

Session: 2022/23

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<b>Title of Module: Promoting Mental Health</b>			
<b>Code: NURS08061</b>	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 30</b>	<b>ECTS: 15</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Joe Brown		
<b>Summary of Module</b>			
<p>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.</p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• Students will have opportunity in placement experience to demonstrate knowledge, understanding and application of basic pharmacology to medicines administered and clinical practice, (BiNE, LO9 &amp; 10)</li><li>• Programme threads of Child and Adolescent Mental Health, Dementia, Law and Safeguarding, Trauma and Digital Health Technology will inform module content.</li></ul>			

- Specific Annexe A & B skills for this module are detailed in the programme skills schedule and pre-load is related to holistic assessment, care planning and care delivery to support recovery, health promotion and quality of life.

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

#### 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.

#### 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

#### 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.

#### HybridC

Online with mandatory face-to-face learning on Campus

#### HybridO

Online with optional face-to-face learning on Campus

#### Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

### 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)

On successful completion of this module the student will be able to:

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

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	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. 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>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8. 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>
Generic Cognitive skills	<p>SCQF Level 8. 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>
Communication, ICT and Numeracy Skills	<p>SCQF Level 8. 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>
Autonomy, Accountability and Working with others	<p>SCQF Level 8. 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>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<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 up key areas for further exploration and development. Learning is enhanced through the use of 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.</p> <p>In addition, students will be required to carry out independent learning. The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in “I am UWS” see link: <a href="https://www.uws.ac.uk/current-students/your-graduate-attributes">https://www.uws.ac.uk/current-students/your-graduate-attributes</a>. Specifically, the completion of the portfolio activities develop skills in critical thinking, self- reflection, collaboration, problem-solving, and communicating effectively.</p>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 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/Placement	280
Asynchronous Class Activity	16
Independent Study	230
	580 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<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>Mwebe, H. (2018) Psychopharmacology: a mental health professional's guide to commonly</p>	

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)

### Engagement Requirements

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](#)

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.

### Supplemental Information

<b>Programme Board</b>	Mental Health Nursing & IP
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	MHN&IP L7-8
<b>Moderator</b>	Angela Quigley
<b>External Examiner</b>	Emma Street
<b>Accreditation Details</b>	NMC
<b>Version Number</b>	1.04

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<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 submitted individually.</p> <p>4 "patches" comprising reflective reports in ePortfolio demonstrating understanding of the four elements of care planning and the student's involvement in the delivery of person centered care to a client. Each "patch" should be 750 words or equivalent. Patches are submitted formatively throughout the module then summatively via Turnitin on submission date.</p>
<p>Satisfactory completion of practice learning experience as evidenced by the Scottish PAD</p> <p>Each component of assessment must be passed to achieve an overall pass for this module.</p> <p>This is to comply with NMC Standards for Nursing and Midwifery Education (2018) which state that in relation to the SFNME R5.16 no compensation of assessment is permitted across theory and practice learning.</p>
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> 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.)

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Report of practical/ field/ clinical work	✓	✓	✓	✓		100	0
<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Performance/ Studio work/ Placement/ WBL/ WRL assessment					✓	0	0
<b>Combined Total For All Components</b>						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)