**Module Descriptor**

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| **Title** | Collaborative Care in Mental Health | | |
| **Session** | 2026/27 | **Status** | Published |
| **Code** | NURS08086 | **SCQF Level** | 8 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Health and Life Sciences** | | |
| **Module Co-ordinator** | Suzanne Heron | | |

**Summary of Module**


Collaborative care in mental health nursing promotes a team-oriented, patient-centred approach that improves both the quality of care and the patient experience. This module is therefore concerned with offering students an opportunity to understand the nature of collaborative care within mental health nursing and to develop their knowledge and understanding of the underpinning theories that support human development, concepts of assessment and formulation within mental health nursing.

Students will examine the concept of collaborative care in mental health nursing, including the importance of coproduction, meaning making, relationship building and team working. Co-production in mental health is a powerful approach that acknowledges the expertise of both healthcare professionals, service users, and family carers and supporters, with the aim of creating more effective, personalised, and empowering care. Students will learn about how fostering partnerships built on mutual respect, shared responsibility, active participation, and co-production can promote better outcomes, reduce stigma, and support recovery.

Students will explore collaborative models of care, including the recovery model and person-centred approaches to understand how these frameworks empower patients, promote shared decision making, and enhance outcomes. Students will develop their understanding of the complex nature of mental health issues and the need for integrated care across different domains.

Students will learn to apply the evidence-based principles of mental health assessments and formulations. Emphasis will be placed on using evidence-based assessment tools alongside diagnostic frameworks and bio-psycho-social models to develop a comprehensive understanding of patients' needs.

Students will learn about and practice the skills required for co-production with a focus on creating meaningful, collaborative relationships with patients and other healthcare professionals. Skills may include flexibility, conflict management, cultural competence, negotiation, and clear communication.

There will be a specific focus on trauma and mental health legislation.

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).

This module contributes to the UN Sustainable Development Goals (SDGs) (2023) SDG 3 Good Health and Wellbeing, SDG - 4 and Quality Education, SDG – 5 Gender Equality, and

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| SDG 10 Reduced Inequalities, whilst also aligning to the graduate attributes of UWS; universal, work-ready and successful.<br><br>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] ☐ |
|---|---|---|---|---|
| **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 | ☐ |
|---|---|---|---|---|---|---|
| **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** | Explore the evidence/ literature on collaborative care practices, including boundaries, legislation, the use of self and getting to know the 'person'. |
| **L2** | Demonstrate knowledge and application of assessment and formulation. |
| **L3** | Demonstrate an understanding of the need for trauma-informed care within mental health nursing and how this relates to a collaborative care model. |
| **L4** | Develop knowledge and application of suitable interventions for range of patient groups/ diagnosis by designing evidence-based care planning. |
| **L5** | Demonstrate knowledge of formulation of assessment and subsequent care-planning for different patient groups. |

| **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** |

[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 a range of core theories and concepts in relation to providing collaborative care to mental health patients and families.<br><br>Demonstrate an understanding of collaborative care and an understanding of the importance of maintaining professional boundaries. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 8**<br><br>Apply knowledge, skill and understanding as to the importance of taking a complete developmental history with mental health patients and their families.<br><br>Understand and be able to identify the need to modify assessment processes to cater for neurodiverse patients or patients with cognitive impairment in line with accepted standards. |
| **Generic Cognitive skills** | **SCQF 8**<br><br>Students will critically evaluate ideas, concepts and challenges surrounding the development of collaborative care plans in mental health nursing.<br><br>Students will use a range of approaches to formulate and critically evaluate evidence-based solutions to a range of pre-defined problems that may occur within clinical practice. |
| **Communication, ICT and Numeracy Skills** | **SCQF 8**<br><br>Students will use a variety of ICT resources to create and present an evidence-based presentation. |
| **Autonomy, Accountability and Working with Others** | **SCQF 8**<br><br>Students will be able to demonstrate an awareness of their own and other‘s roles and responsibilities when carrying out assessment and other tasks. |

| **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><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) |
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| Lecture / Core Content Delivery | 18 |
| Tutorial / Synchronous Support Activity | 18 |
| Personal Development Plan | 3 |
| Independent Study | 161 |
| n/a | |
| n/a | |
| **TOTAL** | 200 |

**Indicative Resources**

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


Co-production Scotland (no date) Co-production Scotland. Available at: https://www.coproductionscotland.org.uk/ (Accessed: 13 January 2025).

Gault, I. Hardie, T., & Jolly, M. (2017) 'Communication in Nursing and Healthcare: a guide for compassionate practice'. London: Sage Publications Ltd.

Kousoulis, A. A., & Goldie, I. (2021). 'A Visualization of a Socio-Ecological Model for Urban Public Mental Health Approaches'. Frontiers in Public Health, 9. https://doi.org/10.3389/fpubh.2021.654011

Slade, M., Williams, J., & Leese, M. (2019) Making Recovery Real: A Guide to Co-Producing Mental Health Services. 1st ed. London: Routledge.

The ALLIANCE (no date) About The ALLIANCE. Available at: https://www.alliance-scotland.org.uk/about-the-alliance/ (Accessed: 13 January 2025).


**(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**

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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>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<br><br>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** | Kevin Duffy |
| **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** |

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| An individual presentation (100%) of 20 minutes.<br>The presentation will demonstrate understanding of the key principles of collaborative care in relation to assessment and formulation |
| **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>(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** |
| Presentation | ☒ | ☒ | ☒ | ☒ | ☒ | 100 | 0.33 |

| **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% | 0.33 hours |

**Change Control**

| **What** | **When** | **Who** |
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