Module Descriptor

Title	Trauma-Informed Approaches in Practice and Care		
Session	2026/27	**Status**	Published
Code	NURS11184	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Eileen Harkess-Murphy		

Summary of Module

Psychological trauma is a widely used term within contemporary society, the effects of which can play a significant role in the development and maintenance of physical and mental health difficulties. Trauma can result from a single event or series of events, either experienced directly by the individual, witnessed or experiened by a loved one usually outwith our control that overwhelms our ability to cope.

This module is designed to build and enhance participants' competence in implementing a strengths-based, trauma-informed approach across various professional and informal care settings. By adopting this approach, participants will gain the insights and practical tools needed to support individuals who may have experienced or be at risk of experiencing trauma. The education explores sectors including healthcare, social services, education, emergency response and informal caring environments ensuring that participants develop relevant, context-sensitive skills.

The module will go beyond foundational knowledge, guiding participants through an in-depth exploration of the core trauma-informed principles i) safety, ii) trustworthiness and transparency, iii) peer support, iv) collaboration and mutuality, v) voice, choice and empowerment and vi) cultural, historical and gender issues.

Through interactive case studies, real-world scenarios, and structured group work, this education fosters collaborative learning, encouraging participants to engage with each other, share perspectives, and build a supportive peer network while learning.

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	Demonstrate a critical and comprehensive understanding of the complexities of trauma and its diverse presentations, integrating current theoretical frameworks and research evidence.
L2	Demonstrate a critical understanding and awareness of the impact of trauma on both care providers and recipients, with a focus on analysing implications for professional practice and service delivery.
L3	Critically evaluate the application of trauma-informed principles across diverse professional contexts, integrating theoretical, ethical, and practical considerations.
L4	Demonstrate the ability to apply and adapt trauma-informed approaches within complex practice and care settings, drawing on evidence-based frameworks and reflective practice.
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** Develop a critical awareness of types and causes of trauma across the lifecourse. Develop a critical understanding of the core conceptual framework within trauma-informed approaches. Develop an ability to understand where trauma-informed principles are relevant within your area of practice.

[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

Practice: Applied Knowledge and Understanding	**SCQF 11** Critically apply trauma-informed principles within case-study examples, demonstrating how this conceptual framework translates into practice. Recognise and critically evaluate indicators of trauma in people and populations in your practice settings. Demonstrate skills in applying a trauma-informed approach to engaging with others.
Generic Cognitive skills	**SCQF 11** Engage with a range of literature including primary, secondary and grey literature within the area of trauma-informed approaches. Critically reflect, review and interpret literature to support academic insight into the nature and value of trauma-informed care and practice approaches. Integrate interdisciplinary perspectives on trauma-informed approaches to care and practice.
Communication, ICT and Numeracy Skills	**SCQF 11** Demonstrate an ability to communicate effectively with people who may be impacted by trauma. Critically reflect on your own interpersonal and inter-professional self-awareness related to a trauma-informed approach to care and practice. Develop abilities in academic convention and the critical appraisal of literature to communicate complex ideas effectively in a range of settings.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercise autonomy in the identification and implementation of trauma-informed adjustments within your area of practice. Influence and lead individuals by fostering a culture that reflects a trauma-informed practice approach. Collaborate effectively with peers, stakeholders and practice environments to promote a trauma-informed perspective. Demonstrate a trauma-informed approach without your own interactions with peers within the programme and workplace.

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. For those studying this module F/T, there is a campus expectation of once per week with Tutorial and Synchronous support activites. Those studying this module on a P/T basis will have optional bi/fortnightly drop in sessions for support activity.

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	36
Personal Development Plan	10
Asynchronous Class Activity	36
Independent Study	118
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: SAMHSA (2014). Concept of Trauma and Guidance for a Trauma-Informed Approach. Sweeney, A., et al. (2018). "Trauma-informed mental healthcare in the UK: What is it and how can we further its development?" Mental Health Review Journal. Isobel, S., et al. (2021). "Trauma-informed care in acute inpatient mental health settings: A review of the literature." International Journal of Mental Health Nursing. Fallot, R. D., & Harris, M. (2009). Creating Cultures of Trauma-Informed Care (CCTIC). Herman, J. L. (2015). Trauma and Recovery Van der Kolk, B. (2014). The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma Briere, J., & Scott, C. (2014). Principles of Trauma Therapy (2nd ed.) Bride, B. E. (2007). "Prevalence of Secondary Traumatic Stress..." Social Work Kezelman, C., & Stavropoulos, P. (2012). The Last Frontier (Blue Knot Foundation) NHS Education for Scotland (NES) – Transforming Psychological Trauma Knowledge and Skills Framework (2017) Public Health Wales – Trauma-Informed Wales: A Societal Approach to Understanding, Preventing and Supporting the Impacts of Adversity and Trauma (2021) NHS England – Adverse Childhood Experiences (ACEs) & Trauma-Informed Approaches Toolkit The British Psychological Society (BPS) – Guidance on Trauma-Informed Care (2022) The World Health Organization (WHO) – Mental Health and Psychosocial Support in Emergencies (2013) International Society for Traumatic Stress Studies (ISTSS) – Trauma-Informed Care Guidelines (2018) The Lancet Psychiatry – Trauma-Informed Approaches in Global Mental Health (2020)

(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:** The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, if you are studying F/T, there is an on campus expectation. You are expected to attend these campus sessions each week to keep up with the module page and learning material. If you are studying P/T, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with online learning activities in your own time, course-related learning resources, engaging with scheduled live sessions online, 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 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. 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. 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. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.
(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	TBC
External Examiner	L Gilling

Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Narrated Poster or online quiz
Assessment 2
Online discussion forum
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**
Demonstrations/ Poster presentations/ Exhibitions	☒	☐	☐	☐	☐	40	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Report of practical/ field/ clinical work	☐	☒	☒	☒	☐	60	0

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**
