**Module Descriptor**

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| **Title** | Biosciences for Mental Health Nursing | | |
| **Session** | 2026/27 | **Status** | Published |
| **Code** | NURS08083 | **SCQF Level** | 8 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Health and Life Sciences** | | |
| **Module Co-ordinator** | Donna Maguire | | |

**Summary of Module**


This SCQF Level 8 field specific module aims to build upon the theoretical and practical skills developed from Biosciences for Health and Biosciences for Nursing. It aims to promote the necessary theory and practical skills associated with delivering a high level of effective clinical care in the context of mental health nursing.

The module aims to equip students with a range of clinical skills associated with mental health practice, drawing from both national policies and practice guidelines. The development of clinical skills for this level reflects the Annexe A and B skills contained within The NMC (2024) Standards of Proficiency for Registered Nurses. Acquisition of these skills is necessary for successful NMC registration, and this module aims to give students the opportunity learn, practice and consolidate several of these required skills as part of the BSc (Hons) Mental Health Nursing programme.

Students will gain skill acquisition by exploring the following themes:

Physical health inequalities and physical health management.

Management of medications.

Drug and alcohol misuse and detoxification.

Treatment resistance and electroconvulsive therapy.

As required medications and rapid tranquilisation.

Critical incidents in mental health

Formative opportunities will be provided during this module in a variety of mechanisms which may include: feedback on classroom-based activities from academics and/or peers, feedback on performance of nursing skills and procedures, feedback on assessment plans or short pieces of formative work and feedback from wider university support services (e.g. Academic skills team).

Students will complete Part 2 of 'Discover Dementia' which further develops achieving skilled level of the Promoting Excellence Framework. This will include exploring the conditions from an acute and chronic perspective and considering the physical, mental and social impacts the condition may cause.

This module contributes to the UN Sustainable Development Goals (SDGs) (2023) SDG 2 – Zero Hunger, SDG 3 Good Health and Wellbeing, SDG - 4 and Quality Education, and SDG 10 Reduced Inequalities, whilst also aligning to the graduate attributes of UWS; universal, work-ready and successful.

United Nations (2023) Sustainable Development: The 17 Goals. Available from: https://sdgs.un.org/goals

| **Module Delivery Method** | **On-Campus**[1] ☐ | **Hybrid**[2] ☒ | **Online**[3] ☐ | **Work -Based Learning**[4] ☐ |
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| **Campuses for Module Delivery** | ☒ Ayr<br>☒ Dumfries | ☒ Lanarkshire<br>☐ London<br>☒ Paisley | ☐ Online / Distance Learning<br>☐ Other (specify) | |

| **Terms for Module Delivery** | Term 1 | ☐ | Term 2 | ☒ | Term 3 | ☐ |
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| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
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| **L1** | Demonstrate an understanding of the physical health needs in those with mental ill health. |
| **L2** | Discuss the application of theory, policy and guidelines in relation to the physical health care of those with a mental health diagnosis. |
| **L3** | To identify and evaluate psychopharmacological approaches in the care of a person with physical and mental health comorbidities. |
| **L4** | To critically discuss the nursing care of a person with physical and mental health comorbidities. |
| **L5** | Discuss a range of health promotion approaches aimed at improving the physical health outcomes of patients. |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **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**<br>Demonstrate a knowledge of the scope, defining features and main aspects of the physical health care needs in those with mental ill health. |

[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

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| | Demonstrate a discerning understanding of the principles and terminology in the treatment of those with complex case needs. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 8**<br>Apply knowledge, skills and understanding by using a range of treatment interventions and practices in those with identified complex care needs.<br>To be able to carry out routine lines of enquiry and investigation into professional level problems and issues. |
| **Generic Cognitive skills** | **SCQF 8**<br>Students will critically analyse, evaluate and assess those with complex care needs. |
| **Communication, ICT and Numeracy Skills** | **SCQF 8**<br>Use a range of numerical skills in relation to measurement and recording of various patient parameters. Understanding of medical and nursing terminology linked to professional communication. |
| **Autonomy, Accountability and Working with Others** | **SCQF 8**<br>Developing professional and Working with Others accountability and an appreciation of their role within the class, group work and when in the clinical skills laboratories. |

| **Prerequisites** | **Module Code** | **Module Title** |
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| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** | |
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| 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.<br>You will be taught through a combination of lectures, tutorials, workshops and, if part of this module, guided activity in our clinical skills laboratories. This will be supported by materials hosted on our virtual learning environment. Your time on campus is also designed to support your professional development as you work towards becoming a Registered Nurse. Group work, role play, and presentations help you to develop the communication, teamworking and leadership skills needed for professional practice. | |
| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 15 |
| Tutorial / Synchronous Support Activity | 15 |
| Laboratory / Practical Demonstration / Workshop | 18 |
| Personal Development Plan | 3 |
| Independent Study | 149 |
| n/a | |

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| **TOTAL** | 200 |

**Indicative Resources**

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

Delves-Yates, C. (ed.) (2022) Essentials of Nursing Practice. 3rd edn. London: SAGE

Gask, L. and Klinkenberg, W. (Eds.) (2019) Interacting Factors Between Physical Health and Mental Health. Cambridge: Cambridge University Press.

Herbert, M. (2021) Psychopharmacology: A Mental Health Professional's Guide to Commonly Used Medications. 1st ed. New York: Routledge.

National Institute for Health and Care Excellence (NICE) (no date) Available at: https://www.nice.org.uk/ (Accessed: 13 January 2025).

Nursing and Midwifery Council (NMC) (2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates. Available at https://www.nmc.org.uk/standards/code/ (Accessed: 07 January 2025).

Rowberry, D., Gauntlett, L. & Hurt, L. (eds.) (2023) Essential Clinical Skills in Nursing. London: SAGE Publications.

**(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.**

**For the purposes of this module, academic engagement equates to the following:**

The Nursing and Midwifery Council require that students complete 2300 hours of theoretical preparation. Therefore, there is an expectation that all students attend all scheduled activities associated with the module. This includes on campus and synchronous 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. 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. 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

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| learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate.<br><br>All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.<br><br>Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards.<br><br>The Nursing and Midwifery Council (2019) have additional information regarding reasonable adjustments which can be found here: https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/student-empowerment/what-to-expect/reasonable-adjustments-if-applicable/ |
| **(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**

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| **Divisional Programme Board** | **Mental Health Nursing Midwifery Health** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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** | MHMH L7-8 |
| **Moderator** | Stewart Kerr |
| **External Examiner** | E Street |
| **Accreditation Details** | NMC |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 1 |

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| **Assessment (also refer to Assessment Outcomes Grids below)** |
| **Assessment 1** |
| Case Study – 100% |
| **Assessment 2** |
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| **Assessment 3** |
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| (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.<br><br>(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** |
| Case study | ☒ | ☒ | ☒ | ☒ | ☒ | 100 | 0 |

| Component 2 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |

| Component 3 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | 0 hours |

**Change Control**

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