

# Practice Learning Enhancement Model (PLEM)

## Mentor Learning Resource

Suggested Practice Activities to Facilitate Practice Learning Outcomes  
(Degree Programme)



## Introduction

Practice placements are an essential component of the learning experience of nursing students. Practice learning accounts for 50% of the student nurses education over their 3 year programme and practice placements provide opportunities to situate that learning to develop the student's knowledge, skills and professional attitudes. Fundamental to effective learning in the practice environment is the role of the mentor; a qualified nurses who facilitate learning and summatively assess and sign student as proficient (in practice) to enter onto the NMC register. In such a key educational role it is evident the mentor would need consistent and contemporary learning resources; which link theory and practice learning; to support the mentor to effectively undertake their educational role.

**Therefore this learning resource provides the mentor with the following:**

**An overview of the of the pre registration Mental Health programme:** This information will enable mentors to quickly identify what year and which module the students is studying whilst in the practice learning environment.

**Individual practice learning modules:** This information will offer mentors key information relating to the focus of the module, including module content, practice skills being assessed, and assessment strategy.

**Suggested Practice Activities:** This information clearly identifies the practice outcomes which need to be achieved by the student within practice. Additionally a number of suggested practice activities have been developed for each of the practice learning outcomes to support a clear understanding of what types of activities can be facilitated to support achievement of the practice learning outcomes

**LIVERPOOL JOHN MOORES  
OVERVIEW OF CURRICULUM  
MENTAL HEALTH (DEGREE PROGRAMME)**

<b>COMMON FOUNDATION PROGRAMME</b>	<b>ACTION</b>
<p>There are 6 standard modules:</p> <ul style="list-style-type: none"> <li>- NRSBA 1001 INTRODUCTION TO CLINICAL SKILLS FOR NURSING PRACTICE</li> <li>- ASCBA 1002 COMMUNICATION FOR WELL-BEING AND HEALTH</li> <li>- NRSBA 1004 NURSING PRACTICE ACROSS SETTINGS 1</li> </ul>	<ul style="list-style-type: none"> <li>- CLOSE SUPERVISION</li> <li>- GAINING AN INSIGHT INTO PROFESSIONAL ISSUES AND DEVELOPING COMMUNICATION SKILLS</li> <li>- DEVELOPING CLINICAL COMPETENCIES IN PRACTICE</li> </ul>
<b>MENTAL HEALTH BRANCH 1<sup>ST</sup> YR</b>	<b>ACTION</b>
<p>In the first year of mental health branch students will undertake the following practice modules:</p> <ul style="list-style-type: none"> <li>- ASCBA 2001 EVIDENCE BASED PRACTICE</li> <li>- HEABA 2001 VALUES IN INTERPROFESSIONAL LEARNING</li> <li>- ASCBA 2003 RECOVERY BASED APPROACHES</li> </ul>	<ul style="list-style-type: none"> <li>- SUPERVISION IN CLINICAL AREAS</li> <li>- BUILD UPON CLINICAL COMPETENCIES</li> <li>- DEVELOP KNOWLEDGE AND SKILLS IN PROFESSIONAL STANDARDS AND SKILLS, COMMUNICAITON AND INTERPERSONAL SKILLS</li> </ul>
<b>MENTAL HEALTH BRANCH 2<sup>ND</sup> YR</b>	<b>ACTION</b>
<p>In the second year of the mental health branch students will undertake the following practice modules:</p> <ul style="list-style-type: none"> <li>- HEABA 3001 INTERPROFESSIONAL WORKING WITH OTHERS</li> <li>- ASCBA 3001 CASE MANAGEMENT</li> <li>- ASCBA 3004 MANAGING AND LEADING ACROSS SETTINGS</li> </ul>	<ul style="list-style-type: none"> <li>- FURTHER SUPERVISION REQUIRED TO DEVELOP:</li> <li>- INTEGRATING CLINICAL COMPETENCIES WITH PROFESSIONAL ISSUE AND STANDARDS.</li> <li>- USE EFFECTIVE COMMUNICATION AND INTERPERSONAL SKILLS TO DEVELOP A PROBLEM BASED APPROACH TO DECISION MAKING AND MANAGING AND LEADING CARE DELIVERY</li> </ul>

