



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Supporting and Managing those at Risk of Suicide				
Module Code	UZZRUS-20-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Mental Health and Learning Disabilities		
Department	Nursing and Midwifery				
Contributes towards	BSc(Hons) Specialist Practice, BSc(Hons) Professional Development, BSc (Hons) Professional Studies; MSc Specialist Practice, MSc Professional Development, MSc Advanced Practice				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UZZRXT-20-3 Supporting and Managing those at Risk of Suicide	Module Entry requirements	CPD or stand alone. This unit of learning is of use to those working in health or social care settings.		
Valid From	April 2016		Valid to		

CAP Approval Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Explore prevalence and changing trends of self-harm and suicide, from local, national and global perspectives, whilst examining ethical and legal considerations (Component A and B).</li> <li>2. Critically examine contemporary suicide prevention strategies, exploring the links to risk factors, stress vulnerability, mental health and ill health and initiatives suggesting areas of innovation that could be implemented (Component A and B).</li> <li>3. Critically reflect on own practice in implementing and evaluating evidence based risk assessments, risk and crisis management plans, in collaboration with service users and carers and colleagues from inter-professional and interagency organisations (Component A and B).</li> <li>4. Critically explore what factors enhance engagement in the context of suicide, with service users, families and carers, recognising how personal, professional, service user and carer dynamics impact on partnership working (Component A and B).</li> <li>5. Discuss active engagement with a range of support mechanisms to facilitate safe and reflective clinical practice (Component A and B).</li> </ol>

Syllabus Outline	<p><b>Suicide Awareness</b>  Demographics and epidemiology of suicide, suicidal behaviour  Groups at risk of suicide  Suicide and suicidal behaviour across the lifespan.  Suicide prevention – key concepts  Factors contributing to suicide</p> <p><b>Theories related to suicide</b>  Biological models  Psychological models  Social/cultural models</p> <p><b>Supporting people experiencing suicidal thoughts</b>  Suicide risk assessment skills  Characteristics of suicidal thought and behaviour  Crisis intervention: hospital, voluntary (Samaritans/listeners),  Principles of engagement and intervention.  Maximising therapeutic outcome.  Engaging with a person who has attempted to complete suicide</p> <p>Suicide bereavement support (Postvention)</p>
Contact Hours	A maximum of 48 contact hours will be face to face learning with a lecturer, class room discussion on topics, and smaller group work with fellow students.
Teaching and Learning Methods	<p>Lectures, seminars, group work, problem solving exercises, critical review of research and policy, utilisation of prior knowledge, critical reflection and challenge from peers.</p> <p>Independent study will include pre reading and preparation for the assignment</p>
Reading Strategy	<p><b>Core readings</b>  Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further readings</b>  Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p><b>Access and skills</b>  Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. 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. Students will be directed to reading which is available in a number of formats. The expectation is that students will read widely by identifying relevant material using module handbook, library catalogue and resources.</p>
Indicative Reading List	<p>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. Relevancy of information may change prior to beginning the module, however this will be taken into account by there being a contemporary reading list available when starting the module.</p> <p>Chehil, S. and Kutcher, S.P. (2012). <i>Suicide risk management: a manual for health professionals (2nd ed)</i>. Wiley-Blackwell: Oxford.</p>

	<p>Department of Health Statistics and Information Systems, World Health Organisation (2014). <i>WHO methods and data sources for country-level causes of death 2000-2012</i>. World Health Organisation: Geneva.</p> <p>Department of Health (2012). <i>Preventing suicide in England: A cross-government outcomes strategy to save lives</i>. Department of Health: London.</p> <p>Godin, P. (2006) <i>Risk and Nursing Practice</i>. Hampshire: Palgrave MacMillan.</p> <p>Heyman, B.; Shaw, M.; Alaszewski, and Titterton, M. (2010) <i>Risk safety and clinical practice: health care through the lens of risk</i>. Oxford: Oxford University Press.</p> <p>Kemshall, H. and Wilkinson, B. (2011) <i>Good practices in assessing risk; current knowledge issues and approaches</i>. London: Jessica Kingsley Publishers.</p> <p>O'Connor, R.C., Platt, S. and Gordon, J. (2011). <i>International handbook of suicide prevention: research, policy and practice</i>. Wiley-Blackwell: Oxford.</p> <p>White, T. (2011). <i>Working with suicidal individuals: a guide to providing understanding, assessment, and support</i>. Jessica Kingsley: London.</p> <p>World Health Organisation (2001) <i>The World Health Report 2001: Mental health new understanding, new hope</i>. WHO: Geneva.</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>Assessment will be a 15 minute case-based presentation with a 1000 word critical reflection of an action plan.</p> <p>In the case-based presentation, students will explore, in depth, one of the following in relation to their case study;</p> <ul style="list-style-type: none"> <li>• Ethical issues</li> <li>• Risk taking</li> <li>• Risk Assessment</li> <li>• Working with other agencies</li> <li>• Crisis intervention</li> </ul> <p>The presentation will last for 10 minutes with 5 minutes for questions.</p> <p>At M level the 1000 word critical reflection on an action plan will examine how students own practice will be enhanced and developed when supporting suicidal individuals in the future. The action plan will need to include consideration of how the student will engage with support mechanisms to facilitate safe clinical practice.</p>

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting	
1. 15 minute oral presentation	50%	
Component B	Element weighting	

<b>Description of each element</b>	
2. 1000 word critical reflection on an action plan	<b>50%</b>
<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
1. 15 minute oral presentation	<b>50%</b>
<b>Component B</b> Description of each element	
2. 1000 word critical reflection on an action plan	<b>50%</b>
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.	