Module Descriptor

Title	Clinical Decisions in Mental Health		
Session	2026/27	**Status**	Published
Code	NURS09261	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Angela Quigley		

Summary of Module

This module aims to enhance the students' knowledge, skills, and confidence in relation to clinical judgement and evidenced-based decision making in the delivery of safe and effective person-centred care as they begin to work more autonomously in a range of mental health settings. Students will be enabled to demonstrate professional accountability by explaining their reasoning and providing a sound justification for choices and decisions made, including when working independently and delegating to others.

Whilst undertaking the module, students will critically explore theory and frameworks that underpin clinical judgement and decision making that are central to contemporary mental health nursing practice including legal, ethical, and recovery focused principles that take full consideration of the rights of the patient and their families.

Students will also explore approaches and strategies that seek to promote choice and reduce barriers to involving individuals in decision-making and support and empower patients and their families/ supporters to lead care wherever possible, whilst preserving safety and reducing risk and in collaboration with the wider multi-disciplinary team. These will include shared and supported decision-making approaches, ensuring consideration of priorities (e.g. emergency/deteriorating situations), risk management, conflict, and capacity. Case scenarios and enquiry-based learning will be used to support students learning.

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 Quality Education, SDG 5 – Gender Equality, SDG 10 – Reduced Inequalities and SDG 16 – Peace, Justice and Strong Institutions, 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] ☐
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 and apply theories and frameworks (including legal, professional and ethical dimensions) that support clinical decision making and judgement in mental health nursing practice.
L2	Critically discuss person centred approaches that empower people to exercise choice and control in their own health decisions, seeking to recognise and reduce barriers to participation in mental health settings.
L3	Demonstrate a critical understanding of risk management frameworks incorporating elements of assessment, formulation and positive risk taking in relation to clinical decision making.
L4	Critically reflect on personal factors that impact on decision making (for example: mental health and/or cognitive and affective biases).
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** Demonstrates knowledge of a range of theories, frameworks and principles to support clinical decision-making and judgement in mental health nursing practice including legal, ethical and professional dimensions.

[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** Utilises evidence-based frameworks and person-centred approaches to make informed clinical decisions, considering the complexities of mental health conditions alongside the patient and the multi-disciplinary team. Demonstrates the ability to undertake safe and effective risk management (including positive risk taking) based on comprehensive assessment and formulation using a range of contemporary assessment tools. Applies knowledge of ethical and legal principles to support individuals' rights to make informed health decisions, actively seeking to promote choice and reduce barriers to participation in care.
Generic Cognitive skills	**SCQF 9** Demonstrates the ability to make safe informed, care management decisions working in partnership with patients, families and the multi-disciplinary team. Develops analytical skills required for problem solving and decision making that underpins mental health nursing practice.
Communication, ICT and Numeracy Skills	**SCQF 9** Effectively communicates clinical decisions and rationales to patients, families, and multidisciplinary teams including in complex and challenging situations. Engage with the range of technology/eLearning that informs aspects of risk assessment and clinical decision making to support learning.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercises knowledge and skill in effective delegation and the supervision of others within acceptable practice boundaries. Develops self-awareness of personal biases, and other factors and their potential impact on decision-making, seeking feedback from colleagues and engaging in self-reflection.

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. 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 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	10
Tutorial / Synchronous Support Activity	20
Laboratory / Practical Demonstration / Workshop	18
Personal Development Plan	3
Independent Study	149
n/a	
TOTAL	200

Indicative Resources

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

Aveyard, H. and Sharp, P. (2017) A Beginners Guide to Evidence Based Practice in Health and Social Care. 3rd Ed. London: McGraw Hill Education.

Mental Welfare Commision for Scotland (2024) Supported Decision Making. Good Practice Guide. Available: Supported decision making good practice guide 2024 (Accessed 10.1.25)

National Institute for Health and Care Excellence (NICE) (2020) Shared Decision Making Learning Package. Available at: https://www.nice.org.uk/guidance/ng197/resources/shared-decision-making-learning-package-9142488109 (Accessed: 13 January 2025).

NHS Education for Scotland (NES) (2019) Mental Health Improvement and Suicide Prevention Framework. Available: https://learn.nes.nhs.scot/17099/mental-health-improvement-and-prevention-of-self-harm-and-suicide(Accessed 10.1.25)

Standing, M. (2020) Clinical Judgement and Decision Making in Nursing. 4th Edn. California: SAGE.

(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 learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate. All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students. 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. 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

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	Aisling McBride
External Examiner	H Thomas
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1
Class test
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**
Class test (written)	☒	☒	☒	☒	☐	100	1

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%	1 hours

Change Control

What	**When**	**Who**