Module Descriptor

Title	Advanced Treatment and Management in Mental Health		
Session	2026/27	**Status**	Published
Code	NURS11176	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Gillian Preiss		

Summary of Module

This module will support the development of advanced practitioners within a mental health setting to synthesise theory and practice to underpin advanced level skills for the management of highly complex needs. This will include the use of contemporary evidenced based pharmacological, psychological, social, environmental, and occupational interventions to underpin sound clinical judgements with the recognition of complex cases where data may be incomplete. Themes of shared decision making, co-production, safeguarding and quality of care will run throughout the module content. Students will have the opportunity to develop their skills in the holistic care of the patient with considerations being given to undifferentiated and undiagnosed mental health conditions, in addition to the biological and psychological needs of the patient. This will incorporate advancing skills in effective assessment, diagnosis and management. Students will be able to evidence their professional judgement and leadership skills to effectively address vulnerabilities and promote the safety of the patient in the presence of inequality, multi-morbidity, complexity and/or unpredictable outcomes.

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)	

[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

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	Demonstrate a systematic and critical approach in the assessment and management of patients with highly complex needs within mental health, utilising effective clinical reasoning and recognising diagnostic uncertainty.
L2	Apply a critical knowledge and understanding of common investigations, assessment tools and legislation within mental health utilising interpretation, analysis and judgement to reach a safe appropriate working diagnosis.
L3	Critically appraise and evaluate current research and emerging developments in evidence-based practice to inform clinical decision making in mental health.
L4	As an autonomous advanced practitioner, demonstrate a holistic, collaborative, person centred approach to the treatment and management of patients/service users across mental health specialities.
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** Demonstrate a detailed critical knowledge and understanding of common mental health presentations and associated complexities. Demonstrate a critical knowledge and understanding of the assessment, diagnosis and management of the physical, psychological and social needs of those with mental health issues.
Practice: Applied Knowledge and Understanding	**SCQF 11** Critically review the role of the advanced practitioner within mental health and the advanced skills required. Demonstrate a critical analysis and evaluation of the evidence base for interventions within a mental health setting. Demonstrate a critical knowledge and understanding of the assessment, diagnosis and management of the physical, psychological and social needs of those with mental health issues.
Generic Cognitive skills	**SCQF 11** Apply critical analysis, evaluation, and synthesis on issues within mental health to practice at an advanced level. Identify, conceptualise, and define new and abstract problems and issues within the field of advanced practice in mental health.
Communication, ICT and Numeracy Skills	**SCQF 11** Use a wide range of routine and advanced skills required within a mental health setting.

	Use a wide range of ICT applications to support and enhance the advanced practice role.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercise substantial authority and exercise a high level of autonomy and initiative in professional and equivalent activities. Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices. Work collaboratively with peers and other specialists.

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. Student learning will be supported using a wide range of teaching and learning strategies. Through a hybrid approach, students will be provided with opportunities to engage in collaborative learning alongside peers and educators. This will include student centred, authentic approaches on campus and online workshops where students will engage in activities such as small group work, peer discussions and case studies. The Virtual Learning Environment (VLE) will be used via AULA and will provide students with flexibility to engage with materials when unable to attend in person. Guest speakers and clinicians may be used were appropriate to enhance the learning experience.	
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)
Tutorial / Synchronous Support Activity	2
Laboratory / Practical Demonstration / Workshop	46
Work-based Learning	30
Asynchronous Class Activity	40
Independent Study	82
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Higgins, A., Kikku, N. and Kristofersson, G.K. eds (2022) Advanced Practice in Mental Health Nursing; A European Perspective. Switzerland: Stringer

(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:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities

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.

This module is appropriate for all students. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate.

All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.

(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	**Adult Nursing Community 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	Community and Health
Moderator	Elizabeth Rooney
External Examiner	H Gray
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A formative assessment will be offered early into the. Module to allow students to submit a plan for the summative assignment. This will allow feedback to be given on academic writing skills and content and feedforward can be used to complete the summative assignment. Summative assignment: a 30-minute presentation will be completed at 100% weighting for overall grade. This must be passed at 50%.
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**
Presentation	☒	☒	☒	☒	☐	100	0.5

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%	0.5 hours

Change Control

What	When	Who