

Session: 2022/23

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Title of Module: Partnerships in Mental Health			
Code: NURS08060	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: 15 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Anthony Butler		
Summary of Module			
<p>This module is in the second year of the BSc Mental Health Nursing Programme. Through the involvement in module activities and assessments, students will develop their interpersonal skills and enhance their ability to provide values based, person-centred care. This module is supported by a strong foundation of contemporary Public Policy relating to Health and Social care across the lifespan. The value of professional legal and ethical principles and frameworks in the protection of vulnerable people is highlighted throughout. Consideration is given to numerous factors such as: early life experiences; human development; the nature of health and illness; interpersonal networks and supports; and access to services. In addition, the complex interactions of these factors together with poverty, inequality and exposure to trauma are explored,</p> <p>The module incorporates simulation and practice-based learning where students will apply the principles of person-centred care whilst assessing and promoting resilience. It then provides a practice learning experience that enables students to apply these principles in a range of clinical environments before returning to campus for a review of learning.</p> <ul style="list-style-type: none">• The purpose of this module is to explore the concepts of resilience and risk within a range of diverse communities and across the lifespan from conception to death. Factors that contribute to vulnerability such as early life experiences, trauma, social isolation and developmental factors will be examined and strategies to promote resilience and recovery explored.• Skills will be developed through simulation and practice. In particular, skills of risk assessment and positive risk management. A detailed mapping tool provides information on the NMC annexes to be covered in this module.• An 8-week practice learning experience will provide insight into the application of knowledge and skills within a range of practice learning experiences in the field of mental health. It will also allow students to evidence ongoing achievement of the NMC standards of proficiency in a practice setting as directed by the NMC Standards of Assessment in Practice.• Students will have opportunity in placement experience to demonstrate knowledge, understanding and application of basic pharmacology to medicines administered and clinical practice, (BiNE, LO9 & 10)• Programme threads of CAMHs, Dementia, Law and Safeguarding, Trauma inform module content• Specific Annexe A & B skills for this module are detailed in the programme skills schedule and preload is related to communication skills to support people experiencing thought disorder, mood disorders, psychosis, cognitive impairment, sensory impairment, therapeutic communication, and approaches to support recovery			

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>					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided 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)
<p>On successful completion of this module the student will be able to:</p> <p>L1. Critically appraise the concept of risk and positive approaches to risk taking in mental health care.</p> <p>L2. Identify opportunities based on individual needs and strengths to support behaviour change.</p> <p>L3. Recognise and adopt opportunities to support resilience and self-management working in partnership with individuals, families, carers, and other professionals.</p> <p>L4. Utilise self-reflection to demonstrate the delivery of compassionate person-centred care at all stages in the lifespan</p> <p>L5. Demonstrate evidence of ongoing achievement of the relevant professional standards</p>

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)	<p>SCQF Level 8. A critical understanding of the influencing factors which lead to the development of risk and resilience and in particular to discuss the assessment of risk in a range of populations across lifespan and within a variety of social and cultural groups.</p> <p>An understanding of the concepts of rights, recovery, and partnerships in care.</p> <p>an understanding of professional, ethical, and legal considerations in the governance of mental health care, including further development in understanding of pertinent field legislation (e.g Mental Health (Care and Treatment) (Scotland) Act 2003, Adults with Incapacity Act 2000.</p> <p>A knowledge and understanding of relevant literature including Public Policy and research in relation to vulnerability</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8. Use a range of skills, techniques, and practices suitable for working collaboratively with a range of people who are vulnerable.</p> <p>Apply a range of specific skills which enable effective engagement and demonstration of the practical application of trauma informed care.</p> <p>.</p>
Generic Cognitive skills	<p>SCQF Level 8. Critically evaluate research methodologies in relation to practice improvement</p> <p>Undertake critical evaluation of ideas, concepts, information, and issues relating risk and resilience.</p> <p>Apply critical discussion of the literature in relation to professional, ethical, and legal issues and recognise the implications for practice.</p> <p>Critically discuss the concepts of dignity, compassion, risk, resilience, and holistic care across the lifespan.</p> <p>Evaluate evidence-based approaches within Health and Social Care.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 8. Demonstrate a range of strengths-based approaches to assess people's needs in relation to recovery across the lifespan.</p> <p>Use a range of IT methods to assess, plan and record care delivery</p> <p>Use a range of IT and numeracy skills to interpret and manipulate data.</p> <p>Use and evaluate graphical data.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 8. Exercise autonomy and initiative and accountability in relation to teamworking.</p>

