MODULE DESCRIPTOR

Module Title

Contemporary Sciences for Mental Health Practice

Reference	NU4368	Version	2
Created	August 2021	SCQF Level	SCQF 10
Approved	June 2020	SCQF Points	30
Amended	August 2021	ECTS Points	15

Aims of Module

To prepare the student to undertake and lead the delivery of contemporary mental health nursing care, in a range of settings, through enabling a critical approach to the scientific evidence, theory-base and multiple perspectives informing contemporary mental health policies, service provision, treatment and nursing practice.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1	Critically analyse biopsychosociospiritual and mental health care system factors implicated in the aetiology and recovery from mental ill-health for individuals, families and communities across the lifespan.
2	Critique local, national and international legislation, policy, strategies and frameworks pertaining to contemporary mental health practice.
3	Debate the efficacy of physical forms of treatment for mental ill-health across the lifespan in comparison to other treatment options.
4	Analyse the quality of care provision delivered by collaboration of teams and relevant stakeholders, using a variety of perspectives in order to identify best practice and areas for improvement.
5	Substantiate the role of the mental health nurse in utilising scientific evidence in the assessment of mental health and provision of rights-based, trauma-informed, ethical and professional care.

Indicative Module Content

Lifespan, evidence, theoretical perspectives, biopsychosociospiritual dimensions, contemporary agendas, psycho-neurobiology, psychoneuroimmunology, genetics, pathophysiology, psychopathology, aetiology, classification systems, formulation, physical forms of treatment, consent, pharmacology, medicine optimisation, ethics, safeguarding, health numeracy, polypharmacy, ethical and legal aspects, role of the nurse, collaborative practice, legislation, policy and strategy, collaborative strengths-based, holistic assessment, care and recovery planning, leadership, human factors.

Module Delivery

A blended approached will be utilised including face to face exploration of directed reading; modified lecture presentations followed by group discussions; case study analysis and synthesis of nursing challenges and responses; external guest experts, including those with lived experience; presentations by students; online learning.

Indicative Student Workload

	Full Time	Part Time
Contact Hours	60	N/A
Non-Contact Hours	240	N/A
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	300	N/A
Actual Placement hours for professional, statutory or regulatory body		

ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

Component 1

Type:	Examination	Weighting:	100%	Outcomes Assessed:	1, 2, 3, 4, 5
Description:	Seen written exam or seen oral exam				

MODULE PERFORMANCE DESCRIPTOR

Explanatory Text

The student can choose between a seen written or oral exam. The choice must be made within two weeks of commencing the module and the student cannot alter assessment choice.

Module Grade	Minimum Requirements to achieve Module Grade:
A	C1 = A
B	C1 = B
C	C1 = C
D	C1 = D
E	C1 = E
F	C1 = F
NS	Non-submission of work by published deadline or non-attendance for examination

Module Requirements

Prerequisites for Module	None in addition to SCQF 10 entry requirements or equivalent.
Corequisites for module	None.
Precluded Modules	None.

INDICATIVE BIBLIOGRAPHY

1 BULL, P., GADSBY, J., and WILLIAMS, S., eds., 2018. *Critical Mental Health Nursing. Observations from the Inside.* Monmouth: PCCS Books.

2 HOLLAND, L., 2018. *The Nurse's guide to Mental Health Medicines.* London: Sage.

3 LINDEN, D., 2019. *The Biology of Psychological Disorders.* 2nd ed. London: Red Globe Press.

4 NURSING AND MIDWIFERY COUNCIL (NMC), 2018. *Future Nurse: Standards of Proficiency for registered nurses.* London: NMC.

5 SIEGAL, D.J., 2015. *The Developing Mind. How Relationships and the Brain Interact to Shape Who We Are.* 2nd ed. New York: The Guilford Press.

6 TRENOWETH, S., and MOONE, N., eds. 2017. *Psychosocial Assessment in Mental Health.* London. SAGE.

7 WATSON, J., ed., 2019. *Drop the Disorder: Challenging the Culture of Psychiatric Diagnosis.* Monmouth: PCCS. Books Ltd.

8 WINTRUP, J., et. al., ed., 2019. *Ethics from the Ground up. Emerging Debates, Changing Practices and New Voices in Healthcare.* London: Red Globe Press.