Module Descriptor

Title	Introduction to Mental Health		
Session	2026/27	**Status**	Published
Code	NURS07067	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Kellie Burns		

Summary of Module

In the first field-specific module of the BSc Mental Health Nursing Programme, students will explore and begin to develop understanding of mental health and illness, their distinctions, and inter-relationships within the context of holistic health.

This module will help students develop a professional identity by examining the roles, responsibilities, qualities, and skills of contemporary mental health nurses, considering other nursing fields, the multi-disciplinary team, and the broader health and social care landscape.

Students will learn fundamental nursing care skills, identifying appropriate levels of support which promote independence and self-management, taking account of individual differences, capabilities and needs.

Students will also appreciate the importance of relationships and effective communication skills with people with mental illness, their families, and other health professionals.

Workshops and skills practice will cover therapeutic relationships, key communication skills, responding to distress, and recognizing the capacity for change, growth, and resilience, while also aligning to the graduate attributes of UWS; universal, work-ready and successful.

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, 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	Demonstrate a foundational understanding of contemporary models of mental health and evidence-based healthcare delivery.
L2	Demonstrate an awareness of mental health across the lifespan and the collaborative role of the nurse in promoting health and preventing ill-health.
L3	Apply effective communication and interpersonal skills within the therapeutic relationship.
L4	Apply fundamental nursing skills to support activities of living which promote independence and self-management, taking account of individual differences, capabilities and needs.
L5	Demonstrate an awareness of the research process and the influence of research by examining evidence-based practice approaches to patient centred care.

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** Foundational knowledge of mental health nursing, including contemporary models of mental health. An understanding of the difference between explanations based on evidence and/or research and other sources, and the importance of this difference in clinical practice. Knowledge embedded in the broad theories, concepts, and principles of mental health across the lifespan.

[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

	Foundational knowledge of the collaborative role of the nurse in promoting health and preventing ill-health.
Practice: Applied Knowledge and Understanding	**SCQF 7** Apply knowledge, skills, and understanding: In practical contexts, such as clinical placements and simulated environments. Using fundamental and routine professional skills, techniques, practices, and materials associated with mental health nursing. To practice these skills, ensuring adaptability and responsiveness to individual patient needs.
Generic Cognitive skills	**SCQF 7** Demonstrate an awareness of professional and legal frameworks underpinning mental health care including the Nursing and Midwifery Code (2018) and the Mental Health (Care and Treatment) (Scotland) Act 2003.
Communication, ICT and Numeracy Skills	**SCQF 7** Basic IT skills required to access input and share information from VLE and other platforms associated with the BSc Mental Health Nursing programme (e.g. Turas, InPlace, Safemedicate).
Autonomy, Accountability and Working with Others	**SCQF 7** Acting in accordance with the Nursing and Midwifery Code (NMC, 2018). 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:

Clifton, A. Hemingway, S. Felton, A. and Stacey, G. (2018) Fundamental of mental health nursing: an essential guide for nursing and healthcare students. Chichester: Wiley-Blackwell.

Chowthi-Williams, A. (2023) Wellbeing and resilience for nursing, health and social care students. Los Angeles: SAGE.

McCormack, B. McCance, T. Bulley, C. Brown, D. McMillan & Martin, S. (2021) Fundamentals of person-centred healthcare practice. Hoboken, N.J.; Chichester: Wiley-Blackwell.

Norman, I. Ryrie, I. (2018) The art and science of mental health Nursing: principles and practice. 4th edition. Milton Keynes: University Press.

(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 andlearning 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 Level 7-8
Moderator	Suzanne Thomson
External Examiner	E Street
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Formative assessment will be achieved through skills practice and peer feedback. The summative assessment is a two-part Objective Structured Clinical Examination (OSCE) which accounts for 100% of the overall mark for the module. The first part addresses learning outcomes 3 & 4 and will require students to apply interpersonal skills to establish rapport with an individual and gather information about activities of living. The second part will address learning outcomes 1,2 & 5 and requires students to communicate this information to the nursing team.
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**
Objective Structured Clinical Examinations (OSCEs)	☒	☒	☒	☒	☒	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**
Module Coordinator changed and moderator added.	15.06.25	Marie McCaig