# DEGREE PROGRAMME

Branch: Mental Health

## ASCBA 2001 EVIDENCE BASED PRACTICE

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### Overview of Module

Within the complex and rapidly changing mental health care environment it is essential that nursing practice is informed by the best available evidence.

This module facilitates the analytical and critical skills underpinning clinical effectiveness and promotes the transfer of these skills into clinical practice. The students will have an opportunity to practice, reflect and through critical appraisal develop their therapeutic skills on a theoretical and clinical level. The module aims to develop the student's own personal qualities and therapeutic skills in building therapeutic relationships with clients.

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### An outline of what is delivered in this module:

- Person centred communication and interpersonal skills.
- Psychological assessment, formulation / care planning and interventions.
- Normalisation and recovery.
- Crisis intervention and risk management.
- Health and well-being and psycho education.
- Evidence-based interventions.
- Monitoring, measurement and evaluation of interventions.
- Psychopharmacology and medication management.
- Partnership working.

- Complexity - drugs, alcohol, Learning Disability.
- Physical health care to include measurements and appropriate responses.
- Assignment writing and study skills and level 2 and referencing.

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**Additionally the following mandatory sessions included in this module include:**

- Resuscitation (Basic Life Support)
- Manual handling
- Break Away Techniques

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**Assessment**

Two part written assignment

**Theory Assessment – summative: Part one:** Coursework 80% - 2,500 word case study based on a clinical intervention in practice.

**Part two:** Coursework: 20% - 1,000 word reflective essay based on the video skills work

**Practice Assessment – summative**

Achievement of Practice Learning Outcomes

**BA (Hons) Nursing Practice Skills Inventory**

The practice skills inventory focuses on the acquisition of the core skills required by the NMC, appropriate to the level and location of study. It forms part of the summative assessment activities for the Branch Programme. It is located outside the programme modules to ensure a holistic approach to skill development. The students Practice Skills Inventory is mapped against the Essential Skills Cluster (NMC 2006)

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**Degree Programme  
Branch: Mental Health**

**ASCBA 2001 EVIDENCE BASED PRACTICE**

Below are the Module Learning Outcomes which must be achieved in practice [these must be achieved at level five]

<b>Learning Outcome (LO)</b>	<b>Suggested practice activities to achieve learning outcomes</b>
<p>1. Demonstrate the underpinning values of The Code; standards of conduct, performance and ethics for nurses and midwives (NMC 2008)</p>	<p>Explore how the NMC Code impacts upon the delivery of care.</p> <p>Student to discuss with mentor what is meant by the term professional conduct and what this means in terms of nursing practice.</p> <p>Critically analyse the implication of the NMC Code upon care delivery e.g. confidentiality, accountability and consent to treatment</p>
<p>2. Demonstrate an understanding of a range of skills required for the effective implementation of therapeutic interventions, with specific consideration of the individual's age and case complexity.</p>	<p>Student to utilise a range of effective and appropriate communication and engagement skills whilst on placement and with a range of clients</p> <p>Participate in the assessment, planning, implementation, evaluation process identifying interventions based on clear evidenced based practice in conjunction with a qualified member of staff.</p> <p>Student to participate in the use of appropriate assessment tools e.g. Becks anxiety and depression inventories and KGV</p> <p>Discuss with mentor the process of evidenced based practice/research and how this can inform best practice</p>

