University of the West of England BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Promoting Recovery in Mental Health					
Module Code	UZZSNR-30-3		Level	3	Version	1
Owning Faculty	Health and Life Sciences		Field		Mental Health and Learning Disabilities	
Contributes towards	BSc (Hons) 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 2013		Valid to	September 2019		

CAP Approval Date	9 May 2013

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Critically evaluate rationales, procedures and critiques of psychosocial assessment and psychiatric classification (Component A) • Identify and evaluate methods of managing challenges in implementing recovery/strengths focused care, including working with stigma, culture and exclusion (Component A) • Identify and evaluate a range of theories and strategies related to leadership and management in care delivery (Component A) • Demonstrate an ability to critically analyse evidence relating to care coordination, using a strengths approach and the benefits of collaborative, team working (Component A) • Critique research findings and theories which inform treatment approaches and healthcare provision (Component A) • Critically analyse factors that affect service and health improvement in a range of contexts (Component A) • Reflect on personal and professional development, including factors influencing motivation and performance (Component A) • 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) • Apply strengths and recovery based approaches to the care of a person with mental health needs, their families, carers and wider social networks (Component A) • Demonstrate an ability to identify and manage risk positively and collaboratively (Component A) • Evaluate ways in which people with mental health needs, their family and friends can contribute to healthcare provision (Component A) • Use reflection and supervision to recognise personal feelings and issues

	evoked during interactions with others (Component A) • Appraise the key tenets of collaborative interprofessional / intra-agency working (Component A)
Syllabus Outline	Engagement and relationship building skills in working collaboratively with people towards recovery Working with families A variety of therapeutic approaches Assessment tools Case formulation and management Loss, bereavement and adjustment Barriers to recovery Building a skills 'tool kit' Working with: • Psychosis • Mood disorders • Eating disorders • Personality disorders • Cognitive impairment • Self harm • Suicide • Trauma and Post Traumatic Stress Disorder • Dementia type disorders • Substance misuse and dual diagnosis Developing safe practice, considering the needs of self and others Clinical supervision and managing personal wellbeing Managing crises Leadership and management Service improvement Positive risk assessment and management Developing awareness of philosophical and ethical approaches to care Ethical and legal frameworks, key policies and National Standards for people across the age spectrum
Contact Hours	72 hours of contact to include seminars, lectures and online activities
Teaching and Learning Methods	A variety of approaches will be used which may include: • Practice experience • Simulation • Clinical skills • Technology enhanced learning • Workshops and master classes • Lectures and Seminars • Enquiry based learning • Case based learning • Role play Those learning outcomes not individually mapped to the module assessment will be assessed formatively within the module delivery.
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					
Number of credits for this module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	78	150	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			
Coursework 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 Life Sciences.

Books:
Cassedy, P. (2010) *First Steps in Clinical Supervision: A guide for Healthcare Professionals*. [online]. Oxford: Open University Press. [Accessed 15 February 2013].

Clarke, I. and Wilson, H. (2009) *Cognitive Behaviour Therapy for Acute Inpatient Mental Health Units.* [online]. London: Routledge. [Accessed 15 February 2013].

Faris, A. and Van Ooijen, E. (2012) *Integrative Counselling and Psychotherapy: A Relational Approach.* London: Sage.

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

Hall, A., Wren, M. and Kirby, S. (2008) *Care Planning in Mental health: Promoting Recovery.* Oxford: Blackwell.

McCormack, B. and McCance, T. (2010) *Person-Centred Nursing.* [online]. London: Wiley Blackwell. [Accessed 15 February 2013].

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].

Rudnick, A. (2012) *Recovery of People with Mental Illness: Philosophical and Related Perspectives.* [online]. Oxford: Oxford University Press. [Accessed 15 February 2013].

Sayce, L. (2000) *From Psychiatric Patient to Citizen: Overcoming Discrimination and Social Exclusion.* London: Macmillan.

Smith, E. (2012) *Theories of Counselling and Psychotherapy: An Integrative Approach.* London: Sage.

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

Westbrook, D. Kennerley, H. and Kirk, J. (2011) *An Introduction To Cognitive Behaviour Therapy Skills and Application.* 2nd ed. London: Sage.

Journals:

Issues in Mental Health Nursing

International Journal of Mental Health Promotion

Mental Health Practice

Part 3: Assessment

Assessment Strategy	Critically analyse your 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 your personal professional portfolio you will be required to use evidence from throughout the three years to critically reflect on experiences that have influenced you against each of the four domains.

	The action plan needs to consider your future career aspirations, learning needs and the interprofessional context. 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**		
		A:	**B**:
% weighting between components A and B (Standard modules only)			

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.