Module Descriptor

Title	Risk Assessment and Management Approaches		
Session	2026/27	**Status**	Published
Code	NURS09202	**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 includes the holistic (physical, psychological and social) assessment and management of people with personality disorder and /or challenging behaviour in both forensic services and the wider mental health services. The concepts of risk will be explored in this module, including risk to self, others and vulnerability; risk of suicide and self harm will be a particular area of focus. A number of different risk assessment tools and strategies to assess people with personality disorder will be examined. The differences between for example, clinical opinion, actuarial and structured professional judgement tools will be described to aid understanding of the assessment process. Utility and challenges associated with these assessment tools will be examined. The skills necessary to assess problems including client's motivation for change and understanding of therapy will be practiced.

Differences in presentation across services will be explored, for example, Accident and Emergency/ Acute units/ Prison/ Low, Medium or High Secure Hospital/ Community/ Police custody.

Key learning is associated with: identifying 'risky' behaviours and offence paralleling behaviour; reflecting on how working with people with personality disorder can impact on individuals; team dynamics / working relationships. Graduates will be more incisive.

An underlying aim of the module, is to encourage all students to make use of the best evidence and research available within this field to guide their practice and improve their understanding of the people with personality disorder they encounter.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
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 explore approaches to assessing risk in relation to people with personality disorder.
L2	Demonstrate a critical understanding of multi-agency and interdisciplinary approaches to managing risk.
L3	Analyse and evaluate the assessment and care management models, processes and pathways available to address the needs of people with personality disorder.
L4	Critically examine approaches to maximising potential for people with personality disorder.
L5	Reflect on their own development and skill in being non-judgemental and supporting people's individuality throughout their care journey.

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 an understanding of assessment and risk management models and systems used for people with personality disorder. Develop knowledge about the common experiences for people with personality disorder that lead to changes in their health and social care needs.

[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

Practice: Applied Knowledge and Understanding	**SCQF 9** Identify appropriate methods of assessment and risk management that could improve the care offered to people with personality disorder in your workplace and elsewhere. Apply 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** Identify and analyse factors that can impact on the care that is delivered in your workplace. Make use of a variety of evidence-based resources that may assist you in decision making in the workplace.
Communication, ICT and Numeracy Skills	**SCQF 9** Improve interpersonal and inter-professional understanding and communication. Become accustomed to and use a virtual learning environment. Further develop library, e-library and online searching and retrieval skills. To improve word processing and IT literacy skills.
Autonomy, Accountability and Working with Others	**SCQF 9** Promote the use of current best-evidence in working with people with personality disorder. Identify and critically examine factors that impact on your role and the role of other professionals and carers when supporting 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 programme will be delivered using a blended learning approach (distance learning and taught component). The learning and teaching has been designed to enhance the graduate attributes of learners and stimulate reflective and critical thinking. It is envisaged that a strong student-centred emphasis will ensure that the teaching process will develop skills that facilitate lifelong learning. Participants will be encouraged to take control of their own learning and become self-motivated learners. This approach recognises the wealth of knowledge and richness of experience students may already have at their disposal. Discussion and group working strategies will be encouraged in order to capitalise on this. The work of the experienced teaching team will be augmented by practitioners from the School of Forensic Mental Health (SoFMH) and the Forensic Network. Reasonable adjustments will be made for students assessed as require enabling support strategies to be put in place.

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	36
Personal Development Plan	6
Asynchronous Class Activity	52
Independent Study	106
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Bateman, A. and Fonagy, P. (2013) Impact of clinical severity on outcomes of mentalised-based treatment for borderline personality disorder. British Journal of Psychiatry, 203, 221-227.

Hart, S., Randall, K. and Laws, D. with Klaver, J., Logan, C. and Watt, A. (2003) The Risk for Sexual Violence Protocol (RSVP) . Mental Health, Lwa, and Policy Institute Simon Fraser University; Pacific Psychological Assessment Corporation and The British Columbia Institute Against Family Violence.

Kropp, P. R., Hart, S. D., Webster, C.D. and Eaves, D. (1999) Spousal Assault Risk Assessment Guide (SARA). User's Manual. Ontario: Multi-Health Systems.

Kropp, P.R., Hart, S, D. and Lyon, D.R. (2008) Guidelines for Stalking Assessment and Management (SAM) User Manual. USA: Proactive Resolutions Inc.

Loranger, A.W. (1999) International Personality Disorder Examination (IPDE). Lutz: PAR.

de Vries Robbe, Michiel et al (2013) Risk factors and protective factors: a two-sided dynamic approach to violence risk assessment Journal of Forensic Psychiatry and Psychology Volume, 24 (4) 440-457.

http://www.tandfonline.com/doi/abs/10.1080/14789949.2013.818162

Gerace, A. et al (2013) Multidisciplinary health professionals' assessments of risk: how are tools used to reach consensus about risk assessment and management? Journal of Psychiatric and Mental Health Nursing, 20 (6) 557-563

Hare, R.D., Hart, S.D. and Harpur, T.J. (1991) Psychopathy and DSM-IV criteria for antisocial personality disorder. Journal of Abnormal Psychology, 100, 391-398

Gerace, A. et al (2012) Multidisciplinary health professionals' assessments of risk: how are tools used to reach consensus about risk assessment and management? Journal of Psychiatric and Mental Health Nursing. 20(6)
http://onlinelibrary.wiley.com/doi/10.1111/jpm.12026/abstract

(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:** Engagement with the module material on the AULA VLE, including Community feed posts Example for when it is not compulsory, but recommended: 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. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(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
Will consist of a 4,000 word critical appraisal of a situation involving a person with personality disorder for whom the student currently provides care or a service to meet the person's needs. If for any reason the person is not currently working in a situation where they can access someone with a personality disorder a case scenario will be provided. This will be worth 100% of the final mark.
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**
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

What	When	Who