Module Descriptor

Title	Mental Health in Adult Healthcare		
Session	2026/27	**Status**	Published
Code	NURS10040	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Nick Fuller		

Summary of Module

This module is designed to enhance the understanding of students who will be joining the NMC Register as Registered Nurses (Adult) to support people with mental health conditions in a variety of secondary or primary care settings. Students will develop and enhance their understanding of common mental health conditions that people who access adult general health services potentially experiencing. Students will develop a fundamental undertsanding of the impact of common mental health conditions on health literacy. Students will also explore health inequalities faced by people living with mental health issues, considering how aspects such as lifestlye, social demographics and diagnostic overshadowing may negativly inpact care delivery.

In addition, students will explore the biopsychosocial model of mental health and the holistic view of person-centred care for those who have a comorbid mental health diagnosis. They will develop their understand of common pharmacological treatments for these physical conditions and how they may interact with drug treatments for common physical health conditions. further to this they will explpore the emotional and mental health impacts of long-term health conditions.

Students will develop enhanced communication skills, understanding basic formulation to support the delelopment of person-centred care plans, as well as techniques to help people self-manage stress and distress.

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).

Educate students to understand and acknowledge the importance of mental health conditions and the impact on physical health conditions. A key focus is pharmacological treatments and potential contraindications alongside a holistic care approach in primary and secondary settings including integrative practice. This module contributes to the UN Sustainable Development Goals (SDGs) (2023) SDG 3 Good Health and Wellbeing, SDG - 4 Quality Education, and SDG-10 Reduced Indequalities, 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 discuss common mental health conditions that people may be living with and how living with a mental health condition may impact the coexisting physical health conditions.
L2	Critically review common pharmacological treatments for mental conditions and how they may interact with drug treatments for mental health conditions.
L3	Critically discuss the holistic care required to manage mental health conditions in primary and secondary care settings.
L4	Critically evaluate approaches to integration of mental health support to physical healthcare.
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 10** Knowledge and understanding of common mental health conditions that Adult Nurses may encounter. Knowledge and understanding of how these mental health conditions impact on exisiting physical health conditions. Knowlegde and understanding of common pharmacological treatments for mental health conditions and how they may interact with drug therapy for physical health conditions.

[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

	Increased knowlegde and understanding of how to provide holistic care to patients with physical health conditions, living with coexisting mental health conditions, in a range of adult healthcare settings. Knowledge and understanding of how to provide mental health support in adult healthcare settings.
Practice: Applied Knowledge and Understanding	**SCQF 10** Practical knowledge and understanding to enhance holistic nursing care delivery. Applied knowledge of medications commonly used in the management of mental health conditions.
Generic Cognitive skills	**SCQF 10** Problem solving and analytical skills to improve patient care in adult healthcare settings for those with a coexisting mental health condition.
Communication, ICT and Numeracy Skills	**SCQF 10** Numeracy skills related to safe medicine management Communication and inter-personal skills to support people with physical conditions and coexisting mental health conditions in various adult healthcare settings
Autonomy, Accountability and Working with Others	**SCQF 10** Professional accountability with regards meeting NMC standards and holistic, person-centred nursing care Understanding of wider multi-disciplinary team working, to support the care of people in adult healthcare settings, living with coexisting mental health conditions

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	12

Tutorial / Synchronous Support Activity	24
Personal Development Plan	3
Independent Study	161
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Nursing and Midwifery Council (NMC) (2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates. Available at: https://nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf (Accessed: 15 January 2025).

Clifton, A., Hemingway, S., Felton, A. & Stacey, G. (eds.) (2018) Fundamentals of mental health nursing: an essential guide for nursing and healthcare students. Hoboken: Wiley-Blackwell.

Mutsatsa, S. (2016) Medicines management in mental health nursing. 2nd edn. London: SAGE Publications.

Wright, K. M. & McKeown, M. (eds.) (2018) Essentials of Mental Health Nursing. London: SAGE Publications.

Hawksworth, W. (2016) Applying person-centred care in mental health: a guide to values-based practice. Hove: Pavilion Publishing.

(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	**Adult Nursing Community 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	Pre-registration Adult Nursing
Moderator	Maire McCaig
External Examiner	R Armstrong
Accreditation Details	NMC
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Oral examination
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**
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	☒	☒	☒	☒	☐	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**