

University of the West of Scotland Module Descriptor

Session: 2023/24

Last modified: 25/1/23

Status: Published

Title of Module: Managing Mental Health through the CJS			
Code: NURS11163	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 5 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	James Taylor		
Summary of Module			
<p>Using a 'pathway' analogy the module follows the possible routes people with mental health problems take as they come into contact with criminal justice services and its processes and procedures. Starting at the point of arrest or first detention, the module will examine each stage of contact a person with mental health problems can have: examining the interviewing and questioning procedures, court attendance and its associated processes, diversion opportunities, committal to custody to prison or secure hospital care, and finally support on release from custody back the community. While much of the focus will be on those who have committed an offence, an examination of how people with mental health problems who are victims and/or witnesses of offences engage with criminal justice services will also be explored. This module also provides an opportunity to explore, compare and contrast how criminal justice systems, nationally and internationally, engage with people with mental health problems.</p> <p>Additionally, engaging in this module will require the demonstration and/ or development of a range of graduate attributes and skills. The module, delivered via distance learning, fosters collaborative approaches, develops digital literacy and communication skills, and requires a high level of self-motivation. Engagement with learning material and assessment develops analytical and critical thought, but also fosters an inquiring mindset as students explore mental health and criminal justice practices from across the globe.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓			
<p>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.</p> <p>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</p> <p>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.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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 evaluate the processes and practices of criminal justice services when they engage with a person with mental health problems who offends.</p> <p>L2. Critically appraise the processes and practices of criminal justice services engagement with victims and/ or witnesses with mental health problems.</p> <p>L3. Identify differences in approaches between the different justice services, locally, nationally and internationally when interacting with people with mental health problems.</p> <p>L4. Compare, contrast, and reflect upon similarities and differences in criminal justice service practices across international boundaries when they engage with a person with mental health problems.</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)	SCQF Level 11. Demonstrate a critical knowledge, understanding and appraisal of how criminal justice systems engage with people with mental health problems.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Critically review new developments and the differences in approaches across criminal justice services nationally and internationally.
Generic Cognitive skills	SCQF Level 11. Critically analyse and reflect upon current literature and practice within this subject area to make informed judgements on options for best practice. Critically analyse and reflect upon current literature and practice within this subject area to make informed judgements on options for best practice.
Communication, ICT and Numeracy Skills	SCQF Level 11.

	Use a range of advanced skills including academic writing and referencing skills, analysis and interpretation of complex information and appropriate ICT skills to aid dissemination of information.	
Autonomy, Accountability and Working with others	SCQF Level 11. Exercise autonomy and initiative in undertaking individual pieces of work. Work with, and take responsibility, for one and others work.	
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 is a distance learning module delivered fully online via AULA as the Virtual Learning Environment (VLE). In this mode of delivery students will take part in a range of on-line student-centred activities with the lecturer and student peers. The content focuses on the various criminal justice services contact points (such as arrest, police custody assessment and interview, court attendance and disposal, incarceration, and imprisonment) a person with mental health problems can have. Content includes but is not limited to, reading, writing, and reflective activities, and requires students to self-complete the learning and teaching materials, and other interactive study tools. These activities will be undertaken as directed by the indicative module timetable to ensure students make satisfactory progress through the module, but students are reminded that at Masters level study they are responsible for their own learning. The learning material includes suggested and recommended reading, audio podcast and videos, and online asynchronous group activities. Students are also required to engage with online discussion forums where students are required to post publicly their responses to questions and activities they are set, provide comments to each other's responses, and engage in wider topic debate. Video conferencing, via Microsoft TEAMS, will be used by teaching staff to provide academic support to students and when required to facilitate further discussion on specific teaching materials/ activities. Further reasonable modifications to leaning and teaching approaches can be made to students who have been identified as requiring specific learning adjustments.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	16
Asynchronous Class Activity	24
Independent Study	160
	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:

Department of Health (2009) The Bradley Report: Lord Bradley's review of people with mental health problems or learning disabilities in the criminal justice system. Department of Health, London. https://webarchive.nationalarchives.gov.uk/ukgwa/20130107105354/http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_098698.pdf

Department of Justice Northern Ireland (2016) Mental health and wellbeing and personality disorder: A guide for criminal justice professionals. Department of Justice <https://www.justice-ni.gov.uk/publications/mental-health-and-wellbeing-and-personality-disorders-guide-criminal-justice>.

Durcan, G. (2016) Mental health and criminal justice: Views from consultations across England and Wales. Centre for Mental Health, London.

Durcan, G., Saunders, A., Gadsby, B. & Hazard A. (2014) The Bradley Report five years on Centre for Mental Health, London. https://www.centreformentalhealth.org.uk/sites/default/files/2018-09/Centre_for_Mental_Health_MH_and_criminal_justice_PDF.pdf

Fenge, .L, et al (2014) Mental health and the criminal justice system: the role of interagency training to promote practitioner understanding of the diversion agenda. Journal of Social Welfare and Family Law Vol36 Iss 1 <http://dx.doi.org/10.1080/09649069.2014.891338>

Pettit, B. et al (2013) At risk, yet dismissed: The criminal victimisation of people with mental health problems. Victim Support and Mind <https://www.mind.org.uk/media-a/2113/at-risk-yet-dismissed-report.pdf>

MacPhail, A. & Verdun-Jones, S. (2013) Mental illness and the criminal justice system. Paper prepared for Re-inventing Criminal Justice: The Fifth National Symposium Montreal Canada January 2013 <https://icclr.org/wp-content/uploads/2019/06/Mental-Illness-and-the-Criminal-Justice-System-Final-VS.pdf?x96127>

McConnell, P. & Talbot, J. (2013) Mental health and learning disabilities in the criminal courts: information for magistrates, district judges and court staff. Prison Reform Trust and Rethink Mental Illness. http://www.mhldcc.org.uk/media/493/RMI_PRT_MHLDCC_Sept2013.pdf

Michalski, J. (2016): Mental health issues and the Canadian criminal justice system*, Contemporary Justice Review, DOI:10.1080/10282580.2016.1226817

(**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:

Engaging with the module content via AULA including the online community discussions forums by submitting individual post contributions and providing commentary on peers' community post submissions.

Supplemental Information

Programme Board	Mental Health Nursing & IP
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Assessment Results (Pass/Fail)	No
Subject Panel	MHN&IP L9-11
Moderator	Laura McCafferty
External Examiner	N Hallett
Accreditation Details	
Changes/Version Number	1.0

Assessment: (also refer to Assessment Outcomes Grids below)
<p>Formative Assignment: Engagement with 5 online activities linked to key criminal justice service 'pathway/contact' points via Community Feed and provided peer feedback to two peers for each Community Feed submission.</p> <p>Summative Assignment: The assignment is 4000 word essay comparing and contrasting how 2 different criminal justice services, for example, police and prisons, from at least 3 different Countries, engage with people with mental health problems, critically appraising the practices and processes of each of these services.</p> <p>100% weighting</p> <p>Pass mark in line with university regulations.</p>
<p>(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.</p> <p>(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)</p>

Assessment Outcome Grids (Footnote A.)

Component 1					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	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

<p>Note(s):</p> <ol style="list-style-type: none"> 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 module is appropriate for all students meeting the academic pre-requisites regardless of ethnic minority, disability, different ages, genders, religions, sexual orientations and other under-represented groups. Facilities and resources for special needs students are available and are flexible to the student needs.

[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)