



## Module Descriptor

<b>Title</b>	Partnerships in Mental Health		
<b>Session</b>	2024/25	<b>Status</b>	
<b>Code</b>	NURS08060	<b>SCQF Level</b>	8
<b>Credit Points</b>	30	<b>ECTS (European Credit Transfer Scheme)</b>	15
<b>School</b>	Health and Life Sciences		
<b>Module Co-ordinator</b>	Anthony Butler		

### Summary of Module

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,

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.

- 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

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input checked="" type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

<b>Learning Outcomes</b>	
<b>L1</b>	Critically appraise the concept of risk and positive approaches to risk taking in mental health care
<b>L2</b>	Identify opportunities based on individual needs and strengths to support behaviour change
<b>L3</b>	Recognise and adopt opportunities to support resilience and self-management working in partnership with individuals, families, carers, and other professionals
<b>L4</b>	Utilise self-reflection to demonstrate the delivery of compassionate person-centred care at all stages in the lifespan
<b>L5</b>	Demonstrate evidence of ongoing achievement of the relevant professional standards

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 8</b> 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.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

	<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>
<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 8</b></p> <p>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>
<b>Generic Cognitive skills</b>	<p><b>SCQF 8</b></p> <p>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>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 8</b></p> <p>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>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 8</b></p> <p>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>

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

## 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.

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.

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.

Module hours exceed the norm because of the practice learning element.

### 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

6

Tutorial / Synchronous Support Activity

12

Laboratory / Practical Demonstration / Workshop

36

Work-based Learning

320

Asynchronous Class Activity

26

Independent Study

100

**TOTAL**

500

## Indicative Resources

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

Hall, A., Wren, M. and Kirby, S. (eds) (2013) Care planning in mental health: Promoting Recovery. 2nd Edition. Blackwell Publishing: Oxford.

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](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)

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]

Rassool, G. (2010). Addiction for Nurses. Chichester, West Sussex, UK: Wiley-Blackwell.

Scottish Government (2017) Mental Health Strategy; 2017-2027 [Online] Available: <https://www.gov.scot/publications/mental-health-strategy-2017-2027/>

Trenoweth, S. and Moone, N. (eds) (2017) Psychosocial Assessment in Mental Health. London: SAGE

**(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:**

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.

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

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.

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, 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 in all scheduled live classes 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 and live classes. 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](#).**

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The Module Co-ordinators will consider the accessibility of the module for groups with protected characteristics. Note: Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School.

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. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make

reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

**(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

<b>Divisional Programme Board</b>	<b>Mental Health Nursing Midwifery Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	MHMWH L7-8
<b>Moderator</b>	K Limond
<b>External Examiner</b>	E Street
<b>Accreditation Details</b>	NMC
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

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. 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.

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. 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.

#### Assessment 2

Successful completion of placement as evidenced by practice assessment documentation (PAD).

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.

#### 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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Case study	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Performance/studio work/placement/WBL/WRL assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>