<div align="center">

Module descriptor

Nursing Studies: Mental Health

</div>

Module prefix	*NUR - (Nursing Studies)*
Module title:	Mental Health Nursing 2
FHEQ level:	5
Module Leader:	Laurence Drew
Other contributors:	Nursing Team (adult, mental health and child)
Number of credits:	120
Number of ECTS credits:	60
HESCOS Code:	100287
Module availability:	Year Long
Overall student workload:	
Workshop Hours:	0
Clinical Placement Hours:	915
Independent Study Hours:	200
Lecture Hours:	0
Seminar Hours:	200
Tutorial Hours:	30
Laboratory Hours:	0
Practical/Performance Hours:	50
Student Cap:	50
Date of production:	25/01/2021

Assessment pattern:

Assessment Name	Assessment Type	Weighting% or Pass/Fail	Credit value
Evidence Enquiry	Coursework	100%	30
LTC polypharmacy written submission	Coursework	50%	45
Viva/OSCE (Assessing and managing complexity)	Oral-type examination or presentation	50%	
Safe Medicate (**90% pass mark**)	Examination	Pass/Fail	45
Practice Assessment Document (Year long)	Pass/Fail Professional Competencies	Pass/Fail	
Written clinical account	Coursework	100%	

Formative:

- Case study: Service user needs LTC
- Article review and discussion of significance to practice
- Think out loud activity: interactive, decision making exercise
- Written submission of scenario-based decision making
- x6 Safe medicate – 1 hour (Year long)

Alternative assessment:

None

Pre-requisite/co-requisites:

None

Module overview:

This module provides a sequential and integrated learning experience using theory and practice, by a spiraling of content that supports student development. Students will be supported to apply their knowledge of altered physiology and body functioning to commonly encountered mental, physical, behavioural and cognitive health conditions. There will be a focus on management of increased complexity in patient care, with placement experiences that support and reflect the learning within university learning blocks. Students will have an opportunity to consider the wider scope of leadership innovation and change management and its impact on teams and care provision.

Practice within simulation and placement will enable students to further develop clinical proficiencies and assessment and decision-making skills, focusing on the management of complexity within holistic scenarios.

Module aims:

To enable students to assess and apply knowledge of altered physiology and body functioning to commonly encountered mental, physical, behavioural and cognitive health conditions; to inform clinical assessment, decision making and interventions (including pharmacology and medications management).

Students will have an opportunity to consider the wider scope of leadership innovation and change management and its impact on care on teams and care provision.

Enable students to explore the relationships between physical and mental health in order to effectively implement holistic care develop the knowledge, skills and understanding of the management of long term condtions within different healthcare contexts .

Consider the impact on the person, their family and how to actively support and empower self care. Explore the concept of empowerment and its application to contemporary adult health care practice.

Enable students to develop academic skills to source and critically analyse evidence from a variety of sources.

Learning outcomes:

Learning Outcome	K	C	P	T	Optional Ref
1. Understand and evaluate the principles of holistic care and assessment promoting individuals' rights, dignity, interests, preferences, beliefs and cultures, developing an understanding of human identity using a person-centered approach.	☒	☒	☒	☒	
2. Demonstrate personal and professional values and behaviour in accordance with relevant professional codes including taking responsibility for seeking and responding to feedback to develop professional knowledge and skills.	☒	☒	☒	☒	
3. Demonstrate the knowledge and ability to effectively communicate and contribute to healthcare practice utilising a range of strategies with colleagues and people across the lifespan.	☒	☒	☒	☐	
4. Applies knowledge to identify solutions for ongoing care and co-existing health needs, that considers psychological wellbeing, economic and social/cultural circumstances.	☒	☒	☒	☐	
5. Act with an understanding of legal and ethical frameworks and policy to inform professional care delivery and evidence-based practice, recognising and reporting any situations, behaviours or errors that could lead to poor care.	☒	☒	☒	☐	
6. Identify and analyse knowledge of anatomy and physiology of body systems across the lifespan when assessing, planning and delivery care interventions.	☒	☒	☒	☐	
7. Apply knowledge of altered physiology and body functioning to commonly encountered mental, physical, behavioural and cognitive health conditions to inform clinical assessment, decision making and interventions (including pharmacology and medications management).	☒	☒	☒	☐	
8. Evaluate and apply evidence to inform practice, utilising different types of evidence including research, policy and governance frameworks.	☒	☒	☒	☐	
9. Apply evidence to health care interventions and the evaluation of health care provision to ensure the use of evidence to improve person-centred care.	☒	☒	☒	☐	
10. Analyse a range of research methodologies to inform the development of professional knowledge and skills.	☒	☒	☒	☐	
11. Demonstrate ability in a range of relevant clinical skills in simulated and clinical environments utilising health care technology.	☒	☒	☒	☐	
12. Demonstrate the ability to interact effectively and reflect upon your role within a team, understanding the principles of leadership, human factors and strength-based approaches when working in teams to safely and effectively deliver person centered care.	☒	☒	☒	☒	
13. Build partnerships and therapeutic relationships with service users, carers, families and other professionals to ensure safe, effective and non-discriminatory care.	☒	☒	☒	☐	
14. Apply the knowledge from an evidence base to underpin a person-centered approach to shared assessment, planning and decision making when working with service users, carers, families and other professionals	☒	☒	☒	☒	
15. Understand the need to evaluate the effectiveness of care using an evidence base, by self or others, and understand	☒	☒	☒	☐	

