MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Mental Health and Wellbeing					
Module Code	UZZSWJ-30-2		Level	2	Version	2
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		Project	
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 ASQC Approval Date	26 June 2019		Revised with effect from		July 2019	

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Identify and discuss factors that contribute to mental wellbeing (Component A) • Identify major groupings of mental disorder, diagnosis and treatment approaches (Component A) • Demonstrate an understanding of common medications, medication administration and common side effects (Component A) • Describe links between physical health and mental ill health (Component A) • Discuss factors that inhibit engagement and increase risk for people with mental health needs, their family and friends (Component A) • Discuss professional, ethical and legal principles which protect people with mental health needs, their family and the general public (Component A) • Recognise and interpret physical and mental health assessment and signs of deterioration, document and communicate findings appropriately (Component A) • Discuss current care pathways within mental health services (Component A)
Syllabus Outline	**Ethics and Values Based Practice** Professional codes, ethics and law Person Centred Care Recovery approach Collaboration and co-production with families and friends Working with emotional responses

	Stress vulnerability **Practice Delivery and Decision Making** Wellness and illness continuum Attachment and child and adolescent development Biological, psychological and social factors contributing to illness Classifications of mental illness across the age spectrum Risk and resilience Assessment and formulation Pharmacology and medicines administration and management Organisation of care across the age spectrum including Public health and health promotion **Leadership, Management and Team Working** Keeping yourself and others safe – identifying supportive frameworks
Contact Hours	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, simulation and clinical skills, workshops; 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 -

Coursework: Written 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		
	Coursework assessment percentage		100%
	Practical exam assessment percentage		
			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:**
	Chambers, M. (2017). *Psychiatric and Mental Health Nursing: The craft of caring, 3rd ed.* USA: CRC Press.
	Gamble, C. and Brennan, G. (2006) *Working With Serious Mental Illness: A Manual for Clinical Practice.* 2nd ed. London: Bailliere Tindall.
	Harris, N., Barker, J and Gray, R. (2009*) Medicines Management in Mental Health Care.* Wiley-Blackwell: Sussex.
	Mearns, D. and Thorne, B. (2013) *Person Centred Counselling in Action*. 4th ed. London: Sage.
	Norman, I. and Ryrie, I. (2013). *The Art and Science of Mental Health Nursing: A textbook of principles and Practice.* [online] 3rd ed. Buckingham: Open University Press.
	Rapp, C.A. (2012) *The Strengths Model: a Recovery-oriented Approach to Mental*

	Health Services. 3rd ed. Oxford: Oxford University Press.
	Ratner, H., George, E. and Iveson, C. (2012) *Solution Focused Brief Therapy: 100 Key Points and Techniques*. [online] Sussex: Routledge.[Accessed 15 February 2013]. Rollnick, S., Miller, R and Butler, C. (2008) *Motivational Interviewing in Health Care: Helping Patients change Behaviour.* New York: Guilford Press. **Journals:** Issues in Mental Health Nursing International Journal of Mental Health Promotion Mental Health Practice

Part 3: Assessment

Assessment Strategy	A 3000 word case based assignment, which will facilitate the achievement of the learning outcomes of the module. The assignment focuses on a person that the student has worked with and supported in practice. This allows the student to consider how theoretical principles apply to a given person, allowing them to have a more informed understanding of factors that have impacted on their wellbeing. Students will examine the evidence based interventions that were used, in order to promote recovery. The assignment will allow for analyse of their personal and professional development. Opportunities for formative assessment will occur throughout the module, to check students' knowledge of the module content. The nature of the formative assessment will be designed to 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)			

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 3000 Word Case Based Assignment	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 3000 Word Case Based Assignment	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.