<p>3. Demonstrate a range of risk management interventions with the expressed goal of managing a persons risk behaviours in order to maintain health, safety and well being.</p>	<p>Demonstrate understanding and application of appropriate legal and ethical frameworks to support practice e.g. Mental Health Act</p> <p>Demonstrate the ability to work in partnership with service users and carers to promote privacy and dignity, health, safety and well-being</p> <p>Under the supervision of the mentor participate in the assessment and development of a risk management plan for a client</p> <p>With mentor discuss the effectiveness of the risk management plan.</p>
<p>4. Demonstrate skills in collaborative working with other interprofessional discipline and agencies.</p>	<p>Student to demonstrate ability to work effectively with a range of stakeholders and agencies</p> <p>Demonstrate ability to work effectively in a team, contributing to the decision-making process and taking responsibility for delegated action associated with the assessment, planning implementation and evaluation of care</p> <p>Identify professional boundaries and areas of potential conflict in collaborative working.</p> <p><b>For discussion with student – visits to external agencies and clinical areas and areas of potential conflict in collaborative working</b></p>
<p>5. Participate in drug administration and other routine physical health interventions used in the clinical setting.</p>	<p>Assist in identifying and assessing the physical health needs of individuals</p> <p>Under supervision and if required undertake physiological measurements</p> <p>Under supervision demonstrate the safe administration of medication to individuals including the safe use and storage of controlled drugs</p> <p>Accurately calculate medication dosage according to individual service user's prescribed medication regime and demonstrate effective assessment and monitoring of medication including safety, symptoms and side effects, and service user satisfaction</p>

<p>6. Demonstrate a range of communication skills to establish and maintain therapeutic relationships.</p>	<p>Demonstrate the safe and effective use of interpersonal and basic counselling skills</p> <p>Use non-verbal communication and active listening to encourage individuals to communicate</p> <p>Communicate with individuals in a manner, and at a level that shows awareness of diversity and cultural barriers to effective communication, is respectful and consistent with anti-discriminatory practice</p> <p>Formulate and document a plan of nursing care, where possible, in partnership with patients, clients, their carers and family and friends, within a framework of informed consent</p>
<p>7. Discuss the importance of and participate in assessing, planning, implementing and evaluating care within a comprehensive care plan, paying attention to risk assessment and evidence based interventions.</p>	<p>Discuss with mentor the purpose and goal of assessment, planning, implementation and evaluation of care package.</p> <p>Student to explore with mentor any legal or ethical considerations arising from the assessment process e.g confidentiality.</p> <p>Student to discuss the formulation of the care plan in conjunction with a qualified member of staff.</p> <p>Identify appropriate risk management strategies for a client</p> <p>Discuss with mentor the importance of collaboration in managing risk</p>

**For information only the following is the students suggested reading list:**

Barker, P. (2009). *Psychiatric and mental health nursing: the craft of caring*. Hodder Arnold: London.

Barrett, D., Wilson, B., & Woollands, A. (2009). *Care planning: a guide for nurses*. Pearson Education: London.

Bartlett, P., & Sandland, R. (2007). *Mental health law: policy and practice*. 3<sup>rd</sup> ed. Oxford university press: oxford.

Benner, P., Tanner, C. A., & Chesla, C. A. (1996). *Expertise in nursing practice: caring, clinical judgement and ethics*. Springer Publishing Company, Inc: New York.

