Module prefix	NUR - (Nursing Studies)		
Module title:	Mental Health Nursing 3		
FHEQ level:	6		
Module Leader:	Laurence Drew		
Other contributors:	Nursing Team (adult, child, mental health)		
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:	780		
Independent Study Hours:	250		
Lecture Hours:	0		
Seminar Hours:	250		
Tutorial Hours:	30		
Laboratory Hours:	0		
Practical/Performance Hours:	50		
Student Cap:	50		
Date of production:	21/10/2020		

Assessment pattern:

Assessment Name	Assessment Type	Weighting% or Pass/Fail	
Practice Development Project Part 1	Project (Group/Individual/ Dissertation	100%	Credit value 30
Safe Medicate	Examination	Pass/Fail	
Pt scenario (drug administration)	Examination	Pass/Fail	
Medicines Management Exam	Coursework	100%	Credit value 15
Practice Development Project - Part 2	Project (Group/Individual/ Dissertation	100%	Credit value 15
Viva (complex)	Oral Type Examination	50%	Credit value 60
Written clinical account	Coursework	50%	
Practice Assessment Document (Year long)	Pass/Fail Professional Competencies	Pass/Fail	

Formative
• Project plan   • X6 Safe medicate – year long   • Safe medicate/medicines management exam (ethics and safety)   • Pt scenario (drug administration)   • VIVA – complex

Alternative assessment:
None

Pre-requisite/co-requisites:
None

Module overview:
This final module provides a sequential and integrated learning experience using theory and practice, by a spiraling of content that supports student development. It will prepare students to demonstrate proactive leadership acting as change agents to challenge practice in order to enhance people's wellbeing and experience of health care; integrating evidence into their

clinical and scholarly practice, becoming an accountable evidence-based professional. Practice within simulation and placement will enable students to draw together learning from university blocks, by consolidating their knowledge and proficencies within clinical practice in preparation for professional registration.

Module aims:

Develop confident, competent and responsive practitioners with the knowledge, skills and behaviours required to deliver and lead high quality evidence-based nursing care across a range of healthcare environments. Enable students to act with professional integrity and demonstrate achievement of the professional standards as defined by the Future nurse: Standards of proficiency registered nurses for NMC (2018).

Prepare students to deliver safe and compassionate evidence-based, person centered care; whilst demonstrating the values and attitudes in keeping with non-discriminatory practice and an orientation towards holistic care.

To facilitate partnership working with health and social care professionals, service users, carers and families, acknowledging the contribution of a collaborative approach to care and the importance of education for health.
Enable students to contribute to the planning, design and delivery of care by leading, delegating, supervising and challenging other nurses and health care professionals to becoming a practice supervisor.

To develop the capacity to adapt to change and identify and initiate innovations in practice. Facilitate the development of clinical, analytical and reflective thinking skills with the ability to distil research impacts, integrate and combine sources of knowledge.

Develop a commitment to life long and independent learning through self-awareness, emotional literacy and reflective practice.

Learning outcomes:

By the end of this module Students will have demonstrated the ability to:	K	C	P	T	Optional Ref
1. Practice as autonomous and accountable practitioners responsible for the delivery 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. Act in accordance with relevant professional codes, legal and ethical frameworks and policy to deliver care in an evidence-based approach, recognising and reporting any situations, behaviours or errors that could lead to poor care outcomes.	☒	☒	☐	☐	
3. Critically evaluate own practice and identify areas of personal and professional development demonstrating learning from experience, feedback and reflection.	☒	☒	☒	☐	
4. Communicate safely and effectively when working across health and social care environments, to build relationships and in partnership with service users, carers and families and other professionals and agencies to promote person centered-care.	☒	☒	☒	☐	
5. Applies knowledge, synthesises ideas and evidence to generate solutions in planned and uncertain situations across a range of health care environments.	☒	☒	☒	☒	
6. Applies knowledge to identify solutions for ongoing care and co-existing health needs, that considers psychological wellbeing, economic and social/cultural circumstances for individuals and groups	☒	☒	☒	☒	
7. Demonstrate proactive leadership acting as change agents to challenge practice to enhance people's wellbeing and experience of health care.	☒	☒	☒	☒	
8. Practice autonomously and be responsible for the delivery of care utilising an evidence-based approach to assess, plan and deliver care interventions across a range of clinical environments for both planned and emergency care.	☒	☒	☒	☒	
9. Critically appraise and apply evidence to deliver health	☒	☒	☒	☐	

care interventions and develop practice to improve person centered-care, peoples' experiences of care and shape future care provision.				
10. Interact effectively within a team and demonstrate the ability to take the lead in coordinating, delegating and supervising care whilst remaining accountable for care given	☒	☒	☒	☒
11. Demonstrate the importance of safe practice and an understanding of risk management strategies, local and national guidelines across a range of clinical environments.	☒	☒	☒	☒
12. Utilise effective communication strategies to promote health and enable people to make informed choices about their care to manage health, life choices, illness and prevent ill health	☐	☒	☒	☒
13. Demonstrate safety in pharmacology and Medicines management	☒	☒	☒	☒

