

## Liverpool John Moores University

Title: Perspectives of Mental Health Nursing  
Status: Definitive  
Code: **5004NBSCMH** (118103)  
Version Start Date: 01-08-2021

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

Team	Leader
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**Academic Level:** FHEQ5  
**Credit Value:** 20  
**Total Delivered Hours:** 40  
**Total Learning Hours:** 200  
**Private Study:** 160

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	6
Online	15
Seminar	19

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	Case study	Anonymised case study based on a service user from the student's practice area	60	
Presentation	Pres	The marks for this assessment will be allocated on the basis of assessed feed back on group work relating to a number of scenarios used during the module. Attendance at the workshop will contribute to this assessment component.	40	

### Aims

*Enable the student to analyse therapeutic relationships that promote mental health, well-being and recovery.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Examine the core functions of the mental health nurse in assessment, health care delivery and the promotion of health, well-being and recovery
- 2 Examine legal, ethical, organisational and professional frameworks that underpin mental health practice
- 3 Consider the factors that influence the development of therapeutic partnerships between health care providers and service users
- 4 Identify strategies to support service user expertise and experience in the promotion of mental wellbeing and recovery

## **Learning Outcomes of Assessments**

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

Case study	1	2	4
Group presentation	3	4	

## **Outline Syllabus**

### *Professional values*

*Current legal ethical, organisational and professional frameworks. Protection of vulnerable people. Social inclusion, respecting individual choice, acknowledges diversity. Power imbalances. Personal and Professional values. Person-centred and recovery-focused practice.*

### *communication and interpersonal skills*

*Students own values and beliefs and the impact on communication with others. Recognising and responding effectively to communication differences / difficulties. Skills and interventions that help people disclose and discuss their experiences as part of recovery. Therapeutic partnerships.*

### *nursing practice and decision making*

*Recovery-focused approach, including opportunities for employment, productive occupation, education, training leisure and recreation. Assessment theory.*

*Systematic nursing assessments. Physical, social, cultural, psychological, spiritual, genetic and environmental assessment factors. Partnerships / collaboration.*

*Systemic approaches to mental health care. Changing health needs during different life stages, including progressive illness and death, loss and bereavement. Informed choice. Promoting health. Theory of therapeutic interventions for people experiencing critical and acute mental health problems. Crisis and relapse – safety, security and recovery. Risk, suicide and self-harm, abuse - models of suicide prevention, intervention, harm reduction and positive risk taking. Drug and alcohol misuse.*

## **Learning Activities**

Seminar, workshop, lecture, scenario based work leading to formative and summative assessment.

## **Notes**

Students will be expected to work at a range of strategies to assist them in building and sustaining relationships. This will include working together in groups within the University setting and taking theory learned to the practice area. The student will learn to put the service user at the centre of all individualised care and design and deliver care aimed at the promotion of recovery and the reduction of stigma.