

Liverpool John Moores University

Title: Advancing Professional Mental Health Nursing Practice
Status: Definitive
Code: **7004NMSCMH** (118398)
Version Start Date: 01-08-2014

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

Team	Leader
Karen Rea	Y
Paula Kennedy	

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	20.000
Workshop	15.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	PDP	reflection on learning and development	100.0	

Competency	Practice
------------	----------

Aims

To prepare the student to demonstrate their ability to work as confident, autonomous, safe and effective practitioner at the point of registration through

achieving a range of basic and complex practice learning opportunities under minimal supervision.

To facilitate the development of empowerment and leadership skills in health and social care services.

To identify personal learning needs for professional development

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically analyse leadership in practice
- 2 Critique the principles of change management to health and social care
- 3 Critically analyse personal qualities in relation to empowerment and leadership
- 4 Safely achieve all the practice based learning competences required by point of registration

Learning Outcomes of Assessments

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

Professional Portfolio	1	2	3
Practice			4

Outline Syllabus

*Professional values
choice and diversity. Challenging inequalities. Power imbalance. Advocacy.
Safeguarding. Promote health. Adapt practice - Collaborative working.
Independent practice. Recognising and addressing personal and professional
limitations. Appreciate and apply evidence based practice.*

*Communication and interpersonal skills
Engaging with people distressed by hearing voices, experiencing distressing
thoughts or experiencing other perceptual problems. Facilitation of therapeutic
groups. Effective use of communication. Informed choices and shared decision
making. Recognise and respond effectively when people are anxious or in distress.
Interpersonal skills and interventions that help people disclose and discuss their
experiences as part of their recovery. Use of therapeutic self in working with people
towards recovery. Health-promoting behaviour. Record keeping. Confidentiality, and
relevant ethical and regulatory frameworks.*

*nursing practice and decision making
Change agent. Collaborative working. Recognise and respond to the needs of all
people who come into care including babies, children and young people, pregnant
and postnatal women, people with physical health problems, people with physical
disabilities, people with learning disabilities, older people, and people with long term*

problems such as cognitive impairment. Comprehensive, systematic nursing assessments, case formulation and negotiating goals. Deliver skills in a range of evidence-based individual and group psychological and psychosocial interventions. Mental health promotion. Support people to make informed choices. Recognise and interpret signs of normal and deteriorating mental and physical health and respond promptly to maintain or improve the health, comfort and safety of the service user and others. Skills in early intervention, crisis resolution and relapse management, ensuring safety and security which promotes recovery. Work positively and proactively with people who are at risk of suicide or self-harm, use evidence-based models of suicide prevention, intervention and harm reduction to minimise risk. Apply effective risk assessment and management strategies to ensure client and public safety. Evaluate care to improve clinical decision-making, quality and outcomes. Practise safely, aware of the correct use, limitations and hazards of common interventions, including nursing activities, treatments, and the use of medical devices and equipment. Essential First Aid and Incident management, Moving and positioning, Infection control. Pharmacology in practice, Skin health and wound management. CPR, Manual handling.

leadership, management and team working

Act as change agents and provide effective leadership through quality improvement and

service development to enhance people's wellbeing and experiences of healthcare.

Systematically evaluate care and ensure the findings are used to help improve

people's experience and care outcomes and to shape future services. Identify

priorities and manage time and resources effectively to ensure the quality of care is

maintained or enhanced. Clinical supervision. Facilitate the development of nursing

students and others. Raise awareness and provide advice and support in mental

health care and treatment to members of the multiprofessional team and others

working in health, social care and other services and settings. Best practice. Work

independently. Autonomous practice. Take the lead in coordinating, delegating and

supervising care safely, managing risk and remaining accountable for the care given.

Shared decision making and effective transition within and between services and

agencies. Management strategies Action learning Project management needs

assessment. Portfolio development

Learning Activities

The module will be delivered through a combination of interactive lectures, which will be used as resource sessions for students, discussions, group tutorials, action learning workshops / set meetings, private study and practice. The delivery methods are designed to foster practical skills of reflection, personal development planning, empowerment, teamwork and leadership.

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

Course Material	Book
Author	Norman, I. and Ryrie R.
Publishing Year	2009
Title	The Art and Science of Mental Health Nursing: A Textbook
Subtitle	
Edition	
Publisher	Open University Press
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	Cottrell, S.
Publishing Year	2003
Title	Skills for Success: the personal development planning
Subtitle	
Edition	
Publisher	Palgrave
ISBN	

Course Material	Book
Author	Goodman, B; Clemow, R.
Publishing Year	2010

Title	Nursing and Collaborative Practice
Subtitle	
Edition	2nd edition
Publisher	Learning Matters
ISBN	

Course Material	Book
Author	Parkin, P.
Publishing Year	2009
Title	Managing Change in Healthcare using Action Research
Subtitle	
Edition	
Publisher	Sage
ISBN	

Course Material	Book
Author	Sullivan, E.J; Garland,G.
Publishing Year	2010
Title	Practical Leadership and Management in Nursing.
Subtitle	
Edition	
Publisher	Pearson
ISBN	

Notes

Inherent within this module is the expectations that students will reflect on their own area of work and practice, and consider what is happening in relation to leadership, team working and enhancing their own learning. This will require students to seek information from others who can offer an informed view within the organisational context.

The assessment strategy for this module includes a PASS/FAIL practice element. This takes the form of a Practice Assessment record and relates to the following learning outcomes: Safely achieve all the practice based learning competences required by point of registration