



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Promoting Recovery in Mental Health				
Module Code	UZZSNR-30-3	Level	3	Version	2
Owning Faculty	Health and Applied Sciences	Field	Mental Health and Learning Disabilities		
Department	Nursing and Midwifery				
Contributes towards	BSc (Hons) Nursing (Mental Health) Graduate Diploma Nursing (Mental Health)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2017		Valid to	September 2019	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate contemporary mental health policy and the application of biopsychosocial theories to practice. (Component A) 2. Identify and evaluate ways of supporting and implementing recovery/strengths focused approaches, including the impact of stigma, culture and social exclusion (Component A) 3. Identify and evaluate a range of theories and strategies related to leadership and management in care delivery (Component A) 4. Demonstrate an ability to critically analyse evidence relating to care coordination, using a strengths approach and the benefits of inter-professional and intra-agency working. (Component A) [combined with 13] 5. Critique research findings and theories which inform treatment approaches and healthcare provision (Component A) 6. Reflect on personal and professional development, using a range of strategies to support resilience, and support effective practice. (Component A) 7. Use a recovery based approach to assess strengths and health needs of a person, using a structured and systematic assessment and document findings accurately (Component A) 8. Critically evaluate and apply strengths and personal recovery based approaches to working safely and collaboratively with service users, their family, carers and wider social networks (Component A) 				

Syllabus Outline	<ul style="list-style-type: none"> • Engagement and relationship building skills in working collaboratively with people towards recovery • Therapeutic approaches in working with families and individuals • Psychosocial Assessment tools • Case formulation and collaborative working. • Loss, bereavement and adjustment • Building a skills 'tool kit' • Working with a range of serious and complex mental health problems • Developing safe practice, considering the needs of self and others • Service improvement • Positive risk assessment and management • Developing awareness of values based approaches to care • Ethical and legal frameworks, key policies and frameworks for people across the age spectrum
Contact Hours	72 hours of contact to include seminars, lectures and online activities
Teaching and Learning Methods	<p>Scheduled learning: may include: lectures, seminars, tutorials, demonstration, practical classes, student led presentations and teaching, and workshops</p> <p>Independent learning includes hours engaged with essential reading, teaching session preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p>
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data				
<i>Number of credits for this module</i>				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	78	0	300



The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Portfolio

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage		
Cours ework assessment percentage		100%
Practical exam assessment percentage		
		100%

Reading Strategy

Core readings

It is essential that students read one of the many texts available through the Library. Module guides will also reflect the range of reading to be carried out.

Further readings

Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.

Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. *Current* advice on additional reading will be available via the module guide or Blackboard pages.

References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Applied Sciences.

Books:

Gamble, C. and Brennan, G. (2006) *Working With Serious Mental Illness: A Manual for Clinical Practice*. 2nd ed. London: Bailliere Tindall.

Rapp, C.A. (2012) *The strengths Model: a Recovery-oriented Approach to Mental Health Services*. 3rd ed. Oxford: Oxford University Press.

Repper, J. and Perkins, R. (2003) *Social Inclusion and Recovery: A Model for Mental Health Practice*. Edinburgh: Bailliere Tindall.

Rogers, A and Pilgrim, D (2010) *A Sociology of Mental Health and Illness*. [online] 4th ed. Berkshire: McGraw-Hill/ Open University Press. [Accessed 15 February 2013].

Watkins, P. N. (2007) *Recovery: a guide for Mental Health Practitioners*. Oxford: Elsevier.

Westbrook, D. Kennerley, H. and Kirk, J. (2017) *An Introduction To Cognitive Behaviour Therapy Skills and Application*. 3rd ed. London: Sage.

Journals:

British Journal of Mental Health Nursing

Journal of Advanced Nursing

Journal of Psychiatric and Mental Health Nursing

Psychosis

Part 3: Assessment

Assessment Strategy

Students will critically analyse their professional development against the four domains of professional practice (NMC 2010):

- Domain 1. Professional Values
- Domain 2. Communication and interpersonal skills
- Domain 3. Nursing practice and decision making
- Domain 4. Leadership, management and team working

Drawing on excerpts from their individual professional portfolio students will be required to use evidence from throughout the three years to critically reflect on experiences relating to each of the four domains.

The portfolio will contain:

- A) A critical reflection utilizing evidence developed as part of the portfolio and linked to concepts of Recovery.
- B) an action plan that considers future career aspirations, learning needs and the inter-professional context.
- C) Supporting evidence

In this way, the portfolio of evidence will capture the past and present and the action plan is the future.

Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio of evidence	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio of evidence	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		

FOR OFFICE USE ONLY

First CAP Approval Date	9 May 2013		
Revision CAP Approval Date	5 April 2017	Version	2 Link to RIA 11818