Module Descriptor

Title	Managing Mental Health Care		
Session	2024/25	**Status**	
Code	NURS11159	**SCQF Level**	11
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Health and Life Sciences**		
Module Co-ordinator	G 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	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work-Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ 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 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:**

[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

Knowledge and Understanding (K and U)	**SCQF 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 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 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 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 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

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.

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	24
Tutorial / Synchronous Support Activity	18
Laboratory / Practical Demonstration / Workshop	30
Work-based Learning	480
Personal Development Plan	30
Practice-based Learning	18
Independent Study	180
TOTAL	780

Indicative Resources
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)

Attendance and Engagement Requirements

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

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

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

---

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.

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

(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	I Wilson
External Examiner	J Turner
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
This module will be assessed by a 20 minute oral presentation on the care of an individual with a major health condition (30% weighting).
Assessment 2
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.
Assessment 3
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 Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Presentation	☒	☒	☐	☐	☐	30	1

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	☐	☐	☒	☒	☐	70	0

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☐	☐	☐	☐	☒	0	0
Combined total for all components						100%	1 hours

Change Control

What	When	Who