- Bernard, J. M., & Goodyear, R. K. (2007). *Fundamentals of clinical supervision*. 4<sup>th</sup> Ed. Pearson Education: UK.
- Butts, J., & Rich, K. (2005). *Nursing ethics: across the curriculum and into practice*. Jones & Bartlett Publishers: Sudbury.
- Callaghan, P., Playle, J., & Cooper, L. (eds) (2009). *Mental health Nursing Skills*. Oxford University Press: London.
- Clarke, V., & Walsh, A. (2009). *Fundamentals of mental health nursing*. Oxford University Press: London.
- Cottrell, S. (2005). *Critical thinking skills: developing effective analysis and argument*. Palgrave Macmillan: Hampshire.
- Cutcliffe, J. R., Butterworth, T., & Proctor, B. (ed) (2001). *Fundamental themes in clinical supervision*. Routledge: London.
- Department of Health. (2006). *Best practice competencies and capabilities for pre-registration mental health nurses in England: the chief nursing officer's review of mental health nursing*. Department of Health: London.
- Department of Health. (2007). *Best practice in managing risk: principles and guidance for best practice in the assessment and management of risk to self and others in mental health services*. Department of Health: London.
- Driscoll, J. (2007). *Practising clinical supervision: a reflective approach for healthcare professionals*. Elsevier: Philadelphia.
- Fry, S. T., & Veatch, R. M. (2006). *Case studies in nursing ethics*. 3<sup>rd</sup> ed. Jones & Bartlett publishers: Sudbury.
- Harrison, A., & Hart, C. (ed) (2006). *Mental health care for nurses: applying mental health skills in the general hospital*. Blackwell publishing Ltd: oxford.
- Harrison, M., Howard, D., & Mitchell, D. (ed) (2004). *Acute mental health nursing: from acute concerns to the capable practitioner*. Sage publications Ltd: London.
- Hawkins, P., & Shohet, R. (2006). *Supervision in the helping profession*. 3<sup>rd</sup> ed. Open University Press: Berkshire.
- Kirby, S. D., hart, D. A., Cross, D., & Mitchell, G. (ed) (2004). *Mental health nursing: competencies for practice*. Palgrave Macmillan: Hampshire.
- McKay, M., Wood, J. C., & Brantley, J. (2007). *The dialectical behaviour therapy skills workbook: practical DBT exercises for learning mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance*. New Harbinger publications Inc: UK.

Norman, I., & Ryrie, I. (Ed) (2009). *The art and science of mental health nursing: a text book of principles and practice*. 2<sup>nd</sup> ed. Open University Press: Berkshire.

Onyett, S. (2003). *Teamworking in mental health*. Palgrave Macmillan: Hampshire.

Rogers, A., & Pilgrim, D. (2003). *Mental health and inequality*. Palgrave Macmillan: Hampshire.

Sainsbury Centre for Mental Health. (2001). *The capable practitioner a framework and list of the practitioner capabilities required to implement the national service framework for mental health*. Sainsbury Centre for Mental Health: London.

Sale, D. (2005). *Understanding clinical governance*. Palgrave Macmillan: Hampshire.

Taylor, B. J. (2006). *Reflective practice: a guide for nurses and midwives*. 2<sup>nd</sup> ed. Open University Press: Berkshire.

Thompson, C., & Dowding, D. (Ed) (2002). *Clinical decision making and judgement in nursing*. Harcourt Publishers Ltd: Edinburgh.

Tummey, R. (2005). *Planning care in mental health nursing*. Palgrave Macmillan: Hampshire.

Tummey, R., & Turner, T. (2008). *Critical issues in mental health*. Palgrave Macmillan: Hampshire.

Wrycraft, N. (2009). *An Introduction to Mental Health Nursing*. Open University Press: London.

## **Websites**

[www.nice.org.uk](http://www.nice.org.uk),

[www.dh.gov.uk](http://www.dh.gov.uk)

[www.man.ac.uk/rcn](http://www.man.ac.uk/rcn)

[www.nehl.nhs.uk/](http://www.nehl.nhs.uk/) (National Electronic Library for Health)

# DEGREE PROGRAMME

Branch: Mental Health

## HEABA 2001 VALUES IN INTERPROFESSIONAL LEARNING

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### Overview of Module

The module is theory based and will explore the values of inter-professional learning. Many practitioners hold collective values regarding ways they should behave, most professions are regulated which means that standards or codes of conduct are defined to determine collective values and duties. However, within the health and social care professions there are many shared values and principles although these are commonly described in different ways, for example respect for persons and humanity, many values are a reflection of the broader society in which they function and some professions are more focused on values which guide conduct. The aim of the module is to consider the impact of the value systems of a variety of professional groups on the delivery of health and social care services.