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

Module content:

- Knowledge and evidence base underpinning assessment and management of the deteriorating patient.
- How to analyse and synthesise assessment data to inform evidence based care in complex clinical situations
- Psychosocial and ethical perspectives in the management of the patient and family members
- Confident and competent decision making skills and how to role model professional behaviour
- Autonomous leadership in situations of varying complexity in both emergency and non-emergency situations.
- A range of teaching and learning strategies in preparation for role as Practice Supervisor.
- How human factors contribute to clinical errors and incidents and how service provision develops from incident reporting and investigation.
- Communication strategies to enhance care quality and recognise the importance of duty of candor.
- Reflective practice skills for personal and professional development
- Quality improvement methodologies and processes, how to read and apply data, use of epidemiological data, service evaluation, audit, risk management
- Key ethical issues in research and the role of the ethics committees, as well as the principles of good clinical practice within clinical research
- Hierarchy of evidence and the application of evidence to practice guidelines and policy
- Quantitative and qualitative research design, methods, and analysis, including basic statistics
- Research policy and funding and the research architecture of the NHS
- Importance and relevance of patient and public involvement in research
- Retrieve, review and critically appraise information and published literature within a field of practice
- Rationale for and processes used when making decisions and the influence of personal judgement
- Decision making theories and models using critical thinking, active listening and questioning to evaluate care and improve decision making processes in a professional, compassionate, empowering and ethically sensitive manner
- Role of risk assessment and risk management strategies to a range of care decisions to ensure safe and effective care
- Role of e-technology and decision trees in clinical decision making
- Non-medical prescribing:
- Pharmacology – non-medical prescribing content
- Safe medicate
- Infection prevention and control, communicable disease surveillance, antimicrobial resistance and stewardship
- Understanding the wider role of the HCP
- Identification and reporting of near misses, critical incidents, major incidents and serious adverse events. Sharing feedback and learning.
- Human factors, safe staffing, skill mix, team working, escalation of concerns including national guidance, team reflection and debriefing.
- Working in stressful and difficult situations, recognising when we are vulnerable, compassionate self-care
- Leadership and role modelling leading – compassionate leadership

- Becoming a Practice Supervisor.
- Critical care/crisis intervention, decision making, consideration of alternative diagnosis, advanced communication (noticing and listening, challenging conversations), Ethical debate and dilemmas when evidence may be conflicting
- Human Rights legislation (including safe guarding), rights of the child, sexual and reproductive rights, legal and ethical frameworks, mandatory reporting duties.
- Wider public health role - Social circumstances including poverty, homelessness, trafficking, slavery, criminal justice system, domestic abuse, refugees

Final year core and field specific proficiencies (Ref: Skills Passport)

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 <u>learning and teaching</u> strategy is designed to:

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

Assessment strategy:

The <u>assessment strategy</u> is designed to provide students with the opportunity to demonstrate a wide range of practice-based proficiencies, in order to achieve the criteria set by the Nursing and Midwifery Council (NMC 2018).

Thus, the <u>summative assessments</u> for this module consists of:

- Practice Development Project;
    - o Part 1: Identify an area of practice that requires change literature review and reflection on practice, (4500 words)
    - o Part 2: Recommendations for practice based on part 1 2500 words
- Complex Programme Specific VIVA
- Medicines management & pharmacology
    - o Calculations 100% pass mark (practical)
    - o Safe medicate
    - o Medicines management application
- Practice Assessment document
- Written clinical account

Formative assessment compulsory elements
Formative feedback following formative assessments below via surrey learn
- Formative 1 -project plan submission
- Formative 2- VIVA practice x 1 station
- Formative 3- Safe medicate/ medicines management

Additional formative activities
- Self-tests, physical/ mental assessment/ Pharmacology
- OSCE/VIVA
- Simulation with actors
- Reflective learning journal
- Safe medicate tests

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.