Module Descriptor

Title	Theory of Personality Disorder		
Session	2026/27	**Status**	Published
Code	NURS09203	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Niamh Skelly		

Summary of Module

This module includes: the development of personality and the impact of early childhood experiences on the development of personality; nature versus nurture debate, genetics and temperament. Describing personality; the limits of diagnostic classifications and trauma; how do interpersonal difficulties arise; personal relationships and setting boundaries; attitudes and myths regarding treatability of personality disorder. The full spectrum of personality disorders will be covered.

The continued marginalisation and exclusion of this group of service users will be discussed within this module. Service user perspectives are considered crucial to providing a more balanced and inclusive approach to care and treatment and as such will feature in this module.

Throughout the module, students will be building on their existing skills in acquiring and developing knowledge and skills while demonstrating graduate attributes. These include being open to new ideas, methods and ways of thinking and be prepared to ask crucial questions and use an appropriate rationale to support their ideas.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☒	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London	☐ Online / Distance Learning	

[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

			☐ Paisley		☐ 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 discuss the development of personality and attachment theory.
L2	Critically discuss the impact of the public image of personality disorder available within a range of media, on public and professional perceptions of people with personality disorder.
L3	Critically evaluate current and future trends that influence working with people with personality disorder.
L4	
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 9** Understand and critically discuss key theoretical concepts such as attachment theory. Critically discuss the past current and future demographic, political, financial, ethical and moral issues that impact on the well being and care needs of the person with personality disorder. Critically evaluate current and future issues that are emerging for the person with personality disorder in relation to treatability.
Practice: Applied Knowledge and Understanding	**SCQF 9** 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** Critically appraise multiple sources of information, research and theoretical approaches; applying these appropriately to current issues for the person with personality disorder.
Communication, ICT and Numeracy Skills	**SCQF 9** Improve interpersonal and inter-professional understanding and communication. Become accustomed to and use a virtual learning environment. To further develop library, e-library and online searching and retrieval skills. Effective use a range of electronic media to support learning and presentations.
Autonomy, Accountability	**SCQF 9** Participate in small groups within the learning environment.

and Working with Others	Reflect upon and discuss 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 module will be deliverd using a blended learning approach, using a combination of on-line and taught sessions. The learning and teaching strategy has been designed to promote graduate attributes and stimulate reflective and analytical thinking. It is envisaged 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.The work of the experienced teaching team will be augmented by a group of practitioners from the School of Forensic Mental Health (SoFMH) and across the Forensic Network. Reasonable adjustments will be made for students assessed to require enabling 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	24
Personal Development Plan	6
Practice-based Learning	24
Asynchronous Class Activity	44
Independent Study	102
n/a	
TOTAL	200

Indicative Resources

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

Adshead, G., & Jacob, C. (2009). Personality disorder: the definitive reader. London, UK: Jessica Kingsley Publishers.

Cassidy, J., & Shaver, P. R. (2008). Handbook of attachment: Theory, research, and clinical applications (2nd ed.). New York, NY: Guilford.

Livesley, W, J, [ed], (2001), Handbook of Personality Disorders, New York.: The Guildford Press

Craissati, J., Chuan, S.J., Simons, S. and Joseph, N. (2011) Working with personality disordered offenders; a practitioners guide. Oxleas NHS Foundation Trust in collaboration with Camden and Islington NHS Foundation Trust. Funded by Department of Health and the National Offender Management Service

Fahy, T. (2012). Personality disorders. Medicine, 40(11), 613-618.

Gross, R. D. (2010). Psychology: The science of mind and behaviour (6th ed.). London, UK: Hodder & Stoughton

Johnson, B. (2002) Emotional Health; what emotions are and how they cause social and mental diseases. York, James Nayler Foundation.

Linehan, M.M. (1987) Dialectical Behavioural Therapy: a cognitive behavioural approach to parasuicide. Journal of Personality Disorder, 1, 328-333.

Linehan, M., Dimeff, L., Reynolds, S., et al (2002) Dialectical; Behavioural Therapy versus comprehensive validartion therapy plus 12-step for the treatment of opoid dependent women meeting criteria for borderline personality disorder. Drug and Alcohol Dependence, 67, 13-26.

Linehan, M.M., Armstrong, H., Suarez, A. et al. (1991) Cognitive-behavioural treatment of chronically parasuicidal borderline patients. Archives of General psychiatry, 48, 1060-1064.

Livesley, W. J. (2003). Practical management of personality disorder. New York. Guilford.

Tyrer, P. J. (2000). Personality Disorders: Diagnosis, Management And Course. Oxford; Boston: Butterworth Heinemann.

(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	Donna Maguire
External Examiner	L Gilling
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Formative Peer review (using first 500 words of essay). Summative: Essay providing a critical appraisal of the impact childhood experiences and societal influences on the past, present and future lives of people with personality disorder. This 3500-word essay will contribute 100% of the overall mark for the module.
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**
Essay	☒	☒	☒	☐	☐	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