

Liverpool John Moores University

Title: RECOVERY BASED APPROACHES
Status: Definitive
Code: **5003BAMHN** (100396)
Version Start Date: 01-08-2018

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

Team	Leader
Denise Aspinall	Y

Academic Level: FHEQ5
Credit Value: 24
Total Delivered Hours: 126
Total Learning Hours: 240
Private Study: 114

Delivery Options

Course typically offered: Summer

Component	Contact Hours
Lecture	24
Online	66
Seminar	24
Tutorial	2
Workshop	10

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	3,000 word reflective assignment based on the service user movement.	100	

Competency	Practice
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Aims

1. To provide the student with the opportunity to explore the value base underpinning

mental health care thereby promoting a culture that values and respects the diversity of individuals and enables their recovery.

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate the underpinning values of the NMC Code of professional conduct: standards for conduct, performance and ethics
- 2 Analyse the concept of recovery both as a process and as a therapeutic approach, in relation to contemporary mental health practice.
- 3 Discuss the importance of promoting and increasing capacity for the social inclusion of people with mental health problems.
- 4 Identify specific areas of potential oppression prevalent in mental health, especially issues of class, race, gender, and age and how these impact upon the needs of users and carers.
- 5 Work within the practice and service standards that promote a culture that values and respects the diversity of individuals.
- 6 Demonstrate the promotion of advocacy, dignity and respect for individual service users, carers and their families anti oppressive practice.
- 7 Develop theoretical knowledge and the application of psychosocial skills that promote recovery, in particular Cognitive Behavioural Therapy.
- 8 Reflect on and analyse service user perspectives and partnership working in developing alternative therapeutic approaches to working with mental distress and their role in the development of services.
- 9 Identify factors that promote mental health and well-being within the broad context of public health.

Learning Outcomes of Assessments

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

ESSAY	1	2	3	4	7	8	9	
Practice	1			4	5	6	7	9

Outline Syllabus

The role of hope, valuing and respecting diversity, expertise and experiences of individuals, families, groups and communities. Working with individuals and colleagues to create an environment with an inclusive culture for everyone through transparent decision making and drawing on evidence of critical reflection, research, professional experience and local knowledge. Factors that promote social inclusion. Oppressive behaviour. Concentration on the most vulnerable groups / individuals - e. g. children, older people, people with learning disability and / or substance misuse problems. Stigmatisation. Spiritual diversity. Advocacy in mental health. Recovery model and guiding principles. Primary Health care provision to mental health service users Holistic approaches. Collaborative working. Cognitive Behavioural Therapy.

Learning Activities

Lectures, group tutorials, experiential learning, Problem based scenarios, group work, skills practice, including video work.

The total university delivery time is 60 hours, the students are also allocated 66 nominal practice hours.

Notes

The skills and knowledge already attained from previous modules and clinical practice will be enhanced through a specific focus on recovery and client perspectives. Issues of the role of mental health service delivery with the service user movement will be a central feature of this module. Module delivery will challenge the learner's attitudes and conceptions of mental illness.

This is a theory / practice module, the Practice Assessment Form must be passed.

This assesses the following learning outcomes:

1 Demonstrate the underpinning values of the NMC Code of professional conduct: standards for conduct, performance and ethics

4 Identify specific areas of potential oppression prevalent in mental health, especially issues of class, race, gender, and age and how these impact upon the needs of users and carers.

5 Work within the practice and service standards that promote a culture that values and respects the diversity of individuals.

6 Demonstrate the promotion of advocacy, dignity and respect for individual service users, carers and their families anti oppressive practice.

7 Develop theoretical knowledge and the application of psychosocial skills that promote recovery, in particular Cognitive Behavioural Therapy.

9 Identify factors that promote mental health and well-being within the broad context of public health.

The module will also be assessed formatively through scenario based work, peer and self reflections and diagnostic assessments.