Module Descriptor

Title	Forensic Treatments and Interventions		
Session	2026/27	**Status**	Published
Code	NURS11137	**SCQF Level**	11
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Health and Life Sciences**		
Module Co-ordinator	Yvonne Murray		

Summary of Module

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

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 focussing 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.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☐	**Online**[3] ☒	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☒ Online / Distance Learning	

[1] 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.

[2] 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.

[3] 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.

[4] 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

			☐ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically analyse a range of approaches to treatment and develop a plan of care.
L2	Critically examine the evidence for biological and developmental influences on behaviour.
L3	Develop an understanding of the skills required to carry out psychological assessment e.g. through joint discussion at a multi-disciplinary team.
L4	
L5	

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 11** A critical understanding of the theories and principles of treatments and interventions available in forensic mental health services. Extensive and critical knowledge of some specialized areas of treatment for forensic patients.
Practice: Applied Knowledge and Understanding	**SCQF 11** Use of a range of skills and techniques as appropriate to the discipline. Apply a range of techniques of enquiry and research. Plan and execute the analysis and presentation of the findings of a case study.
Generic Cognitive skills	**SCQF 11** Apply critical analysis and evaluation of suitable treatment and interventions. Identify and respond creatively to theoretical and practical issues. Critically review and extend knowledge; and make informed judgements when information is inconsistent or incomplete.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate effectively to a range of audiences, including patients and other disciplines. Use a wide range of software packages to support and enhance learning. Critically evaluate a wide range of numerical and graphical data as appropriate.
Autonomy, Accountability	**SCQF 11**

and Working with Others	Take responsibility for own work whilst collaborating closely with others in the wider multi-disciplinary team.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

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.

This module is delivered by fully distance learning utilising AULA as the Virtual Learning Environment (VLE).

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.

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.

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.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Asynchronous Class Activity	6
Independent Study	82
n/a	
n/a	
n/a	
TOTAL	100

Indicative Resources

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)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

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

Regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Aula. Complete assessments and submit these on time.

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 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.
(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

Divisional Programme Board	**Mental Health Nursing Midwifery Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **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.**
School Assessment Board	MHMH L9-11
Moderator	Donna Maguire
External Examiner	L Gilling
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Treatment Plan and 1200 word supporting rationale.
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
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log	☒	☒	☒	☐	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who