



## Module Descriptor

<b>Title</b>	NURS08061 Promoting Mental Health		
<b>Session</b>	2024/25	<b>Status</b>	
<b>Code</b>	NURS08061	<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>	Joe Brown		

### Summary of Module

The central theme of this module is the safe and effective delivery of person-centred care. Students are encouraged to engage with and examine this concept whilst exploring a range of common mental health issues. They will also consider the skills involved in applying person-centred care in practice within a range of mental health care settings.

Care scenarios and simulation underpin the campus based sessions bringing in to focus the human experience of distress and allowing students a safe yet authentic means to practice core skills as well as an appreciation of the capacity for growth and recovery. The following themes and strategies will underpin this module: Person-centred care; values based, recovery focused nursing; care and compassion; professional, ethical and legal considerations.

Key national and strategic clinical drivers will be examined, for example Promoting Excellence (Dementia strategy), suicide strategy and mental health framework.

The module explores these themes through campus based sessions eLearning and skills simulation before students practice these skills under supervision within a range of mental health settings. They then return to campus to review and consolidate their learning on a final review week.

- Person-centred care and an understanding of the concept of "recovery" are essential for contemporary mental health practice. This module explores these concepts as they relate to a range of mental health problems. Working with simulation and unfolding case scenarios they will develop an understanding of assessment, planning, decision making and goal setting for a range of commonly encountered mental, physical, behavioural and cognitive problems when working with people, their families and populations of all ages within the field of mental health care.

- Skills in care planning including assessment skills will be developed through simulation and practice. A detailed mapping tool provides information on the NMC annexes to be covered in this module.

- A 7-week practice learning experience will provide insight into core mental health nursing skills such as patient assessment, therapeutic approaches in promoting recovery and mental health promotion. 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 Child and Adolescent Mental Health, Dementia, Law and Safeguarding, Trauma and Digital Health Technology will inform module content

Module Delivery Method	On-Campus <sup>1</sup> <input checked="" type="checkbox"/>	Hybrid <sup>2</sup> <input type="checkbox"/>	Online <sup>3</sup> <input type="checkbox"/>	Work -Based Learning <sup>4</sup> <input type="checkbox"/>
Campuses for Module Delivery	<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)	
Terms for Module Delivery	Term 1 <input checked="" type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
<b>L1</b>	Demonstrate best nursing practice based on the evidence from life and social science and on people's needs and preferences.
<b>L2</b>	Effectively prioritise nursing interventions in relation to a range of mental health conditions
<b>L3</b>	Demonstrate an understanding of health improvement health through effective collaborative approaches to behaviour change.
<b>L4</b>	Using contemporary evidence, critically evaluate the application of the core skills of mental health nursing in a clinical environment.
<b>L5</b>	Demonstrate evidence of achievement of the required standards of proficiency associated with your professional discipline.

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

<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

<b>Knowledge and Understanding (K and U)</b>	<p><b>SCQF 8</b></p> <p>Core theories, principles and concepts underpinning mental health nursing.</p> <p>Understanding nursing approaches to a range of common mental health conditions based on contemporary theory and practice.</p> <p>The underpinning principles of holistic health assessment.</p> <p>Health improvement and behavioural change theories.</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 8</b></p> <p>Applying knowledge, skills and understanding of a range of nursing interventions and skills through use of simulation, care scenarios and reflection on practice.</p> <p>Applying evidence based approaches to effective behavioural change.</p> <p>Application of key skills in therapeutic relationship development and for enhancing engagement through use of simulation, care scenarios and reflection on practice.</p> <p>Applying key skills in relation to effective mental health assessment, care planning and care delivery</p>
<b>Generic Cognitive skills</b>	<p><b>SCQF 8</b></p> <p>Decision making and critical appraisal skills to select from a range of approaches to formulate and critically evaluate evidenced based mental health practice.</p> <p>Emotional intelligence when reflecting on or working in challenging situations</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 8</b></p> <p>Conveying and processing complex information to a range of audiences with particular focus on service users, carers and their families using a variety of media.</p> <p>Demonstrating competence in a range of ICT applications and digital technologies in multiple contexts including clinical practice and personal learning.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 8</b></p> <p>Acknowledging and practicing personal responsibility for professional conduct whilst working within legal, ethical and professional frameworks.</p> <p>Exercising relevant levels of autonomy and initiative in professional contexts in the role of a student nurse.</p> <p>Demonstrating an understanding of the importance of working with others across professions, agencies and third sector providers.</p> <p>Involving people, their carer's and families, in all aspects of their health and social care.</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.

### 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

30

Laboratory / Practical Demonstration / Workshop

18

Work-based Learning

280

Asynchronous Class Activity

16

Independent Study

230

**TOTAL**

580

## 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.

Mwebe, H. (2018) Psychopharmacology: a mental health professional's guide to commonly used medications. Critical Publishing: St Albans

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]

Papworth, M and Marrinan (2019) Low Intensity Cognitive Behaviour Therapy. 2nd Edition. London: Sage

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:

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.

### 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 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

**(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 checked="" type="checkbox"/> 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.
<b>School Assessment Board</b>	MHN&IP L7-8
<b>Moderator</b>	Angela Quigley
<b>External Examiner</b>	Emma Street
<b>Accreditation Details</b>	Nursing and Midwifery Council
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1.04

### 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, as described in the



<b>Combined total for all components</b>	100%	hours
--	------	-------

**Change Control**

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