Session: 2022/23
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Title of Module: Managing Mental Health Care			
Code: NURS11159	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: 15 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Gillian Preiss		

Summary of Module

This module will provide the student with the opportunity to care for people with a range of healthcare needs in order to promote positive outcomes for individuals. It will allow further development of critical decision making skills within a multidisciplinary care team.

The practice element will allow the student to demonstrate an increasing degree of independence. The student will be supported to take the lead in relation to assessing, planning, implementing and evaluating safe and effective person-centred care, taking cognisance of professional and legislative requirements within mental health care delivery.

The module includes a six week theory block followed by a twelve week practice placement theory block, four weeks of which will be spent in a "wider experience" setting.

- Sessions will focus on the experiences of people living with common mental health conditions, such as major affective disorders, psychotic disorders, anxiety, personality disorders, substance abuse and dementia. Programme threads of Learning Disability, Dementia, Law and Safeguarding, Digital Health Technology, Palliative and End of Life Care and Trauma will also inform the module content.

- The pathophysiology and symptomology of the conditions will be explored, as well as the impact of social, environmental and childhood experiences on the individual.

- Evidence based practice, including assessments and treatment guidelines, such as SIGN guidelines, will be critically appraised for each condition.

- Mental Health Nursing skills will be developed by way of role play and group discussion. In particular, the focus will be to to encourage the students to work towards being independent practitioners.

- Where possible community groups and guest speakers will be included to add depth and an understanding to the impact on the wider community, including carers. The role of other professionals including the third sector will also considered and the nurses' role within the multidisciplinary team. Mental health legislation will also be appraised with a focus on person centred care.

- The module will be supported by a twelve week practice learning experience including a four week wider experience placement. Students will maintain an e-Portfolio (TURAS) to reflect the application of theory to practice. Academic support and development will be offered as part of the Tutorial/Synchronous Support activity and Personal Development Planning.

- Students will have opportunity in placement experience to apply knowledge and understanding of mechanisms of drug interactions and adverse drug reactions to medicines optimisation, medicines administered and clinical practice, (BiNE, LO9 & 10, 11). Specific Annexe A & B skills for this module are detailed in the programme skills schedule and preload is related to assessment, formulation, care planning and clinical decision making and communication for approaches such as psychoeducation and concordance.

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. Critically apply life science knowledge to the pathophysiology and symptomology of common mental health conditions.

L2. Critically appraise the evidence base for the principles and practice of mental health nursing, including the epidemiology and aetiology of the major conditions affecting individuals.

L3. Analyse, synthesise and evaluate the assessment and management of complex health needs and nursing interventions required to promote positive outcomes.

L4. Demonstrate an in-depth understanding of the health and social care agenda by appraising its impact on people and the wider community.

L5. Demonstrate evidence of achievement of the required standards of proficiency associated with your professional discipline.

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. Knowledge of the pathology and symptomatology of common mental health problems including the epidemiology and aetiology of the major conditions affecting individuals. Knowledge of the relevant professional, ethical and legal issues which influence mental health care. Knowledge of assessment and care management of common mental health problems. Ongoing achievement with the research process.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Communicating effectively with inter-professional and inter-agency disciplines. Ensuring patient safety and clinical governance procedures are followed. Identifying and applying evidence based practice to the provision of nursing care. Utilising literature search strategies and appraisal skills to critically evaluate the evidence base of the student's chosen topic/issue, including the implications of the findings for practice. Critically reflecting and evaluating the principles of professional practice required to achieve the NMC Standards of Proficiency for Registered Nurses (NMC, 2018.)
Generic Cognitive skills	SCQF Level 11. Demonstrating knowledge and understanding of the scope of professional and multi-disciplinary values and practice. Reflecting and evaluating own responses to differing problems and issues with an increasing and varying level of complexity. Demonstrating the ability to make safe informed, care management decisions.
Communication, ICT and Numeracy Skills	SCQF Level 11. Effective communication, numeracy and IT skills that support safe and effective nursing practice. This may include developing and evaluating the use of - Care plans - Nursing notes - Integrated care pathways - Multi-disciplinary team meetings - Drug administration - Relevant risk assessment tools Progressively demonstrating increased proficiency in relation to numeracy including, databases, rating scales and the ability to present logical and coherent information using graphs.

