Module Descriptor

Title	Therapeutic Skills in Complex Care		
Session	2026/27	**Status**	Published
Code	NURS09263	**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

The aim of this module is to prepare students for the complexity of the work they will undertake as registered mental health nurses in terms of assessment, formulation, and use of best practice communication skills and approaches when providing therapeutic interventions which are sensitive and empowering. Students will use therapeutic strategies to enable people to understand treatments and other interventions to give informed consent.

During the module students will deepen their knowledge of a range of interventions including (but not limited to): motivational interview techniques; solution focused therapies; reminiscence therapies; de-escalation strategies and techniques; cognitive behavioural therapy techniques; play therapy; distraction and diversion strategies, and positive behaviour support and reinforcement approaches.

Students will continue to apply formulation model (s), with an emphasis on creating such formulations collaboratively, communicating them effectively, using them to inform care planning, whilst working within legal and ethical frameworks to promote safety and positive risk taking.

Students will have the opportunity to use simulation to practice therapeutic skills and critically reflect on their appropriateness and effectiveness across a range of care settings. Students will engage in role play related to the skills of active listening, therapeutic and Socratic questioning, paraphrasing, and reflection. Reflection during the module will also offer students the opportunity to become more aware of their own unconscious bias in communication encounters.

During this module students will complete Part 3 of 'Discover Dementia' which completes achievement of the skilled level of the Promoting Excellence Framework.

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, 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	Evidence awareness of approaches to, and challenges of, assessment, formulation, care planning and intervention for clients with complex mental health care needs.
L2	Demonstrate understanding of the role of the mental health nurse in the processes of assessment, formulation, care planning and delivery of interventions while working as part of a multi-disciplinary team to care for patients with complex mental health care needs.
L3	Develop and communicate basic case formulations, informed by theory and the evidence-base, in a collaborative, compassionate and ethical manner.
L4	Demonstrate the ability to apply and critically reflect upon the appropriateness and effectiveness of low-intensity psychological interventions to support patients with complex mental health care needs.
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** Critically understanding the relationship between theory and nursing practice in a variety of contemporary mental health care settings.

[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** Demonstrating the ability to accurately undertake strengths-based assessments (including assessment of risk) in a range of care settings using a range of contemporary assessment tools.
Generic Cognitive skills	**SCQF 9** Reflecting and evaluating own responses to differing problems & issues with varying levels of complexity.
Communication, ICT and Numeracy Skills	**SCQF 9** This may include developing and evaluating the use of Care plans Nursing notes Integrated care pathways multi-disciplinary team meetings Drug administration Relevant risk assessment tools.
Autonomy, Accountability and Working with Others	**SCQF 9** Appraising the complexities of partnership working with users, carers and other agencies. Utilising initiative in response to the needs of people with mental health care needs within accepted professional boundaries and professional practice limitations. Accountability for personal and professional maintenance.

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:

Dix, R., Dye, S., and Pereira, S.M. (2024). Psychiatric intensive care. Cambridge: Cambridge University Press.

Evans, N. and Hannigan, B. (2016). Therapeutic skills for mental health nurses. London: Open University Press.

Matrix, NHS Scotland (no date) Matrix: Evidence-Based Psychological Therapies for Scotland. Available at: https://www.matrix.nhs.scot/ (Accessed: 13 January 2025).

Healthcare Improvement Scotland (no date) Scottish Patient Safety Programme (SPSP) - Mental Health. Available at: https://ihub.scot/improvement-programmes/scottish-patient-safety-programme-spsp/spsp-mental-health/ (Accessed: 13 January 2025).

Trenoweth, S. and Moone, N. (2017). Psychosocial assessment in mental health. London: 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	Marie McCaig
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
OSCE 100%
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**

Objective Structured Clinical Examinations (OSCEs)	☒	☒	☒	☒	☐	100	0.5

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%	0.5 hours

Change Control

What	**When**	**Who**