

Liverpool John Moores University

Title: Enhancing Mental Health Practice 1
Status: Definitive
Code: **5001APRNMH** (123991)
Version Start Date: 01-08-2021

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Health

Team	Leader
Thomas Kidd	Y

Academic Level: FHEQ5 **Credit Value:** 20 **Total Delivered Hours:** 41
Total Learning Hours: 200 **Private Study:** 159

Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Lecture	6
Practical	20
Seminar	14

Grading Basis: Pass/Not Pass

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Practice	PAR	students will be assessed on the professional values domain of the PAR this is supported by the formative skills document - this assessment must be passed independently of the other assessment component as part of NMC requirement	99	
Exam	Numeracy	This is a pass fail examination 80 % Pass mark	1	1

Competency	Practical Skills
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Aims

Safely achieve the professional values domain of practice based learning competences.

Demonstrate continued competence in medication calculations

Learning Outcomes

After completing the module the student should be able to:

- 1 Achieve the professional values domain of the practice based learning competences required within the PAR
- 2 Demonstrate continued competence in medication calculations

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Practice achievement record	1
numeracy	2

Practical Skills

Outline Syllabus

Professional values

Non-judgmental, caring, respectful and sensitive approach to care. Recognising, respecting and responding to power imbalances, Promotion of health, wellbeing, rights and dignity of people, groups, communities and populations. Person-centred and recovery focused practice. Role, responsibilities and functions of a mental health nurse. Developing collaborative partnerships in all aspects of practice. Practicing more independently. Developing levels of competence and knowledge. Seeking advice / referring to other professionals

communication and interpersonal skills

Building partnerships and therapeutic relationships. Safe, effective and non-discriminatory communication. Respecting individual differences, capabilities and needs. Making informed choices and share decision making. Therapeutic principles to engage, maintain and disengage from professional therapeutic relationships Respecting professional boundaries. Personal values, beliefs, qualities, experiences and interpersonal skills and the positive and negative impact this may have on their relationships with people. Therapeutic use of self. Communication with families, carers and other people important to the person experiencing mental health problems. Engaging with, supporting and responding effectively with people experiencing mental distress.

nursing practice and decision making

Recognise and respond to the needs of all people accessing care. Comprehensive, systematic nursing assessments, including risk assessment. Psychometric

assessment tools. Recognising and interpreting signs of normal and deteriorating mental and physical health and respond promptly. Clinical observation. Conflict resolution and de-escalation. Medication management. Promote self-care, independence and autonomy. Pregnancy and Maternity Care - EU requirements.

Learning Activities

A range of learning activities will be used for module delivery including lectures, seminars, workshops, on-line learning, reflective practice, formative assessment, guided reading, independent study, video work.

Notes

This module will offer opportunities for students to act in an increasingly competent and autonomous manner in clinical placements. The module will include annual mandatory training in CPR, manual handling and de-escalation.

This module aims to extend the student's generic and field knowledge and skills through undertaking a range of basic and complex practice learning opportunities. Students will work with less direct supervision to make the most of opportunities to extend knowledge, skills and practice,. Practice learning is supported by a formative skills inventory. Enhanced skills are taught in university to prepare students for practice. However, in recognition of the students' acquisition of skills in level 4, university contact hours are reduced.