Module Descriptor

Title	Interventions and Strategies		
Session	2026/27	**Status**	Published
Code	NURS09201	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Donna Maguire		

Summary of Module

This module provides information on 'Interventions and Strategies' for dealing with people with personality disorder. One of the key areas of focus is the importance of developing and maintaining therapeutic relationships and the attitudes and values necessary for success with this group. The importance of taking a whole systems approach is also stressed and the value of developing a therapeutic milieu is explored. Different therapeutic interventions with an evidence base are described and examined, this includes adoption of relational approaches and the potential impact on the environment. The concepts of including risk to self, others and vulnerability feature in relation to selection of interventions and management strategies. Cognitive Behavioural Therapy, Dialectical Behavioural Therapy and Mentalisation Based Therapy will be covered in more detail. It also offers an opportunity to develop skills pertinent to providing generic structured clinical care for individuals with personality disorders, such as, skills to assess, formulate problems, discuss the range of appropriate interventions with the service user, concluding with the development of a collaborative care plan. Students will be building on their existing skills, acquiring new knowledge and demonstrating graduate attributes i.e.improved emotional intelligence. This includes: being able to identify, define and analyse problems and identify or create processes to solve them; being open to new ideas, methods and ways of thinking; being prepared to ask crucial questions and use a rationale for being able to manage risk while initiating and managing change, and to use communication as a tool for collaborating and relating to others.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☒	☐	

[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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Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☒ Lanarkshire ☐ London ☐ Paisley		☐ Online / Distance Learning ☐ 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	
L1	Critically evaluate a range of intervention/ strategies which would be appropriate to use with a group who present with personality disorder.
L2	Critically examine a range of methods available to improve relational/social functioning and understand the difference and unique opportunities the milieu presents to support people with personality disorder in their recovery.
L3	Analyse ways that personal strengths and limitations impact on the choices made by people with personality disorder.
L4	Apply professional judgement in selecting an appropriate therapeutic intervention for a particular clinical application.
L5	Demonstrate the application of a critically evaluated therapeutic intervention in a work based scenario.

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 9** Demonstrate a broad and integrated knowledge of existing evidence based treatments and interventions for people with personality disorder. Critical evaluation of the current and future issues that are emerging for the person with personality disorder in relation to care provision and meeting their needs.
Practice: Applied Knowledge and Understanding	**SCQF 9** Application of critical and analytical skills to a range of research papers, reports and policy documents related to people with personality disorder.
Generic Cognitive skills	**SCQF 9** Demonstrate the ability to critical analyse and evaluate ideas, theories, issues and needs in relation to working with people with personality disorder.
Communication, ICT and Numeracy Skills	**SCQF 9** The demonstration of a range of communication skills with people in complex situations. Communicating with multi-agency teams using multi-agency approach.

Autonomy, Accountability and Working with Others	**SCQF 9** The demonstration of independence and responsibility working in partnership with others . Reflection upon and discussion of their own and fellow students experiences in working with people with personality disorder.

Prerequisites	**Module Code**	**Module Title**
	Other	
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.

The learning and teaching strategy has been designed to promote graduate attributes and stimulate reflective and analytical thinking. The programme will be delivered using a blended learning approach (distance learning and taught component). It is envisaged that the strong androgogical centred emphasis will ensure that the student will be at the centre of the teaching process in order to develop skills that facilitate lifelong learning.

Learning and teaching will be student centred, recognising the wealth of knowledge and experience students may already have at their disposal. Discussion and group working strategies will be encouraged in order to capitalise on this rich resource. Other learning methods will include lectures, seminars, presentations, case study and enquiry based approaches.

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	32
Personal Development Plan	10
Independent Study	158
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Baker, V. et al (2013) Resettle: a significant new step in an emerging pathway that manages risk and addresses need in high-risk personality disordered offenders on their release into the community Psychology Crime and Law, 19 (5-6) 449-460.

http://www.tandfonline.com/doi/abs/10.1080/1068316X.2013.758976

Bowen, M. (2013) Borderline personality disorder: clinicians' accounts of good practice Journal of Psychiatric and Mental Health Nursing , 20 (6) 491-498.

http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2850.2012.01943.x/abstract

Clarke, M., Fardouly, P., McMurran, M. (2013) A survey of how clinicians in forensic personality disorder services engage their service users in treatment. The Journal of Forensic Psychiatry and Psychology, 24 (6) 772-787.

Davidson, K.M.(2007) (2nd Edition) Cognitive therapy for personality disorders: a guide for clinicians. Routledge, Hove.

Davidson, K., Tyrer, P., Tata, P., Cooke, D., Gumley, A., Ford, I., Walker, A., Bezlyak, V., Seivewright, H., Robertson, H. and Crawford, M. J. (2009). Cognitive behaviour therapy for violent men with antisocial personality disorder in the community: an exploratory randomised controlled trial. Psychological Medicine, 39, 569-577.

Howard, Rick et al (2013) Re-offending in forensic patients released from secure care: The role of antisocial/borderline personality disorder co-morbidity, substance dependence and severe childhood conduct disorder Criminal Behaviour and Mental Health Volume 23 (3) 191-202.

http://onlinelibrary.wiley.com/doi/10.1002/cbm.1852/abstract

Mann, Ruth E. et al (2013) Why do sexual offenders refuse treatment? Journal of Sexual Aggression, 19 (2) 191-206.

http://www.tandfonline.com/doi/abs/10.1080/13552600.2012.703701

National Collaborating Centre for Mental Health (2009). Borderline Personality Disorder: The NICE Guideline on Treatment and Management. British Psychological Society and Royal College of Psychiatrists.

NHS Education for Scotland and The Scottish Government (2011). The Matrix – 2011. Mental Health in Scotland. A Guide to delivering evidence-based Psychological Therapies in Scotland. NHS NES/Scottish Government: Edinburgh.

Ryle, A (1990). Cognitive Analytic Therapy: Active Participation in Change. Chichester: John Wiley and Sons.

Ryle, A (1997). Cognitive Analytic Therapy and Borderline Personality Disorder: The Model and the Method. Chichester: John Wiley and Sons.

Ryle, A (1995). Cognitive Analytic Therapy: Developments in Theory and Practice. Chichester: John Wiley and Sons.

Wilson, Nick J.; Tamatea, Armon (2013) Challenging the "urban myth" of psychopathy untreatability: the High-Risk Personality Programme Psychology Crime and Law, 19 (5-6) 493-510.

http://www.tandfonline.com/doi/abs/10.1080/1068316X.2013.758994

(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 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. 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. 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 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. 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. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.
(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	**Mental Health Nursing Midwifery Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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	MHMH L9-11
Moderator	Yvonne Murray
External Examiner	L Gilling
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment will consist of a presentation worth 50% of the final mark.
Assessment 2
Class Test (written) = Care plan worth 50% of the final mark

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**
Presentation	☒	☒	☒	☐	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Class test (written)	☒	☒	☒	☒	☒	50	0

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

What	**When**	**Who**