Module Descriptor

Title	Essential Concepts in Mental Health		
Session	2026/27	**Status**	Published
Code	NURS07066	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Aisling McBride		

Summary of Module

This module introduces students to the main concepts of contemporary mental health nursing practice. Students will have an introduction to mental health and wellbeing, where students will have an understanding of mental health and what is defined as mental illness. Students will also be introduced to the concept of neurodiversity, intellectual disability and the role of the mental health nurse when working with this population.

Students will be introduced to the concept of recovery-focused care, and patient-centred nursing practice. Similarly, students will also be introduced to trauma-informed care and understanding how using these approaches can impact on care and treatment. Students will also be introduced on how these approaches impact on care and how they can shape contemporary mental health nursing practice and service design.

During this module, students will be introduced to risk and safety within mental health nursing practice. Students will also be able to recognise the role of self-care and peer support when fostering safe and effective practice. Students will have the opportunity to practice skills using role play within workshops.

Students will also be able to describe the diagnostic and legal frameworks utilised within mental health services and demonstrate a critical understanding of how these frameworks impact on patients. Students will use a variety of scenarios to understand the main concepts.

Formative opportunities will be provided during this module in a variety of mechanisms which may include: feedback on classroom-based activities from academics and/or peers, feedback on performance of nursing skills and procedures, feedback on assessment plans or short pieces of formative work and feedback from wider university support services (e.g. Academic skills team).

This module contributes to the UN Sustainable Development Goals (SDGs) (2023) SDG 3 Good Health and Wellbeing, SDG - 4 and Quality Education, and SDG - 10 Reduced Inequalities, whilst also aligning to the graduate attributes of UWS; universal, work-ready and successful.

United Nations (2023) Sustainable Development: The 17 Goals. Available from: https://sdgs.un.org/goals

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	Identify the features of mental health, neurodiversity and intellectual disability, and describe how mental health nurses can work to meet the diverse needs of these populations.
L2	Explain the fundamentals of evidence-based recovery-focused care, patient-centred care and trauma-informed care, and how these approaches can shape mental health nursing practice and mental health service design.
L3	Discuss the concepts of risk and safety as they relate to mental health nursing practice, and recognise the roles of self-care and peer support in fostering safe, effective practice.
L4	Describe the diagnostic and legal frameworks utilised within mental health services and demonstrate a critical understanding of how these frameworks impact on patients.
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 7** Understanding the principles and implications of the relevant professional regulatory codes of practice.
Practice: Applied Knowledge and Understanding	**SCQF 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 always ensure privacy and

[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

	dignity. 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.
Generic Cognitive skills	**SCQF 7** Demonstrate and awareness of professional and legal frameworks underpinning mental health care including the NMC Code, Adults with Incapacity (Scotland) Act 2000, Patient's Rights (Scotland) Act 2011, The Equality Act 2010, Children (Scotland) Act 1995, and The Human Rights Act 1998.
Communication, ICT and Numeracy Skills	**SCQF 7** Active listening and effective communication skills including of verbal and nonverbal communication, and appropriate questioning. Basic IT skills required to access input and share information from VLE and other platforms associated with the programme (Turas, InPlace, Safemedicate).
Autonomy, Accountability and Working with Others	**SCQF 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.

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. You will be taught through a combination of lectures, tutorials, workshops and, if part of this module, guided activity in our clinical skills laboratories. This will be supported by materials hosted on our virtual learning environment. Your time on campus is also designed to support your professional development as you work towards becoming a Registered Nurse. Group work, role play, and presentations help you to develop the communication, teamworking and leadership skills needed for professional practice.	
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	12
Personal Development Plan	3
Independent Study	161
n/a	

n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Barker, P., and Buchanan-Barker, P. (2021) Psychiatric and Mental Health Nursing: The Craft of Caring. 3rd ed. London: Routledge.

Simpson, E., and Harris, D. (2022) Mental Health Nursing: A Critical Approach to Practice. London: Sage Publications.

Tennant, C., and McClure, J. (2020) Mental Health Nursing: Understanding the Context and Practice. London: Macmillan Education.

(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 Nursing and Midwifery Council require that students complete 2300 hours of theoretical preparation. Therefore, there is an expectation that all students attend all scheduled activities associated with the module. This includes on campus and synchronous 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.

Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to

practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards. The Nursing and Midwifery Council (2019) have additional information regarding reasonable adjustments which can be found here: https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/student-empowerment/what-to-expect/reasonable-adjustments-if-applicable/
(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 L7-8
Moderator	Niamh Skelly
External Examiner	E Street
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Multiple Choice Examination. This will include elements of legal and diagnostic frameworks addressing learning outcome 4.
Assessment 2
Group presentation addressing learning outcomes 1,2, and 3.
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**
Class test (written)	☐	☐	☐	☒	☐	50	0.5

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☒	☒	☐	☐	50	0.5

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	1 hours

Change Control

What	When	Who