STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Promoting Recovery in Mental Health					
Module Code	UZZY3G-30-M		Level	M	Version	1
Owning Faculty	Health and Applied Sciences		Field		Mental Health and Learning Disabilities	
Department	Nursing and Midwifery					
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	September 2019		
CAP Approval Date	5 April 2017					
Part 2: Learning and Teaching						
Learning Outcomes	On successful completion of this module students will be able to: • Implement 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) • Competently apply strengths and recovery based approaches to the care of a person with mental health needs, their families and carers critically appraising the impact of stigma, culture and exclusion on people with mental health problems (Component A) • Critically analyse evidence relating to care coordination, using a strengths approach and the benefits of collaborative, team working in which people with mental health needs, their family and friends can contribute to healthcare provision (Component A) • Evaluate methods of managing challenges in implementing recovery/strengths focused care, coherently demonstrating an ability to identify and manage risk positively and collaboratively (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)					

Syllabus Outline	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 • Engagement and relationship building skills in working collaboratively with people towards recovery • Therapeutic approaches in working with families and individuals • Psychosocial Assessment tools • Case formulation and management • Loss, bereavement and adjustment • Building a skills 'tool kit' • Developing safe practice, considering the needs of self and others • Positive risk assessment and management • Developing awareness of philosophical and ethical approaches to care including ethical and legal frameworks and key policies
Contact Hours	72 hours of contact to include seminars, lectures and online activities
Teaching and Learning Methods	**Scheduled learning: may** include: lectures, seminars, tutorials, demonstration, practical classes, student led presentations and teaching, and workshops **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.

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 -

Exam: Written exam
Course work: 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:

Total assessment of the module:			
Written exam assessment percentage		50%	
Course work assessment percentage		50%	
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. 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. Cassedy, P. (2010) *First Steps in Clinical Supervision: A guide for Healthcare Professionals*. Oxford: Open University Press.

Clarke, I. and Wilson, H. (2009) *Cognitive Behaviour Therapy for Acute Inpatient Mental Health Units.* London: Routledge.

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

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.* London: Wiley Blackwell.

Rapp, C.A. (2012) *The strengths Model: a Recovery-oriented Approach to Mental Health Services.* 3rd ed. Oxford: Oxford University Press.

Rogers, A and Pilgrim, D (2010) *A Sociology of Mental Health and Illness.* 4th ed. Berkshire: McGraw-Hill/ Open University Press.

Rudnick, A. (2012) *Recovery of People with Mental Illness: Philosophical and Related Perspectives.* Oxford: Oxford University Press.

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.

Journals:

Issues in Mental Health Nursing

International Journal of Mental Health Promotion

Mental Health Practice

Part 3: Assessment

Assessment Strategy	At level, M students are expected to critically evaluate, synthesise and provide independent perspectives regarding the delivery of treatment/intervention and management of a service user with complex mental health needs. The assessment strategy includes:

- The assessment within this module requires students to explore, through a detailed case study, the service user experience of living with a complex mental health need(s) and the role of the mental health nurse as advocate and promoting recovery facilitator; this will be in the form of a 2 hour seen exam.

- To further develop students' awareness of the policies that inform and influence practice, a 1000 review of a current policy will be undertaken.

- Formative assessment through student led presentations will also support learners to explore the current social policy context in relation to the care needs and experiences of adults living with complex mental health needs.

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) **Description of each element**	**Element weighting** (as % of component)
1. 2 hour seen exam	50%

First Sit	
Component B **Description of each element**	**Element weighting** (as % of component)
2. 1000 word critical review	50%
Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. 2 hour seen exam	50%
Resit (further attendance at taught classes is not required)	
Component B **Description of each element**	**Element weighting** (as % of component)
2. 1000 word critical review	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.

FOR OFFICE USE ONLY

First CAP Approval Date	5 April 2017			
Revision CAP Approval Date		Version	1	Link to MIA 10632