



**CORPORATE AND ACADEMIC SERVICES**


**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Making a Difference 2				
Module Code	UZZSNH-45-2	Level	2	Version	1
Owning Faculty	Health and Life Sciences	Field	Mental Health and Learning Disabilities		
Contributes towards	BSc (Hons) Nursing (Mental Health)				
UWE Credit Rating	45	ECTS Credit Rating	22.5	Module Type	Professional Practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2013		Valid to	September 2019	

<b>CAP Approval Date</b>	9 May 2013
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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"> <li>• Discuss current professional, ethical and legal principles which protect people with mental health needs, their family and the general public (Component A)</li> <li>• Discuss the relationship between physical and mental health (Component A and B)</li> <li>• Demonstrate knowledge and understanding of the skills and reasoning underpinning basic physical and mental health assessments (Component A and B)</li> <li>• Recognise and interpret physical and mental health assessment and signs of deterioration, document and communicate findings appropriately (Component A and B)</li> <li>• Employ health promotion strategies to maximise health (Component B)</li> <li>• Apply evidence based approaches to enhance mental health nursing care delivery and health outcomes (Component A and B)</li> <li>• Discuss collaborative skills of the mental health nurse in the delivery and management of care in a multi-disciplinary health and social care setting (Component A)</li> <li>• Employ skills of reflection to enhance learning for personal and professional development (Component A)</li> <li>• Work within relevant codes of conduct, policy and guidance and recognise their pivotal role in maintaining standards of care (Component A)</li> <li>• Demonstrate knowledge of medication and the ability to accurately calculate and safely administer (Component A and B)</li> <li>• Demonstrate skills in collaborative care planning (Component A and B)</li> <li>• Demonstrate skills in risk appraisal, positive risk taking and risk management (Component A)</li> </ul>

	<ul style="list-style-type: none"> <li>• Employ skills to facilitate effective communication with people with mental health needs, families, and colleagues with respect, sensitivity, compassion and dignity (Component A)</li> <li>• Appraise own responses to formal and informal feedback, and plan how personal, professional and academic development can be enhanced (Component A)</li> <li>• Utilise available information technology whilst adhering to local and national information governance (Component A and B)</li> <li>• Demonstrate skills of keeping clear and accurate records of discussions, assessments and treatments and evaluate how effective these have been (Component A and B)</li> </ul>
Syllabus Outline	<p><b>Professional Values</b>  Key policies and frameworks, legislation and national standards  Ethical decision making: accountability and responsibility, working within personal and professional capabilities and boundaries  Holistic approach: including physical, mental, social and spiritual dimensions.  Issues of confidentiality, consent and capacity</p> <p><b>Communication and Interpersonal Skills</b>  Therapeutic interpersonal skills required in initiating, developing and ending relationships with service users and carers across the age spectrum and meeting the needs of a diverse society  Information technology and management skills  Peer Assisted Learning (PALS)</p> <p><b>Nursing Practice and Decision Making</b>  Nursing skills as identified in Ongoing Achievement Record for Year Two, Level Two  Active patient and public involvement in care provision  Issues of vulnerability, abuse and exploitation  Pharmacological interventions: consent to treatment; concordance and collaboration; administration, management and monitoring effects of medication  Calculation and numeracy skills for safe administration of medicines  Systematic review including: general survey, history taking, long term conditions, acute conditions, preventative measures, health promotion  Use of assessment tools for recognising normal variant findings  Structured approaches to documentation  Nursing Process  First Aid  Subjective Objective Assessment Planning Intervention Evaluation and Revision (SOAPIER) including assessment of the: Head, Eyes, Ear, Nose and Throat, Skin, Cardio Vascular / Peripheral Vascular, Respiratory, Gastrointestinal / Genito Urinary, Musculo-skeletal, Neurological systems  Contribute to public protection by creating and maintaining a safe environment through the use of quality assurance and risk assessment and risk management strategies  Appropriate risk taking, reflection on decisions involving risk and re-evaluating risk  Basic Life Support  Manual handling</p> <p><b>Leadership, Management and Team Working</b>  Service improvement through promoting best practice  Organising care delivery and management of resources  Interprofessional and interagency liaison  Clinical supervision: actively engaging with support networks  Negotiation skills  Portfolio management</p>
Contact Hours/Scheduled Hours	This module will deliver 'Preparation for Practice' weeks and 'Clinical Skills' weeks. Whilst on placement you will spend a minimum of one day a fortnight learning with your peers. These days are called 'Supervision of Learning Days' (SOLD). These days will be theory and reflection on practice. There will be 108 hours contact at UWE, plus mentor supervised practice. The module will be delivered in conjunction with

