

Session: 2023/24

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Title of Module: Exploring Mental Health

Code: NURS07044	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Donna Maguire		
Summary of Module			
<p>This module introduces students to the discipline of mental health nursing and explores the meaning of nursing through historical and cultural perspectives. Similarly it explores the meaning of mental health through an examination of a wide range of materials from the arts and humanities. The professionalisation of nursing and its relationship to the notion of recovery will be explored within the context of contemporary mental health. The role of the mental health nurse in working with people who experience mental health issues, including those with physical comorbidity and learning disability is introduced at this stage.</p> <p>The skills required for effective person-centred care are developed through simulated practice and the roles and responsibilities of the nurse and others are discussed following an introductory practice experience in a mental health care setting.</p> <p>During this module students undertake initial mandatory clinical skills to enable safe exposure to clinical environments.</p> <ul style="list-style-type: none"> • The purpose of this module is to introduce students to the wide variety of influences which have shaped current perceptions of mental health and professional practice. Historical and cultural aspects of mental health will be explored using material from the arts and humanities to provide a context within which to situate current practice. • The role of the nurse and other professionals and the impact of contemporary social and political movements will be examined to enhance the students understanding of contemporary mental health practice. • Skills will be developed through simulation and practice. Effective communication skills and an appreciation of the role of the mental health nurse within a multi-disciplinary team together with the relevant mandatory skills will allow students to be prepared for future practice learning experiences, including moving and handling, and prevention of infection. Foundational communication skills and foundational skills associated with the activities of living will also be developed. A detailed mapping tool provides information on the NMC annexes to be covered in this module. • Introduction to programme threads on Suicide and Self-harm, Dementia, Law and Safeguarding and Trauma will be provided in this module. • Specific Annexe A & B skills for this module are detailed in the programme skills schedule and preload is related to conceptualising mental well-being and illness; communication skills such as active listening, verbal/non-verbal, questioning techniques; therapeutic communication; personal safety, and assessment. 			

Campus(es) for Module Delivery					
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided					
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>					

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. Describe the professional, ethical and legal principles underpinning mental health nursing care and practice.

L2. Develop an appreciation of the importance of effective communication within the therapeutic relationship and care team.

L3. Outline the contemporary policies and issues that inform high quality mental health care.

L4. Discuss the contribution of arts and humanities to the understanding of nursing practice and mental health.

L5. Under direct supervision demonstrate safe practice of a range of NMC (2018) Annexe A and B skills through simulation learning and practice placement

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 7. Historical and cultural contexts to the development of current mental health provision. The place of art and literature in promotion of mental health and well being and the contribution of art and literature to perceptions of mental health. Professional and legal frameworks underpinning mental health care including the NMC Code and the Mental Health (care and treatment)(Scotland) Act 2003.
Practice: Applied Knowledge and Understanding	SCQF Level 7. Demonstrating a sensitive person centred approach to care when working with people, families, communities and populations of all ages and backgrounds. Take appropriate action to ensure privacy and dignity at all times. Work to ensure personal safety and the safety of others by recognising own limitations and using appropriate mandatory skills. Take appropriate action to minimise pain and discomfort and to support rest and sleep. (Included in the Health care support worker standards)
Generic Cognitive skills	SCQF Level 7. Developing skills of self-awareness and reflection to accept and respond to support and feedback to enhance professional development. Presenting and evaluating skills providing feedback to peers on the information and ideas discussed within the module. Developing self-confidence and self-awareness of strengths to be able to enhance employability.
Communication, ICT and Numeracy Skills	SCQF Level 7. Active listening and effective communication skills including of verbal and nonverbal communication, proxemics and appropriate questioning. Basic IT skills required to access input and share information from VLE and other platforms associated with the programme (Turas, InPlace)
Autonomy, Accountability and Working with others	SCQF Level 7. Acting in accordance with the Code (www.nmc.org.uk/code) Demonstrating an understanding of the roles and responsibilities of the interdisciplinary team. Provide and accept constructive feedback in relation to performance and identify individual learning needs.

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 module introduces students to university culture and to their programme of study. A variety of learning methods are used to facilitate the achievement of the learning outcomes. Students are encouraged to work together on this module to develop a healthy culture of peer support and to encourage a feeling of "belongingness" Issues will be explored collaboratively by groups of students working together with a lecturer facilitator who will also support student peer feedback. Extensive and structured e-learning activities will enable students to prepare for clinical practice and develop their critical understanding. The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in I am UWS</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	6
Tutorial/Synchronous Support Activity	18
Laboratory/Practical Demonstration/Workshop	12
Asynchronous Class Activity	44
Personal Development Plan	6
Independent Study	114
Practice Based Learning	120
	320 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Morrissey, J. & Callaghan, A. (2011) Communication Skills for Mental Health Nurses. Open University Press. Maidenhead.</p> <p>Nash,M.(2014) Physical Health and Well-Being in Mental Health Nursing: Clinical Skills for Practice 2nd Ed. Open University Press. Maidenhead</p> <p>Norman, I Ryrie, I (2018) The Art and Science of Mental Health Nursing London: Open University Press [Core Text]</p> <p>Roberts, M (2015) Critical Thinking and Reflection for Mental Health Nursing Students. London: Sage Publications</p> <p>Rogers C., R Farson R.E. (2015) Active Listening. Chicago: Martino Publishing</p> <p>Scull, A. (2011) Madness – A Very Short Introduction. Oxford: Oxford University Press</p> <p>Trenoweth S. (2017) Promoting Recovery in Mental Health Nursing. London: Sage Publications</p>	

(**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:
Attendance is set in line with UWS engagement policy

Supplemental Information

Programme Board	Mental Health, Midwifery and Health
Assessment Results (Pass/Fail)	No
Subject Panel	MHMH
Moderator	Angela Quigley
External Examiner	J Turner
Accreditation Details	
Changes/Version Number	1.09

Assessment: (also refer to Assessment Outcomes Grids below)
<p>The outcomes are assessed using some of the principles of the innovative concept of 'patchwork assessment'.</p> <p>This involves continuous formative feedback supported by peer engagement, as described in the HEA Framework for transforming assessment in higher education (2016). Students engage in deep and meaningful feedback with each other and students should have the opportunity to support their peers whilst working in reflective groups.</p> <p>The formative assessment allows students to share 'patches' with other students and their assessors or supervisors in small group discussions to encourage collaborative learning and formative peer feedback. The summative assessment in this module comprises 'patches' relevant to module content submitted individually. 4 "patches" covering historical and cultural development of MH nursing, current practice and legislation, the role of the nurse and an appreciation of the Arts and Humanities in MH nursing. Each patch is a 500 word summary of the exercise chosen to meet the learning outcome.</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)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log	✓	✓	✓	✓	✓	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

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)