Autonomy, Accountability and Working with others	SCQF Level 11.
	Appraising the complexities of partnership working with users, carers and other agencies.
	Utilising initiative in response to the needs of people with mental health care needs within accepted professional boundaries and personal and professional practice limitations.
	Accountability for personal and professional maintenance and development.
	Critically evaluating and justifying the clinical decisions made in the delivery of care within a variety of contemporary health care environments.
	Exercising knowledge and skills in effective delegation and the supervision of others within acceptable practice boundaries and contributing to team reflection and supervision activities to promote improvement in nursing practice..
	Developing a self confidence and self awareness of strengths that celebrate difference and will enhance employability.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: NURS11158 NURS11154 NURS11157	**Module Title:** Health and Society Integrated Human Development Self, Society and Nursing
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching	
The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in I am UWS, specifically the completion of the portfolio activities develop skills in critical thinking, emotional intelligence, collaboration, social responsibility, knowledge, problem solving, effective communication, autonomy and resilience. Module hours exceed the norm because of the practice learning element.	
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
Tutorial/Synchronous Support Activity	18
Laboratory/Practical Demonstration/Workshop	30
Work Based Learning/Placement	480
Asynchronous Class Activity	18
Personal Development Plan	48
Independent Study	162
	780 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:

Barker, P. (2010) Evidence-Based Practice for Nurses. London: Sage Publications.
Callaghan, P. and Gamble, C. eds., (2015) Oxford handbook of mental health nursing.
Mwebe, H. (2018) Psychopharmacology: A mental health professionals guide to commonly used medications.
Critical Publishing.
Norman, I. and Ryrie, I. (2018) The Art and Science of Mental Health Nursing. 4th Ed. Maidenhead: McGraw Hill.
Pears, R. and Shields, G. (2019) Cite Them Right: the essential referencing guide. 11th Ed. London: Red Globe Press / Macmillan International Higher Education.
Smith, G (2015) Mental Health Nursing at a Glance. Chichester: Wiley Blackwell.

(**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 deemed to be academically engaged if they are engage with synchronous teaching sessions as well as asynchronous workshops/groupwork and e-learning materials on the VLE. Engagement with the assessment process is also required and these should be submitted on time.

100% attendance in Practice Placement areas is required by the end of the programme to meet NMC requirements. In this module students may be assessed if at least 70% of the practice learning experience is met.

Supplemental Information

Programme Board	Mental Health Nursing & IP
Assessment Results (Pass/Fail)	No
Subject Panel	MHN&IP L9-11
Moderator	Iris Wilson
External Examiner	J Turner
Accreditation Details	
Changes/Version Number	1.06

Changed to 6 week theory module
Removed Module Coordinator, new name tbc
Assessment weighting changed; oral 30% and written 70% PLE requirement for assessment 70% Updated reference list.
Changed wording of attendance requirements. |

Assessment: (also refer to Assessment Outcomes Grids below)

This module will be assessed by a 20 minute oral presentation on the care of an individual with a major health condition (30% weighting).

A 3000 word written assignment (70% weighting) in which the student will critically discuss a major mental health condition affecting individuals. The student will critically appraise the pathophysiology and symptomology of their chosen condition. The student will critically analyse the assessment, management, health needs and nursing interventions required to promote positive outcomes, including the impact of mental health legislation on the individual. The student will critically examine the health care and social needs in relation to the individual, carers and wider community.

Successful completion of a practice learning experience as evidenced by portfolio completion is achieved at a pass. In accordance with NMC (2018) no compensation is permitted across theory and practice, therefore all components of assessment must achieve a pass for an overall pass mark to be awarded.
Each component of assessment must be passed. This is to comply with NMC Standards for Nursing and Midwifery Education (2018). This is an exception to the UWS regulatory framework.

(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
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	✓	✓				30	1

Component 2

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			✓	✓		70	0

Component 3

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
Performance/ Studio work/ Placement/ WBL/ WRL assessment					✓	0	0
Combined Total For All Components						100%	1 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

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 clinical equipment (e.g. electronic stethoscope, coloured overlays) 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.

This module has a practice element and takes account of the Nursing and Midwifery Council's statement on reasonable adjustments (NMC 2019)
(https://www.nmc.org.uk/globalassets/sitedocuments/eandd/reasonableadjustments-policy.pdf).
In particular section 23:
"The (Equality)Act 2010 makes it clear that it is not discriminatory to apply competence standards (which include our Code, our revalidation and our education standards) to a disabled person. As a professional regulator responsible for protecting the public, it would not be right for us to adjust these standards. However, we can make reasonable adjustments to assist nurses, midwives and nursing associates in meeting our standards

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)