Liverpool John Moores University

Title:	Developing Reflective Mental Health Nursing Practice
Status:	Definitive
Code:	**7001NMSCMH** (118345)
Version Start Date:	01-08-2014

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

Team	emplid	Leader
Paula Kennedy		Y
John Harrison		

Academic Level:	FHEQ7	**Credit Value:**	30.00	**Total Delivered Hours:**	60.00
Total Learning Hours:	300	**Private Study:**	240		

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	15.000
Online	10.000
Seminar	15.000
Tutorial	5.000
Workshop	15.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	Reflection	this portfolio will incorporate a research plan; personal and professioanl development plan & Wow Skills	100.0	

Competency	Practice

Aims

To develop the student's theoretical knowledge and practical application of clinical skills in an increasingly autonomous manner.

To provide the student with critical insight into their personal and professional development through evaluation of collarorative inter-professional care.

To develop the students critical ability in the application of research methods appropriate for health and social care.

Learning Outcomes

After completing the module the student should be able to:

1   Critique research methods and methodologies within health and social care
2   Identify and analyse the roles of a broad range of professionals and non-professioals that provide health and welfare services
3   Critically reflect upon the relationship between research-based evidence and personal and professional development
4   Evaluate how the structure of organisations impacts upon health and social care.
5   Safely achieve all the practice based learning competencies required by the second progression point.

Learning Outcomes of Assessments

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

critical reflection   1   2   3   4

Practice   5

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. Engaging with and supporting people. Communication methods, preferred choices and technologies to support person-centred care and enhance quality and safety. Making informed choices and share decision making. Maternity Care (EU Directive)

Communication methods to acquire, interpret and record knowledge and understanding of people's needs. Therapeutic principles to promote wellbeing, manage personal safety. 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. Health-promoting behaviour through education, role modelling and effective communication. Communication with families, carers and other people important to the person experiencing mental health problems. Maintaining accurate, clear and complete records, electronic formats. Confidentiality, share personal information with others, safety and protection. Building therapeutic and multiprofessional partnerships. 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. Changing health needs during life stages, progressive illness and death, loss and bereavement. Clinical observation. Plan, deliver and evaluate safe, competent, person-centred care in partnership with service users. Responding positively and proactively with people who are at risk of suicide or self-harm. Conflict resolution and de-escalation. Essential first aid and incident management. Medication management. Facilitating informed choice regarding treatments. Support and therapeutic interventions for people experiencing critical and acute mental health problems. Develop skills in Bio psychosocial interventions. Promote self-care, independence and autonomy. Promoting public health principles, priorities and practice, working to improve health and wellbeing Research methods and use of evidence; Research governance; Inter-professional care; Collaboration & teamwork; Organisational structures and awareness; Leadership and management systems and processes; Promoting best practice ; personal development, PDP, Graduate skills transferability – WOW, Numeracy, Study skills.

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.

References

Course Material	Book
Author	Barker, P
Publishing Year	2009
Title	Psychiatric and mental health nursing: the craft of caring.
Subtitle	
Edition	
Publisher	Hodder Arnold

ISBN	

Course Material	Book
Author	Barrett, D., Wilson, B., & Woollands, A.
Publishing Year	2009
Title	Care planning: a guide for nurses.
Subtitle	
Edition	
Publisher	Pearson Education
ISBN	

Course Material	Book
Author	Cottrell, S.
Publishing Year	2005
Title	Critical thinking skills: developing effective analysis and
Subtitle	
Edition	
Publisher	Palgrave Macmillan
ISBN	

Course Material	Book
Author	Department of Health
Publishing Year	2007
Title	Best practice in managing risk: principles and guidance for
Subtitle	
Edition	
Publisher	Department of Health
ISBN	

Course Material	Book
Author	Ellis, P
Publishing Year	2010
Title	Evidence-based Practice in Nursing
Subtitle	
Edition	
Publisher	Learning Matters Ltd
ISBN	

Course Material	Book
Author	Addington, J., Francey, S. M. and Morrison, A. P
Publishing Year	2006
Title	Working with People at High Risk of Developing Psychosis:
Subtitle	
Edition	
Publisher	John Wiley and Sons
ISBN	

Course Material	Book
Author	Maltby, J., Williams, G., McGarry, J. and Day, L.
Publishing Year	2010
Title	Reserach Methods for Nursing and Healthcare.
Subtitle	
Edition	
Publisher	Pearson.
ISBN	

Course Material	Book
Author	Polit, D. F. and Beck C. T.
Publishing Year	2010
Title	Nursing Research
Subtitle	Appraising Evidence for Nursing Practice
Edition	
Publisher	Lippincott, Williams and Williams.
ISBN	

Course Material	Book
Author	Scott, I. and Mazhindu, D. M.
Publishing Year	2005
Title	Statistics for Health Care Professionals
Subtitle	An Introduction
Edition	
Publisher	Sage
ISBN	

Course Material	Book
Author	Moon, J.
Publishing Year	2005
Title	A Handbook of Reflective and Experiential Learning
Subtitle	
Edition	
Publisher	Routledge Falmer
ISBN	

Course Material	Book
Author	Boud, D.
Publishing Year	2006
Title	Productive reflection at work
Subtitle	
Edition	
Publisher	Routledge Falmer
ISBN	

Notes

Formative skills inventory supports practice learning.
THE PRACTICE ACHIEVEMENT RECORD IS A PASS/FAIL ELEMENT OF THIS MODULE SUPPORTED BY THE CRITICAL REFLECTION OF EVIDENCE BASED PRACTICE. This will assess the 5th learning outcome - "Safely achieve all the practice based learning competencies required by the second progression point."