



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Solution Focused Practice - Developing Empowering Conversations With People				
Module Code	UZZRUW-15-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Mental Health and Learning Disabilities		
Department	Nursing and Midwifery				
Contributes towards	BSc (Hons) Nursing,				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations			Module Entry requirements	N/A	
Valid From	September 2016		Valid to	September 2019	

CAP Approval Date	31/05/2016
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Explore and discuss the origins of and influences upon present day Solution Focused Practice (Component A) • Demonstrate knowledge of the major concepts of Solution Focused Practice • Critically analyse the theoretical basis of Solution Focused Practice in relation to other theories of change (Component A) • Critically appraise the strengths and limitations of the Solution Focused approach (Component A) • Critically evaluate the evidence base in relation to Solution Focused Practice (Component A) • Critically discuss the application of principles of Solution Focused Practice in the context of the nurse / patient relationships (Component A) • Apply a range of techniques from Solution Focused Practice to working with people who have mental health difficulties (Component A) • Reflect upon the application of Solution Focused Practice to personal and professional development (Component A)

Syllabus Outline	<p><u>Theoretical and Philosophical Underpinnings</u></p> <ul style="list-style-type: none"> • The history and development of the Solution Focused Approach • Solution Focused Practice and the nature of change • Strengths-based perspectives in mental health <p><u>Practice Issues</u></p> <ul style="list-style-type: none"> • Solution Focused Skills and techniques • The application of Solutions Focused Practice within Mental Health settings • Solution Focused Practice in multi-disciplinary contexts • Solution Focused Practice in relation to current practice and policy drivers in Mental Health • The importance of reflection and supervision <p><u>Research, evidence and outcomes</u></p> <ul style="list-style-type: none"> • Evaluation of research studies into Solution Focused Therapies • Comparisons between Solution Focused Approaches and other therapeutic modalities • The strengths and limitations of the evidence base
Contact Hours	30 hours
Teaching and Learning Methods	<p>A variety of approaches will be used which include:</p> <ul style="list-style-type: none"> • Practice and supervision • Technology enhanced learning • Simulation and skills development • Lectures and Seminars • Small group work • Enquiry based learning • Case based learning • Self-directed learning
Key Information Sets Information	<p>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.</p>

Key Information Set - Module data				
<i>Number of credits for this module</i>				
				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	30	120	0	150



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

Coursework: Written assignment

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:

Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Core readings

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.

Further readings

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.

Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first semester. 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.

Indicative Reading List	<p>Indicative reading list</p> <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. As such, its currency may wane during the life span of the module specification. However, as indicated above, <i>current</i> advice on readings will be available via the module guide.</p> <p>Franklin, C., Trepper, T., Gingerich, W.J. and McCollum, E. (Eds) (2011) <i>Solution Focused Brief Therapy: A Handbook of Evidence-Based Practice</i>. New York: Oxford UP.</p> <p>Henden, J. (2008) <i>Preventing Suicide: The Solution Focused Approach</i>. Wiley.</p> <p>McAllister, M. (2007) <i>Solution Focused Nursing: Re-Thinking Practice</i>. Palgrave Macmillan</p> <p>Nelson, T. and Thomas, F. (eds) (2007) <i>Handbook Of Solution Focused Brief Therapy</i>. New York: Haworth Press.</p> <p>Ratner, H., George, E. and Iveson, C. (2012) <i>Solution Focused Brief Therapy: 100 Key Points and Techniques</i>. London: Routledge.</p> <p>Rowan, T. and O'Hanlon, B. (1999) <i>Solution Oriented Therapy for Chronic and Severe Mental Illness</i>. Wiley.</p> <p>Sharry, J. (2007) <i>Solution Focused Group Work</i>. Sage.</p>
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Part 3: Assessment	
Assessment Strategy	<p>The module will be assessed via a 2000 word assignment. This assignment will critically examine an aspect of Solution Focused Practice that has been explored during the Module.</p> <p>There will be opportunities for formative feedback throughout the Module.</p>

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)
2000 word written assignment	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
2000 word written assignment	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.