period of study.  Engage with and work with others independently to achieve completion of the learning outcomes.	
<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>This module involves the student undertaking a period of independent study supported by a tutor in a supervisory capacity. The time frame, objectives and direction of the project are student led and supported by the tutor</p> <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. 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>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>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	12
Independent Study	170
Tutorial/Synchronous Support Activity	18
	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:	

Aveyard, H. (2018) Doing a literature review in health and social care. 4th edn. London:

NHS England (2014) NHS Improving Quality: First steps to quality improvement: a simple guide to improving services. Available at: [https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2011/06/service\\_improvement\\_guide\\_2014.pdf](https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2011/06/service_improvement_guide_2014.pdf) (Accessed: 26 February 2023)

Jaidka, K., Khoo, C.S.G and Na, J. C. (2013) Literature review writing: how information is selected and transformed. *Aslib Journal of Information Management*, 66(3), pp. 303-325. Available at: <https://doi.org/10.1108/00012531311330665>

Greenhalgh, T. (2019) How to read a paper: the basics of evidence-based medicine. 6th edn. West Sussex: Wiley- Blackwell

Keeling, J. Chapman, H.M and Williams, J.(2013)How to write well; a guide for health and social care students. London. Sage.

Wallace, M. and Wray, M. (2021) Critical reading and writing for postgraduates. 4th edn. London: SAGE

(\*\*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

<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>	Suzanne Thomson
<b>External Examiner</b>	I McGowan
<b>Accreditation Details</b>	
<b>Version Number</b>	1.10

**Assessment: (also refer to Assessment Outcomes Grids below)**

Formative Assessment: Students should submit an outline plan of their chosen area of study for feedback.

Summative (100% weighting)

This assessment involves the student choosing an area of contemporary Practice to study independently. The student is required to conduct a literature review in a subject that will be relevant to their dissertation. The assignment instructions will be detailed in the module handbook and students will be invited to present their written work in the style of a journal article. The option to submit for publication and disseminate work wider is available to all students and this can be discussed with their assigned academic supervisor. Pass grades are as determined by current UWS 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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Review/ Article/ Critique/ Paper	✓	✓	✓	✓	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**

Students must be able to access and use appropriate ICT equipment to undertake the period of study and to gain access to UWS Virtual learning Environment, student e-mail and internet resources available to all students.

The programme is designed to be as accessible as it can be to all practitioners working with mental health and integrated practice 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 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](#)

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