Module Descriptor

Title	Physical Issues in Mental Health Settings		
Session	2026/27	**Status**	Published
Code	NURS10045	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Gillian Priess		

Summary of Module

This module is designed to enhance the understanding of students who will be joining the NMC Register as Registered Nurses (Mental Health) to support people with physical health issues in a variety of mental health clinical settings. This may include the management of long-term conditions and responding to acute presentations. Students will develop and enhance their understanding of common long-term physical health conditions that patients with mental health conditions may be living with (e.g. COPD/asthma, diabetes, cardiovascular disease, GI conditions, renal disease, hepatic disease, cancer). Students will also explore physical 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 connections between poor physical health/management of physical conditions and the management of mental health presentations. They will develop their understand of common pharmacological treatments for these physical conditions and how they may interact with drug treatments for mental health conditions.

Students will develop their appreciation of the nurse's role in providing holistic care to manage physical health conditions in a mental health setting; including understanding the importance of maintaining oral health and skin integrity and their relation to overall physical wellbeing. They will also develop their knowledge and skills to be able to recognise and respond to acute physical issues, potentially encountered in a variety of mental health settings, including how to provide basic first aid.

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 in the holistic management of long term physical conditions in mental health settings including the role of pharmacological treatments and how these factors might impact on mental health wellbeing.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 long-term physical health conditions that people in mental health settings may be living with and how living with a physical health condition may impact the coexisting mental health conditions.
L2	Critically review common pharmacological treatments for physical conditions and how they may interact with drug treatments for mental health conditions.
L3	Critically discuss the holistic care required to manage physical health conditions in mental health settings.
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 10** Knowledge and understanding of common physical health conditions that Mental Health Nurses may encounter.

[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

	Knowledge and understanding of how these physical health conditions impact on exisiting mental health conditions. Knowlegde and understanding of common pharmacological treatments for physical health conditions and how they may interact with drug therapy for mental health conditions. Increased knowlegde and understanding of how to provide holistic care to patients with mental health conditions, living with coexisting physical health conditions, in a range of mental health care settings. Knowledge and understanding of how to provide physical health support in mental health care 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 physical health conditions.
Generic Cognitive skills	**SCQF 10** Problem solving and analytical skills to improve patient care in mental health care settings for those with a coexisting physical 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 mental health conditions and coexisting physical health conditions in various mental health care 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 mental health care settings, living with coexisting physical 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). Delves-Yates, C. (ed.) (2022) Essentials of Nursing Practice. 3rd edn. London: SAGE Publications. Boyd, C. (2022) Clinical Skills for Nurses (Student Survival Skills),Chichester, Wiley - Blackhall. Nicol, J. & Hollowood, L. (eds.) (2024) Nursing adults with long term conditions. 4th edn. London: Learning Matters. Elcock, K., Wright, W., Newcombe, P. & Everett, F. (eds.) (2019) Essentials of Nursing Adults. London: SAGE Publications.
(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	David Hunter
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
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**