



Module Descriptor

Title	Therapeutic Interventions in Health Care		
Session	2024/25	Status	
Code	NURS08XXX	SCQF Level	8 (Scottish Credit and Qualifications Framework)
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Alan Curley		
Summary of Module			
<p>This module will develop knowledge of therapeutic interventions to support the psychological wellbeing of people accessing healthcare. The dental nurse can address the psychological aspects of oral health and dental care, enhance patient satisfaction and treatment outcomes, and contribute to the overall well-being of patients. It will also examine the benefits and limitations of therapeutic interventions such as Cognitive Behavioural Therapy (CBT), motivational conversations and behavioural change techniques to tailor interventions to each patients' unique circumstances, preferences, and treatment objectives.</p> <p>These interventions are used in the management of dental anxiety and phobia, bruxism, pain management, dental compliance, oral health behavioural change, and neuropathic pain.</p>			

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input checked="" type="checkbox"/> Other (specify) NCL Coatbridge campus.	

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

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	
L1	Demonstrate an understanding of theories, concepts and principles of therapeutic interventions in healthcare
L2	Apply the principles of therapeutic interventions to support a wide range of patient scenarios
L3	Design a personalized therapeutic intervention to meet a patients' needs.
L4	Examine the role of the nurse in relation to the use of therapeutic interventions to support patient care
L5	

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 8 Specialist knowledge of the benefits and impact of therapeutic interventions Understanding of the processes involved in creating a personalised therapeutic support plan.
Practice: Applied Knowledge and Understanding	SCQF 8 Use a range of professional skills, techniques, and practices to develop a therapeutic support plan.
Generic Cognitive skills	SCQF 8 Evaluate the benefits and impact therapeutic interventions to support patient care.
Communication, ICT and Numeracy Skills	SCQF 8 Undertake an appraisal of the literature to support application to clinical practice.
Autonomy, Accountability and Working with Others	SCQF 8 Lead the development of a personalised plan to support therapeutic interventions and evaluate the responsibility of the dental nurse role.

Prerequisites	Module Code	Module Title
	Other All L7 modules (BSc Dental Nursing) must be complete	
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.

Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	24
Independent Study	164
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Amaral, R.I., Weston, F.C.L., Hirkata, V.N., Paz, A.A. and Wesner, A.C. (2022) Effectiveness and Efficacy of Therapeutic Interventions Performed by Nurses for Anxiety Disorders: A Systematic Review. <i>Journal of American Psychiatric Nurses Association</i>. 28(4) pp.283-294. https://doi:10.1177/10783903211068105</p> <p>Neenan, M. (2018) <i>Developing Resilience -A Cognitive-Behavioural Approach</i> 2nd edn Oxon: Routledge</p>
<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)</p>

Attendance and Engagement Requirements
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:</p> <p>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.</p> <p>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.</p> <p>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</p>

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](#).

This module is appropriate for all students. 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 and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where a student has disclosed specific requirements.

(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	Adult Nursing Community Health
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<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.
School Assessment Board	Community and Health
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	V1.0

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Case Study Pass mark 40%

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
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3

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

Change Control

What	When	Who