MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Supporting people in crisis					
Module Code	UZZSU5-30-2		Level	2	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	Health and Applied Sciences		Field	Mental Health and Learning Disabilities		
Department	Nursing and Midwifery		Module Type	Standard		
Contributes towards	FdSc Integrated Mental Health and Social Care					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
First CAP Approval Date	29 November 2016		Valid from	January 2017		
Revision CAP Approval Date			Revised with effect from			

Part 2: Learning and Teaching	
Learning Outcomes	- Examine `crisis' and `recovery' and what this means to the individual, their families and carers (Component A) - Explore aspects of a person's life and experiences that may impact on engagement (Component A) - Analyse factors that support emotional wellbeing (Component A) - Demonstrate awareness of current crisis interventions and the associated evidence base (Component A) - Explore assessment strategies and interventions to support people experiencing a crisis (Component A) - Explain how to collaboratively plan care and use goal setting to support recovery (Component A) - Explain the Mental Health Act and Mental Capacity Act in relation to a mental health crisis (Component A) - Reflect on inter-professional and inter-agency working in responding effectively to crisis (Component A)
Syllabus Outline	**Ethics and Values Based Practice** Biomedical ethics Social inclusion Empowerment versus safety Safeguarding **Communication and Interpersonal Skills** Protective factors and resilience Brief interventions Supporting families and carers

	Managing conflict **Practice Delivery and Decision Making** Risk assessment and positive risk taking Wellness Recovery Action Plans (WRAP) Mental Health Legislation Crisis Concordat Formulation Medication Responding in an emergency situation **Leadership, Management and Team Working** Clinical supervision Multi-disciplinary and inter-agency working Service provision available to those in crisis
Contact Hours	There will be 72 hours of scheduled contact time at University Centre Weston, delivered by staff from The University of the West of England. The scheduled contact time with staff, will include; lectures, seminars and tutorials. In addition to scheduled contact time, the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means may be used to support student learning.
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, tutorials, work based learning; enquiry based learning, case based learning and role play. **Independent learning** includes hours engaged with essential reading and technology enhanced learning. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.
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.

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 -

Practical Exam: Presentation

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				
		Practical exam assessment percentage			100%	
					100%	

Reading Strategy	**Core reading**
	Any core reading will be indicated clearly, along with the method for accessing it, eg students may be expected to purchase a set text, be given a 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 reading
	All students are 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. Guidance to some key authors and journal titles available through the Library will be given in the module handbook and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.
	Access and skills
	Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the library 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 handbook or Blackboard pages.
Indicative Reading List	**Books:** Hall, A., Wren, M. and Kirby, S.D. (2013) *Care planning in mental health: promoting recovery*. Chichester: Wiley Blackwell. Johnson, S., Needle, J., Bindman, J, P. and Thornicroft, G. (Eds.) (2008) *Crisis Resolution and Home Treatment in Mental Health*. Cambridge: Cambridge University Press. Pilgrim, D. and McCranie, A. (2013) *Recovery and mental health: a critical sociological account*. Basingstoke: Palgrave Macmillan. Robertson, M.D. and Walter, G. (2014) *Ethics and mental health: the patient, profession, and community.* Boca Raton: Taylor and Francis. **Journals:** Journal of psychiatric and mental health nursing Journal of social work practice Journal of Mental Health

Part 3: Assessment	
Assessment Strategy	Assessment of the learning outcomes will be achieved by a 30 minute presentation on a case-based formulation. Students will present their formulation for a maximum of 20 minutes. There will then be a maximum of 10 minutes for questions. Formulation is a way to make sense of a person's difficulties in the context of their relationships, social circumstances and life events. Formulation describes the personal story or narrative which the students will explore in their oral presentation, allowing students to articulate their ideas and developing their ability and confidence to communicate in work-like environments. Opportunities for formative assessment will occur throughout the module, to check students' knowledge of the module content. The nature of the formative assessment will ensure students have a clear understanding of the requirements for the summative assessment and to allow an opportunity to adapt and respond to formative feedback.

Identify final assessment component and element			
		A:	**B**:
% weighting between components A and B (Standard modules only)		100%	

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Presentation (maximum 30 mins)	100%

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Presentation (maximum 30 mins)	100%

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.

First CAP Approval Date	29 November 2016			
Revision CAP Approval Date *Update this row each time a change goes to CAP*		Version	1	Link to MIA 10573