

Title of Module: Forensic Treatments and Interventions

Code: NURS11137	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 10	ECTS: 5 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Yvonne Murray		

Summary of Module

This module includes approaches to treatment and treatment models. The various treatments tend to have a different focus depending upon the lead discipline, for example the medical profession have a preference towards medication, nursing focusing more on behavioural and occupational therapists on social and occupational activities. There is of course an overlap across disciplines and cross-collaboration across many interventions. Over the past 10-years there has been a fairly radical change in the provision of a range of new psychological interventions, some of which are now just being formally evaluated. Some of the key interventions actively in use currently are highlighted.

It is not the intention of this programme to develop high level skills, instead to inform and raise awareness of the increasing volume of treatments now available.

Graduate attributes such as resilience and emotional intelligence will be more evident as a consequence of completing this module.

- This short module aims to offer an overview of the treatments and interventions available across forensic services.

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)
<p>On successful completion of this module the student will be able to:</p> <p>L1. Critically analyse a range of approaches to treatment and develop a plan of care.</p> <p>L2. Critically examine the evidence for biological and developmental influences on behaviour.</p> <p>L3. Develop an understanding of the skills required to carry out psychological assessment e.g. through joint discussion at a multi-disciplinary team.</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>A critical understanding of the theories and principles of treatments and interventions available in forensic mental health services.</p> <p>Extensive and critical knowledge of some specialized areas of treatment for forensic patients.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Use of a range of skills and techniques as appropriate to the discipline.</p> <p>Apply a range of techniques of enquiry and research.</p> <p>Plan and execute the analysis and presentation of the findings of a case study.</p>
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Apply critical analysis and evaluation of suitable treatment and interventions.</p> <p>Identify and respond creatively to theoretical and practical issues.</p> <p>Critically review and extend knowledge; and make informed judgements when information is inconsistent or incomplete.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11.</p> <p>Communicate effectively to a range of audiences, including patients and other disciplines.</p> <p>Use a wide range of software packages to support and enhance learning.</p> <p>Critically evaluate a wide range of numerical and graphical data as appropriate.</p>

Autonomy, Accountability and Working with others	SCQF Level 11. Take responsibility for own work whilst collaborating closely with others in the wider multi-disciplinary team.
--	---

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	
<p>This module is delivered by fully distance learning utilising AULA as the Virtual Learning Environment (VLE).</p> <p>In this mode of delivery, students are learning fully online and are supported by the VLE. On-line students will receive individual and group tutorial support and directed learning via the VLE system. This will be aided by asynchronous/synchronous online AULA Community feed discussions; virtual learning activities; tutorials (on-line or face to face via Microsoft TEAMS) directed wider reading including access to electronic library and e-books.</p> <p>All students will be expected to work through the on-line module materials independently via AULA. This will assist in enhancing skills of communication, presentation, problem-solving and critical reflection.</p> <p>Module content reflects societal diversity and a rights-based approach to practice, acknowledging the unpredictability and complexity of providing care and treatment in the 'real-world'. To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies e.g. availability of electronic copies of lecture materials. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments e.g., specialised equipment for studying e.g., specialised software.</p>	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totaling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	6
Independent Study	82
	100 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:

Aston, V. and Coffey, M. (2012). Recovery: what mental health nurses and service users say about the concept of recovery. *Journal of Psychiatric and Mental Health Nursing*, 19, 257-263.

Drennan, G. and Alred, D. (Eds) (2012) *Secure Recovery; Approaches to recovery in forensic mental health settings*. Willey and Sons, London.

Lockett H and Grove B (2010) *Beyond the gate: securing employment for offenders with mental health problems* Centre for Mental Health London.

John Wallace The practice of evidence-based psychiatry today *Advances in Psychiatric Treatment* (2011) 17: 389-395.

Leucht, S, Hierl, S, Kissling, W, Dold, M, Davis JM. (2012) Putting the efficacy of psychiatric and general medicine medication into perspective: review of meta-analyses *The British Journal of Psychiatry*, 200: 97-106 doi: 10.1192/bjp.bp.111.096594

Bui, E et al. (2011) Is Anakin Skywalker Suffering from Borderline Personality Disorder? *Psychiatry Research*, 185; 299.

McGauley, G et al. (2011) Attachment, Mentalization and Antisocial Personality Disorder: the Possible Contribution of Mentalization-Based Treatment. *European Journal of Psychology and Counselling*, 13: 4; 371-393.

McQueen, J.M. and Turner, J. (2012) Exploring forensic mental health service users' views on work:an interpretative phenomenological analysis *British Journal of Forensic Practice* Vol14 No3 p168-179.

(**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:
Evidence of engagement with module material, including Community feed discussions, on the AULA VLE.

Supplemental Information

Programme Board	Mental Health Nursing & IP
Assessment Results (Pass/Fail)	No
Subject Panel	MHN&IP L9-11
Moderator	tbc
External Examiner	N Hallett
Accreditation Details	

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 this 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 are supported by staff belief in fairness and equal opportunities and thus guide the content, teaching and learning, assessment and evaluation.

Anticipatory' and 'reasonable' adjustments are grounded in 'competence standards' – specifically, the core requirements for progression / achievement in placement / module. Anticipatory adjustments have been made and 'reasonable adjustments' can be made available in teaching and learning strategies to promote accessibility of the module. For students who have disclosed a disability, the UWS Disability Service (DS) will assess the individual's strengths and support needs and then forward a Student Support Form to the appropriate DS Co-ordinator who will circulate the form to all of the relevant teaching staff. 'Reasonable adjustments' may include adapted or specialised equipment or further specialist assessment or support (e.g. assessment by an Educational Psychologist, extended time for presentations or assessments). If funding is required, this can be organised by the DS and funded by the School. Reasonable adjustments, in line with DS recommendations for the assessment of the individual student can be assured.

[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)

