## MODULE SPECIFICATION

| Part 1:  Basic Data | | | | | | |
|---|---|---|---|---|---|---|
| Module Title | Working in Partnership in Mental Health | | | | | |
| Module Code | UZZY3F-30-M | | Level | M | Version | 1 |
| Owning Faculty | Health and Applied Sciences | | Field | Mental Health and Learning Disabilities | | |
| Contributes towards | MSc 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 | | | |

| CAP Approval Date | 5 April 2017 |
|---|---|

| Part 2:  Learning and Teaching | |
|---|---|
| Learning Outcomes | On successful completion of this module students will be able to:<br><br>• Critically evaluate the core features of the therapeutic relationship in the care of the person experiencing compromised mental health (Component B)<br>• Competently demonstrate knowledge of therapeutic skills used when engaging, assessing and communicating with people across the lifespan to promote recovery care and the core skills required in the facilitation of person centred interventions (Component A & B)<br>• Discuss what factors inhibit engagement for people with mental health needs, their family and friends (Component A & B)<br>• Recognise and synthesise how personal and professional dynamics impact on partnership working with individuals with mental health needs (Component A & B)<br>• Evaluate the evidence base for therapeutic interventions (Component A & B)<br>• Critically explore processes for the assessment and management of clinical risk and critique potential ethical dilemmas which may arise (Component A & B) |
| Syllabus Outline | **Professional Values**<br>Professional codes, ethics and law<br>Principles of national and international health policy<br>Promoting best practice<br><br>**Communication and Interprofessional Skills**<br>Factors promoting and / or inhibiting engagement |

| | Strategies to aid communication<br>Communication and information sharing<br>Peer Assisted Learning (PAL)<br><br>**Nursing Practice and Decision Making**<br>Working in partnership with people with mental health needs, their family and friends<br>Therapeutic approaches i.e. Cognitive Behavioural Therapy, Solution Focused, Motivational Interviewing, Client Centred, Strengths model approach to recovery<br>Person-centred care<br>Collaboratively managing symptoms<br>Ethical dilemmas in mental health, including capacity, decision making and confidentiality<br>Effectively assessing and managing risk<br><br>Working with people who have experienced:<br><br>&bull;   detention under the Mental Health Act<br>&bull;   secure service provision<br>&bull;   complex disorders and dual diagnosis<br>&bull;   substance misuse<br>&bull;   long term conditions<br>&bull;   suicidal ideation<br>&bull;   self harm<br>&bull;   negative labels due to behaviour associated with their diagnoses<br>&bull;   difficulties engaging with mental health services<br><br>Safe guarding vulnerable people<br>Risk assessment, management and positive risk taking<br>Care planning<br>Approaches to Assessment and use of appropriate tools and strategies<br><br>**Leadership, Management and Team Working**<br>Principles of organisational structures, systems and processes<br>Principles of supervision, leadership and management<br>Planning and managing care |
|---|---|
| Contact Hours/Scheduled Hours | 72 hours of contact to include seminars, lecturers and online activities |
| Teaching and Learning Methods | **Scheduled learning:** may include: lectures, seminars, tutorials, demonstration, practical classes, student led presentations and teaching, and workshops<br><br>**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. |

| 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.** |
|---|---|

<u>**Key Information Set - Module data**</u>

| Number of credits for this module | | | | 15 | |
|---|---|---|---|---|---|

| 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 :** Viva and OSCE

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

| Reading Strategy | **Core readings:**<br>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. 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.<br><br>**Further readings:**<br>All students are encouraged to read widely using the library catalogue, 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 Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.<br><br>**Access and skills:**<br>Students are expected to be able to identify and retrieve appropriate reading. Students will be given the opportunity to attend sessions on a selection of appropriate databases and search skills. 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. |
|---|---|
| | Bond, M. and Holland, S. (2010) *Skills of Clinical Supervision for Nurses: A Practical Guide for Supervisees, Clinical Supervisors and Managers.* 2nd ed. Berkshire: McGraw Hill-Open University Press. |
| | Mearns, D. and Thorne, B. (2013) *Person Centred Counselling in Action.* 4th ed. London: Sage. |
| | Ratner, H., George, E. and Iveson, C. (2012) *Solution Focused Brief Therapy: 100 Key Points and Techniques*. Sussex: Routledge. |
| | Smith, E. (2012) *Theories of Counselling and Psychotherapy: An Integrative Approach* London: Sage. |
| | Westbrook, D., Kennerley, H. and Kirk, J. (2011) *An Introduction to Cognitive Behaviour Therapy Skills and Application.* 2nd ed. London: Sage. |
| | Wrycraft, N. (2012) *Mental Health Nursing Case Book*. Berkshire: Open University Press. |
| | **Journals:** |
| | Issues in Mental Health Nursing |
| | International Journal of Mental Health |
| | Promotion Mental Health and Physical Activity |
| | Mental Health Practice |

## Part 3: Assessment

| Assessment Strategy | At level M students are expected to critically evaluate, synthesise and provide independent perspectives regarding advancing nursing practice within the context of public health. This should include a critical exploration of literature and debate the wider socio-political implications of public health perspectives. This assignment requires the learner to: |
|---|---|
| | <ul><li>Critically review their role as a health promoter in relation to identified lifestyle behaviour.</li><li>Explore in depth and reflect on, the challenging aspects and ethical dilemmas pertinent to public health and the associated implications within the context of nursing.</li></ul> |
| | Formative assessment through student led seminars and presentations will also support learners to explore the current models, approaches, frameworks and policies pertinent to nursing practice and public health. |

| Identify final assessment component and element | **Component A** | |
|---|---|---|

| | **A:** | **B**: |
|---|---|---|
| **% weighting between components A and B** (Standard modules only) | **50** | **50** |

**First Sit**

| **Component A** (controlled conditions) <br> **Description of each element** | **Element weighting (as % of component)** |
|---|---|
| 1. OSCE (case based; maximum time allowed 15 minutes) | 50% |

| **Component B** <br> **Description of each element** | **Element weighting (as % of component)** |
|---|---|

| Critical reflection (oral; maximum time allowed 15 minutes) | 50% |
|---|---|
| **Resit (further attendance at taught classes is not required)** | |
| **Component A** (controlled conditions) <br> **Description of each element** | **Element weighting** <br> **(as % of component)** |
| OSCE (case based; maximum time allowed 15 minutes) | 50% |
| **Component B** <br> **Description of each element** | |
| Critical reflection (oral; maximum time allowed 15 minutes) | 50% |
| 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. | |