



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Making a Difference 1				
Module Code	UZZSN7-30-1	Level	1	Version	1
Owning Faculty	Health and Life Sciences	Field	Mental Health and Learning Disabilities		
Contributes towards	BSc (Hons) Nursing (Mental Health)				
UWE Credit Rating	30	ECTS Credit Rating	15	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	

CAP Approval Date	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"> • Recognise the effect that the environment has on health and wellbeing (Component A) • Demonstrate an understanding of the diverse nature of service provision (Component A) • Apply holistic principles to nursing practice (Component A) • Demonstrate the ability to engage with people with mental health needs, their family and friends (Component A) • Demonstrate understanding of how different sources of knowledge and evidence can inform practice (Component A) • Recognise the contribution of different roles in health and social care (Component A) • Use the skills of reflection to explore learning opportunities for personal and professional development (Component A) • Participate in applying a person centred approach to care (Component A) • Demonstrate an ability to safely perform essential nursing skills (Component A) • Work within relevant codes of conduct, policy and guidance (Component A) • Demonstrate the ability to accurately calculate and safely administer medicines (Component A) • Demonstrate professional ethical and legal principles which underpin clinical practice (Component A) • Demonstrate the ability to communicate with respect, sensitivity, compassion and dignity (Component A) • Reflect and respond to formal and informal feedback identifying areas for personal, professional and academic development (Component A) • Participate in the use of available information and technology (Component A)

<p>Syllabus Outline</p>	<p>Professional Values</p> <p>Key policies and frameworks, legislation and national standards Ethical decision making; accountability and responsibility, working within personal and professional capabilities and boundaries Confidentiality</p> <p>Communication and Interpersonal Skills</p> <p>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 Communication and healthcare informatics Healthcare Technology Peer Assisted Learning (PAL)</p> <p>Nursing Practice and Decision Making</p> <p>Nursing skills as identified in Ongoing Achievement Record for Year One, Level One Patient and public involvement Working with people with complex needs, for example, substance misuse and learning difficulties Assessment and management of a range of physical and mental health care needs Basic Life Support Manual Handling Public health and promoting health and wellbeing Psycho-social, spiritual and biological needs Pharmacological interventions: consent to treatment; concordance and collaboration; administration and monitoring effects of medication Calculation and numeracy skills for safe administration of medicines Electro-convulsive therapy Assessment tools and strategies Care of the dying person Evidence to support care Contribute to public protection by creating and maintaining a safe environment through the use of quality assurance and risk assessment and management strategies Safeguarding Sharing practice concerns and whistleblowing Roles and responsibilities of the health care team</p> <p>Leadership, Management and Team Working</p> <p>Coping with stress and looking after yourself Principles of supervision Preferred learning style, maintaining a portfolio of practice, reflection on critical incidents Negotiation skills Portfolio management</p>
<p>Contact Hours/Scheduled Hours</p>	<p>This module will deliver 'Preparation for Practice' weeks and 'Clinical Skills' weeks. Whilst on placement you will spend one day a fortnight learning with your peers. These days are called 'Supervision of Learning Days' (SoLD). These days are practice orientated, including the use of simulation. There will be 72 hours contact at UWE, plus mentor supervised practice. The module will be delivered in conjunction with Foundations of Mental Health.</p>
<p>Teaching and Learning Methods</p>	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> • Practice experience • Technology enhanced learning • Simulation and clinical skills • Workshops • Enquiry based learning

- Case based learning
- Role play

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



Coursework: Ongoing Achievement Record (OAR)

Total assessment of the module:

Written exam assessment percentage
 Coursework assessment percentage
 Practical exam assessment percentage

100%
100%

Reading Strategy

Core readings:

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.

Further readings:

Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.

Access and skills:

Formal opportunities for students to develop their library and information skills are provided within the induction period. 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.

References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Life Sciences.

Books:

Arnold, E. and Underman-Boggs, K. (2011). *Interpersonal Relationships: Professional Communication Skills for Nurses*, 6th ed. Philadelphia: Saunders Co. Ltd.

Barber, P. and Robertson, D. (2012) *Essentials of Pharmacology for Nurses*. [online]. 2nd ed. Oxford: Open University Press. [Accessed 15 February 2013].

Barker, P. (2009) *Psychiatric and Mental Health Nursing: The Craft of Caring*, 2nd ed. London: Hodder and Arnold.

Dougherty, L. and Lister, S. eds (2011) *The Royal Marsden Hospital Manual of Clinical Nursing Procedures*. [online]. 8th ed. London: Wiley-Blackwell. [Accessed 15 February 2013].

Howatson-Jones, L. (2013) *Reflective Practice in Nursing*. 2nd ed. Exeter: Learning Matters Ltd.

Nash, M. (2010) *Physical Health and Well-Being in Mental Health Nursing: Clinical Skills for Practice*. [online]. Oxford: Open University Press. [Accessed 15 February 2013].

Norman, I. and Ryrie, I. (2009). *The Art and Science of Mental Health Nursing: A textbook of principles and Practice*. [online] 2nd ed. Buckingham: Open University Press. [Accessed 15 February 2013].

Peate, I. (2012) *The Student's Guide to Becoming a Nurse*. [online]. 2nd ed. London: Wiley-Blackwell. [Accessed 15 February 2013].

Journals:

- Issues in Mental Health Nursing
- International Journal of Mental Health Promotion
- Mental Health and Physical Activity

Part 3: Assessment

Assessment Strategy	<p>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 2 in year 1.</p> <ul style="list-style-type: none"> • Students have opportunities for formative assessment with feed-forward comments, from both mentors and Academic Personal Tutors (APT's). • 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.
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Identify final assessment component and element	Component 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)	
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	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
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	
<p>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.</p> <p>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.</p>		