



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Making a Difference 2				
Module Code	UZZSR5-30-2	Level	2	Version	1
Owning Faculty	Health and Applied Sciences	Field	Mental Health and Learning Disabilities		
Department	Nursing and Midwifery				
Contributes towards	BSc (Hons) Nursing (Mental Health) Graduate Diploma 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 2017		Valid to		

CAP Approval Date	5 April 2017
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss current professional, ethical and legal principles which protect people with mental health needs, their family and the general public (Component A) 2. Demonstrate knowledge and understanding of the skills and reasoning underpinning assessment and treatment undertaken in mental health settings (Component A). 3. Recognise and interpret signs of deterioration; document and communicate findings appropriately (Component A) 4. 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) 5. Utilise models of supervision and reflection to enhance professional development (Component A) 6. Demonstrate knowledge of medication and the ability to accurately calculate and safely administer medication (Component A) 7. Demonstrate skills in assessment and management of risk and collaborative care planning (Component A) 8. Employ skills to facilitate effective communication with people with mental health needs, families, and colleagues with respect, sensitivity, compassion and dignity (Component A)

Syllabus Outline	<p>Professional Values</p> <ul style="list-style-type: none"> • 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>Communication and Interpersonal Skills</p> <ul style="list-style-type: none"> • 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 • Coaching approaches <p>Nursing Practice and Decision Making</p> <ul style="list-style-type: none"> • 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 • Calculation and numeracy skills for safe administration of medicines • Working within a multidisciplinary team to contribute to systematic review of service users health status and care plan. • Structured approaches to documentation • Utilise both structured (objective) and semi-structured approaches to assessment of mental and physical health. • Contribute to public protection by creating and maintaining a safe environment through the use of quality assurance and risk assessment and risk management strategies • Utilise frameworks of positive risk management to support individual recovery. • Psychiatric emergencies, self-harm, sepsis and aseptic technique • Basic Life Support • Manual handling <p>Leadership, Management and Team Working</p> <ul style="list-style-type: none"> • Service improvement through promoting best practice • Organising care delivery and management of resources Inter-professional and inter-agency liaison • Clinical supervision: actively engaging with support networks Negotiation skills • Portfolio management
Contact Hours/Scheduled Hours	72 hours contact at UWE (including Preparation for Practice and Supervision of Learning Days whilst in placement), alongside mentor supervised practice.

Teaching and Learning Methods	<p>Scheduled learning: may include: lectures, seminars, tutorials, demonstration, practical classes, student led presentations and teaching, and workshops</p> <p>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.</p>
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Key Information Sets Information	<p>Key Information Set - Module data</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4">Number of credits for this module</td> <td style="text-align: center;">30</td> <td></td> </tr> <tr> <td style="background-color: #d3d3d3;">Hours to be allocated</td> <td style="background-color: #d3d3d3;">Scheduled learning and teaching study hours</td> <td style="background-color: #d3d3d3;">Independent study hours</td> <td style="background-color: #d3d3d3;">Placement study hours</td> <td style="background-color: #d3d3d3;">Allocated Hours</td> <td></td> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">78</td> <td style="text-align: center;">768</td> <td style="text-align: center; color: red;">918</td> <td style="text-align: center; color: red;">✘</td> </tr> </table> <p>Practical exam: Ongoing Achievement Record; competencies,</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">100%</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center; border: 2px solid black;">100%</td> <td></td> </tr> </table>					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	768	918	✘	Total assessment of the module:			Written exam assessment percentage			Coursework assessment percentage			Practical exam assessment percentage	100%			100%	
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Reading Strategy	<p>Core readings</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>Further readings</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 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>Access and skills</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>
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<p>Indicative Reading List</p>	<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 Applied Sciences.</p> <p>Books:</p> <p>Callaghan, P. (2012) <i>Emergencies in Mental Health nursing</i>. Oxford: Oxford University Press.</p> <p>Pryjmachuk, S. (2011). <i>Mental health nursing</i>, Sage, London</p> <p>Shihab, P. (2014) <i>Numeracy in nursing and healthcare: calculations and practice</i> 2nd edn, Routledge, Oxford</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>Stickley, T. & Wright, N. (2014) <i>Theories for mental health nursing: a guide for practice</i>, SAGE, Los Angeles.</p> <p>Walker, S (2014) <i>Engagement and Therapeutic Communication in Mental Health Nursing</i>. London. Sage</p> <p>Wycraft, N. (2012) <i>Mental Health Nursing Case Book</i>. Oxford: Open University Press.</p> <p>Journals:</p> <p>Issues in Mental Health Nursing</p> <p>International Journal of Mental Health Nursing</p> <p>Mental Health and Physical Activity</p> <p>Journal of Psychiatric and Mental Health Nursing</p>
<p>Part 3: Assessment</p>	

Assessment Strategy	<p>This module is assessed with 1 component split into 2 elements.</p> <p>Component A element 1 Is assessed via a competency framework (Ongoing Achievement Record) to ensure students meet Nursing and Midwifery Council outcomes, skills and knowledge relevant to Children’s Nursing. The final summative assessment takes place at the end of placement 5 in year 2. Students have opportunities for formative Grading in Practice, with feed-forward comments, from both mentors and Academic Personal Tutors (APT’s).</p> <p>Component A element 2 Students complete Multiple Choice Questionnaires (MCQs) in relation to</p> <ul style="list-style-type: none"> • Basic Life Support, • Manual Handling <p>Students are required to achieve a minimum prescribed percentage in each MCQ in order to access associated practical sessions where they are required to demonstrate safe practice in Basic Life Support, and Manual Handling.</p> <p>Component A element 2 Numeracy There is a minimum pass mark for numeracy which must be achieved by the end of the module. The number of attempts and the pass mark are indicated in the module handbook.</p> <p>All elements must be passed to pass the module overall</p>		
Identify final assessment component and element	Component A Element 1		
% 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 permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>			

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First CAP Approval Date	5 April 2017			
Revision CAP Approval Date		Version	1	Link to RIA 11818