	<p>Use reflective skills to develop a deeper understanding of self-awareness and awareness of others</p> <p>Take responsibility for self-reflection and respond positively to support and feedback to develop professional knowledge and skills</p> <p>Demonstrate knowledge of a wide range of professional, ethical, and legal considerations which inform caring for people who are vulnerable.</p> <p>Demonstrate knowledge and work in accordance with professional conduct requirements and professional codes within nursing.</p> <p>Work collaboratively with a range of people.</p>	
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>A variety of learning and teaching methods will be used to facilitate achievement of the learning outcomes. Modified lectures introduce students to key concepts and open key areas for further exploration and development. Learning is enhanced using self-reflection, peer evaluation and role rehearsal supported by simulation technology where appropriate. Extensive and structured e-learning activities will enable students to prepare for practice and develop their critical understanding. Group-work will be an important aspect of the workshops where students will rehearse the skills required of a mental health nurse in a safe and supported environment. In addition, students will be required to carry out independent learning and review progress towards achievement of NMC proficiencies.</p> <p>The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in I am UWS, specifically the completion of the portfolio activities develop skills in critical thinking, self- reflection, collaboration, problem-solving, and communicating effectively.</p> <p>Module hours exceed the norm because of the practice learning element.</p>	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	10
Tutorial/Synchronous Support Activity	6
Laboratory/Practical Demonstration/Workshop	36
Work Based Learning/Placement	280

Asynchronous Class Activity	18
Independent Study	230
	580 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>Hall, A., Wren, M. and Kirby, S. (eds) (2013) Care planning in mental health: Promoting Recovery. 2nd Edition. Blackwell Publishing: Oxford.</p> <p>NHS Education for Scotland (NES) (2016) Dementia Skilled Improving Practice. [Online] Available: https://www.nes.scot.nhs.uk/education-and-training/by-theme-initiative/mental-health-and-learning-disabilities/our-work,-publications-and-resources/dementia/dementia-skilled-improving-practice-learning-resource-(updated-2016).aspx</p> <p>Norman, I. and Ryrie, I. (eds) (2018) The Art and Science of Mental Health Nursing: A Textbook of Principles and Practice. 4th Edition. London: OUP. [Core text]</p> <p>Rassool, G. (2010). Addiction for Nurses. Chichester, West Sussex, UK: Wiley-Blackwell.</p> <p>Scottish Government (2017) Mental Health Strategy\; 2017-2027 [Online] Available: https://www.gov.scot/publications/mental-health-strategy-2017-2027/</p> <p>Trenoweth, S. and Moone, N. (eds) (2017) Psychosocial Assessment in Mental Health. London: SAGE</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	
<p>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</p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:</p> <p>100% attendance in Practice Placement areas is required by the end of the programme to meet NMC requirements. In this module students may be assessed if at least 70% of the practice learning experience is met.</p>	

Supplemental Information

Programme Board	Mental Health, Midwifery, and Health
Assessment Results (Pass/Fail)	No
Subject Panel	MHMWH L7-8
Moderator	Kath Limond

External Examiner	M Rice
Accreditation Details	NMC
Version Number	1.05

Assessment: (also refer to Assessment Outcomes Grids below)
<p>Where modules in the programme contain a practice element, the outcomes are assessed using some of the principles of the innovative concept of 'patchwork assessment.' 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.</p> <p>The summative assessment in this module comprises 'patches' relevant to module content. Student should provide a care plan together with explanatory notes, demonstrating the assessment of risk, prioritisation of needs and partnership working. The care plan and notes should be shared as a series of 4 short reflective entries of 750 words on e-portfolio before submitting summatively via Turnitin.</p>
<p>Successful completion of placement as evidenced by practice assessment documentation (PAD).</p> <p>All assessment components must be passed to achieve an overall pass for this module, NMC (2018) do not permit compensation of assessment across theory and practice learning.</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
Case study	✓	✓	✓	✓		100	0
Component 2							
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
Performance/ Studio work/ Placement/ WBL/ WRL assessment					✓	0	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/reasonable-adjustments-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)