Title of Module: Leadership For Mental Health

Code: NURS11122	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:	James Taylor		

Summary of Module

The need for robust leadership across professional groups delivering on a mental health agenda is widely acknowledged within the context of contemporary health and social care integration. The imperative for new ways of working, driven by effective interdisciplinary/interagency partnerships is emphasised in achieving quality goals for mental health prevention, promotion and care in a rapidly evolving health and social care landscape. This is based on a sound knowledge and understanding of the culture and team dynamics within and between these complex organisations. This module will appeal to a range of professionals seeking to explore this aspect of their practice. It is anticipated the student will be encouraged to critically appraise their personal leadership role, the influence of team dynamics and the contributions diverse professional groups make toward the development and delivery of efficient and effective services. This will be supported by revisiting the research process and application of evidence appraisal skills, enabling students to develop an in-depth knowledge of the most effective range of leadership approaches in the development and delivery of services for mental health.

This module can be taken on a stand alone basis.

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)
On successful completion of this module the student will be able to: L1. At the end of this module the student will be able to: L2. Critically analyse theories, concepts and principles relating to leadership within the context of mental health and social service and policy. L3. Critically appraise the leadership challenges and opportunities associated with enhancing team dynamics, cohesion and efficiency in the development and delivery of services for mental health. L4. Demonstrate a critical understanding of the principles of collaborative working, stakeholder involvement and service governance as they apply to leading safe, effective and person-centred ways of working across organisations. L5. Critically appraise the evidence base for the application of leadership approaches within the context of mental health and social care.

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)	SCQF Level 11. Demonstrating a critical understanding of theory, principles and concepts in relation to leadership, professional development, team dynamics and organisational effectiveness.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Critically relating key leadership and effectiveness principles to their own domain of clinical practice. Creative application of theoretical concepts to enhance team effectiveness within mental health and social care contexts.
Generic Cognitive skills	SCQF Level 11. Developing creative and original responses to presenting problems and issues. Critically reflecting upon and appraising complex situations to make informed judgements that underpin effective organisational decisions.
Communication, ICT and Numeracy Skills	SCQF Level 11. Selecting and applying appropriate methods to facilitate effective communication and information dissemination across appropriate levels and areas of the organisation.
Autonomy, Accountability and Working with others	SCQF Level 11. Demonstrating leadership in relation to vision, engagement, empowerment and the promotion of clinical excellence and effectiveness in the mental health and social care context. Working in ways that are reflective, critical and analytical to facilitate and enhance effective clinical developments.

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

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 take place online via the VLE to help students create a support network.
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.

Module delivery incorporates a range of learning and teaching strategies to convey core theoretical components and stimulate critical and analytical thinking throughout. These methods include the use of AULA to deliver online tutorials, facilitated class discussion and group supervision.

Additional online resources will enable the student to critically appraise their own personal leadership role while group discussions will explore some personal influences for team dynamics. By utilising e-books, NHS and Social care policies, video resources and modified lecture materials, students will be encouraged to identify ways in which they can contribute to the development and delivery of safe, efficient & effective services. All students will be expected to participate in scheduled supervision as well as working through all online learning activities for the module using the VLE system. Students will be expected to engage fully in the planned online discussions and activities with other students from their cohort.

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	24
Asynchronous Class Activity	34
Independent Study	132
Tutorial/Synchronous Support Activity	10
	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:

Barr J, Dowding L. (2019) Leadership in Healthcare. 4th ed. London:Sage Publications.

Field R, Brown K. (2019) Effective Leadership – Management and Supervision in Health and Social Care Exeter: Learning Matters Ltd.

Huber D. (2017) Leadership and Nursing Care Management. 6th ed. Edinburgh: Saunders Elsevier.

Jones L, Bennett CL. (2012) Leadership in Health and Social Care: Introduction for Emerging Leaders Banbury: Lantern Publishing Ltd.

McSherry R, Pearce P. (2011) Clinical Governance : A Guide to Implementation for Healthcare Professionals 3rd ed. Oxford:Blackwell Publishing.*

Mullins L.J. (2019) Organisational Behaviour in the workplac. London: Pearson Education.*

(**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.

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Supplemental Information

Programme Board	Mental Health Nursing & IP
Assessment Results (Pass/Fail)	No
Subject Panel	MHN&IP L9-11
Moderator	TBC
External Examiner	I McGowan
Accreditation Details	
Changes/Version Number	1.06 SO and version updated Graduate attributes added/ MG/ 20/02/2019. HNM changed to HLS in equality discussion 5/3/19 MG Changes made 2/3/22 M Gillespie- Learning and teaching text altered to suit online delivery only Equality and diversity text altered Attendance requirements text altered Indicative reading updated Paisley delivery option removed Names of previous module coordinator and moderator removed

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Assessment: (also refer to Assessment Outcomes Grids below)

Formative Assessment: In dyads students will peer review their development plan to overcome a leadership challenge in their area of practice. The learning from this activity will feed forward into the summative assessment.
Summative Assessment :Students will submit a 4000 word report critically appraising a challenge relating to their leadership role. They will propose strategies to enhance safe, effective and person-centred ways of working. The pass grade for this assignment is as defined by the 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)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓	✓	✓	100	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

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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 believes that education and practitioner diversity are central to achieving quality of care.

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

• Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to students and prospective students

• 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 associated practitioner responsibilities

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, procedures and processes have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders through the life of the module is also central to meeting commitments.

Further detail is available in the specific section of the Programme Specification.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

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)