		C	K	T	P	
	appropriate quality improvement strategies and methodologies to enhance person centered care across the lifespan					
16.	Demonstrate the importance of safe practice and an understanding of risk management strategies, local and national guidelines across a range of clinical environments.	☒	☒	☒	☐	
17.	Apply an understanding of public health within practice to support and enable people to make informed choices about their care to manage health, life choices, illness and care.	☒	☒	☒	☐	

Key: C-Cognitive/Analytical; K-Subject Knowledge; T-Transferable Skills; P-   Professional/ Practical skills

Module content:

Shared across field

- Understand, research, analyse and synthesise evidence to inform an innovative solution to practice.
- Team working and leadership styles including underpinning theories.
- Reflective learning strategies to evaluate own practice and develop accordingly.
- Service redesign and change management including the role of service users and carers in development of services, influencing and negotiating skills and managing resources – time, people, finances.
- Mental and physical health comorbidities and interactions in a social context across the lifespan drawing upon evidence to support understanding.
- The interaction between cognitive abilities and disabilities, mental health and physical well–being.
- Service user and carer focused approach to understanding and relieving psychological and physical distress.
- Range of interventions and evidence to inform a choice of strategies for managing effective, holistic delivery of care, taking account of ethical issues associated with care.
- Furthering knowledge about medication management including more complex delivery methods and medication interaction.
- The benefits and challenges of interdisciplinary and interagency working and communication strategies, including looking after own emotional wellbeing (Mental Health First Aid).

Field specific

- Common conditions leading to changes in health status and impacting upon mental health
- Frameworks and policy guidelines for managing long term mental health conditions
- Self-management, empowerment and behaviour change theories for people living with mental health conditions and impact on families and carers.
- Clinical assessment and decision-making for complex patients and situations
- Knowledge and evidence base underpinning assessment and management of the deteriorating mental health patient
- E-health technology, diagnostics and clinical decision making
- Risk assessment and management strategies to inform decision-making for delivery of safe practice
- Decision-making theories and processes and the influence of personal judgement
- Challenges which impact upon care including ethical, legal and professional issues.

Content:
- Postive Practice – de-escalation and least restrictive care
- Preventable conditions
- Appriasing mental health settings and service design
- Management of long term mental health conditions
- E:health and e:technologies to support patients and families
- Planning and prioritising care
- MDT working
- Self management and empowerment
- Applied physiology to common conditions
- Applied pharmacology, pharmokinetics and medicine management
- Acute pain management
- Communication strategies
- Common acute conditions that impact on mental health
- The nurse as an advocate
- Policy & politics in relation to mental health
- Public health targets for mental health
- Ethical principles in mental health e.g. consent, assent, competence etc.
- Child and adolescent mental health
- Safeguarding
- The challenges of empowering patients with complex mental care needs.
- Behavioural challenges
- Maladaptive coping strategies
- Using restrictive practices – managing violence and agression

2nd year core and field related skills and proficencies (Skills Passport)
- A range of clinical skills will be taught and practiced in a simulated environment utilising a range of health care equipment in preparation for supervision within practice learning settings.

Methods of teaching/learning:

The learning and teaching strategy is designed to:

This module provides a sequential and integrated learning experience using theory and practice, by a spiraling of content that supports student development. There will be a focus on management of increased complexity in patient care, with placement experiences that support reflect the learning within the university learning blocks. Students will have an opportunity to consider the wider scope of leadership innovation and change management and its impact on care on teams and care provision.

Practice within simulation and placement will enable students to further develop clinical proficiencies alongside assessment and decision-making skills, focusing on the management and evaluation of complexity within holistic scenarios within different care environments.

- Simulation
- Lectures
- Seminars
- Online – self-test / additional learning materials / discussion boards / student forums
- Classroom discussions
- Student-led seminars a
- Lectures
- Problem based learning
- Case studies / scenarios
- Experiential learning
- practice placement experience

Assessment strategy:

The assessment strategy is designed to provide students with the opportunity to demonstrate an understanding.
This will be alongside the practice-based proficiencies, within the practice assessment document in order to achieve the criteria set by the Nursing and Midwifery Council, (NMC 2018x). Progression will be confirmed by the practice assessor and the assigned academic assessor.

Thus, the summative assessment for this module consists of:
- Evidence Enquiry (2 pieces of primary research, critically appraised and significance for practice explored) – 3000 words
- LTC case scenario - write about decision-making, care/treatment plan (3000 words)
- X1 VIVA/OSCE (explain the treatment of a case assessment treatment and evaluation) 20 mins
- Safe Medicate pharmacology exam/year 2
- Completion Practice Assessment Document requirements
- Written clinical account 1000 words

Formative assessment compulsory elements
Formative feedback via surrey learn
- Formative 1 - Service user needs with a long-term condition – 500 words
- Formative 2 – EE- article checking and significance discussion (peer supported)
- Formative 3- Think out loud activity, online
- Formative 4- Written submission of scenario-based decision making

Additional formative activities
- Self-tests (Applied A&P)
- Think out loud activity
- Simulation with actors
- Reflective learning journal
- Safe medicate tests- applied pharmacology

Feedback Mechanisms
- Continuous feedback from teaching fellows & actors within university learning blocks
- Continuous feedback from practice, whilst on placement learning blocks
- Online feedback
- Peer feedback
- Personal tutor feedback
- Service user and carer feedback

Other Information:

None

Additional Costs:

Included in the fees.