	Working in Partnership.																
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• TEL based platforms</li> <li>• Simulation and clinical skills</li> <li>• Workshops</li> <li>• Lectures and Seminars</li> <li>• Focus groups</li> <li>• Enquiry based learning</li> <li>• Case based learning</li> <li>• Blackboard</li> <li>• Role play</li> </ul> <p>Those learning outcomes not individually mapped to the module assessment will be assessed formatively within the module delivery.</p>																
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> <p><b><u>Key Information Set - Module data</u></b></p> <p><i>Number of credits for this module</i> <span style="border: 1px solid black; padding: 2px;">45</span></p> <table border="1" data-bbox="427 1077 1254 1238"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>450</td> <td>108</td> <td>117</td> <td>225</td> <td>450</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes</p> <p><b>Coursework:</b> Ongoing Achievement Record and Report assignment</p> <p>Total assessment of the module:</p> <table data-bbox="576 1570 1262 1715"> <tr> <td>Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">100%</td> </tr> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	450	108	117	225	450	Written exam assessment percentage	50%	Coursework assessment percentage	50%	Practical exam assessment percentage	100%
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Reading Strategy	<p><b>Core readings</b></p> <p>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.</p> <p><b>Further readings</b></p> <p>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</p>																

	<p>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.</p> <p><b>Access and skills</b></p> <p>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 Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</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. As such, its currency may wane during the life span of the module specification. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>References are cited according to <u>UWE Harvard</u>, the prescribed form of referencing within the Faculty of Health and Life Sciences.</p> <p><b>Books:</b></p> <p>Callaghan, P. (2012) <i>Emergencies in Mental Health nursing</i>. [online]. Oxford: Oxford University Press.</p> <p>Chambers, C. and Ryder, E. (2012) <i>Excellence in Compassionate Nursing Care leading the change</i>. Milton Keynes: Radcliffe Publishing Ltd.</p> <p>Green, B. (2009) <i>Problem-Based Psychiatry</i>. 2<sup>nd</sup> ed. Milton Keynes: Radcliffe Publishing Ltd.</p> <p>Norman, I. and Rylie, I. (2009) <i>The Art and Science of Mental Health Nursing</i>. [online]. 2<sup>nd</sup> ed. Oxford: Open University Press. [Accessed 15 February 2013].</p> <p>Stacey, E., Felton, A., Bonham, P. and Holland, K. eds. (2012) <i>Placement Learning in Mental Health Nursing: a guide for students in practice</i>. [online]. Oxford: Bailliere Tindall. [Accessed 15 February 2013].</p> <p>Weinstein, J. (2010) <i>Mental Health, Service User Involvement and Recovery</i>. [online]. London: Jessica Kingsley. [Accessed 15 February 2013].</p> <p>Wycraft, N. (2012) <i>Mental Health Nursing Case Book</i>. Oxford: Open University Press.</p> <p><b>Journals:</b></p> <p>Issues in Mental Health Nursing</p> <p>International Journal of Mental Health Promotion</p> <p>Mental Health and Physical Activity</p> <p>Mental Health Practice</p>
<b>Part 3: Assessment</b>	
Assessment Strategy	<p>This module has 2 assessed components: Ongoing Achievement Record (OAR) and a Case Study Report</p> <p>OAR: This module is assessed by nurse mentors with a competency framework (Ongoing Achievement Record) to ensure students meet NMC skills and knowledge. The final summative assessment takes place at the end of placement <b>2 in year 2</b>.</p>

	<p>Students have opportunities for formative assessment with feed-forward comments, from both mentors and Academic Personal Tutors (APT's).</p> <p>Students complete three Multiple Choice Questionnaires (MCQs) in relation to Basic Life Support, Manual Handling and Numeracy. Students are required to achieve a minimum percentage in each MCQ in order to access associated practical sessions where they are required to demonstrate safe practice in Basic Life Support, Manual Handling and Medications Administration.</p> <p>Report: Students will examine a Case Study about a person with mental health needs. Students will then write a care plan, identifying within the report the rationale and supporting evidence for their decisions and interventions.</p>
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Identify final assessment component and element	<b>A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>

<b>First Sit</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Achieve prescribed competencies as identified in the Ongoing Achievement Record	Pass/Fail
2. Successful completion of Basic Life Support, Manual Handling and Numeracy	Pass/Fail
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. 1000 word Case Study report	100%

<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> <b>(as % of component)</b>
1. Achieve prescribed competencies as identified in the Ongoing Achievement Record (At the Discretion of the Award Board)	Pass/Fail
2. Successful completion of Basic Life Support, Manual Handling and Numeracy	Pass/Fail
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. 1000 word Case Study report	100%

If a student is referred/failed in practice they will be required to attend a further placement opportunity at the discretion of the award board. They do not attend other components of the module.

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.