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### An outline of what is delivered in this module:

- Social policy and legislation as a driver for working together
  - Role, responsibility, values and ethics within and across multi-agency teams
  - Valuing diversity
  - Professional body responsibilities and regulation and codes of conduct
  - Theories of team-work.
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### Assessment

#### Theory Assessment – summative

A 2,500 word essay 70% and a 500 word reflective account 30%

## Practice Assessment – summative

Achievement of Practice Learning Outcomes

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### BA (Hons) Nursing Practice Skills Inventory

The practice skills inventory focuses on the acquisition of the core skills required by the NMC, appropriate to the level and location of study. It forms part of the summative assessment activities for the Branch Programme. It is located outside the programme modules to ensure a holistic approach to skill development. The students Practice Skills Inventory is mapped against the Essential Skills Cluster (NMC 2006)

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### Degree Programme

Branch: Mental Health

### HEABA 2001

### VALUES IN INTERPROFESSIONAL PRACTICE

Below are the Module Learning Outcomes which must be achieved in practice [these must be achieved at level five]

Learning Outcome (LO)	Suggested practice activities to achieve learning outcomes
1. Demonstrate how a range of professional values and regulatory processes inform practice.	Critically analyse the implications of the NMC Code upon care delivery e.g. confidentiality  Critically reflect upon ethical/legal and professional issues which influence the decision making process within practice.  Work collaboratively with others in devising and delivering a package of care

**For Information only- this is the students suggested reading list:**

Carnwell, R & Buchanan, J (eds) (2005) *'Effective Practice in Health and Social Care'* Open University Press

Ghaye, T (1996) *'Professional Values :Being a Professional'* Tesana

Meads, G & Ashcroft, J (2005) *'The Case for Interprofessional Collaboration'* Blackwell

# DEGREE PROGRAMME

## Branch: Mental Health

### ASCBA 2003 Recovery Based Approaches

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#### Overview of Module

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.

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#### An outline of what is delivered in this module:

- 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.

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## **Assessment**

**Theory Assessment – summative: 3,000 word reflective assignment based on the service user movement.**

**Practice Assessment – summative Achievement of Practice Learning Outcomes**

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## **BA (Hons) Nursing Practice Skills Inventory**

The practice skills inventory focuses on the acquisition of the core skills required by the NMC, appropriate to the level and location of study. It forms part of the summative assessment activities for the Branch Programme. It is located outside the programme modules to ensure a holistic approach to skill development. The students Practice Skills Inventory is mapped against the Essential Skills Cluster (NMC 2006)

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## Degree Programme

### Branch: Mental Health

### ASCBA 2003 Recovery Based Approaches

Below are the Module Learning Outcomes which must be achieved in practice [these must be achieved at level five]

Learning Outcome (LO)	Suggested practice activities to achieve learning outcomes
1. Demonstrate the underpinning values of The Code; standards of conduct, performance and ethics for nurses and midwives (NMC 2008)	<p>Explore how The Code impacts upon the delivery of care.</p> <p>Demonstrate one's ability to manage oneself, one's practice and that of others, in accordance with the NMC Code and during consultation with other recognise one's own limitations and abilities.</p> <p>Critically analyse the implications of the NMC Code upon care delivery e.g. confidentiality, accountability and consent to treatment</p>
2. 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.	<p>Demonstrate an understanding of diversity relating to age, gender, race, culture, spirituality, sexuality and other relevant factors in mental health practice</p> <p>Examine and discuss how mental health services play a part in addressing oppression.</p> <p>Review anti-oppressive practices in the clinical area.</p>
3. Work within the practice and service standards that promote a culture that values and respects the diversity of individuals.	<p>Highlight some of the basic mental health and human rights of service users and carers.</p> <p>Discuss with mentor the practice and service standards relevant to the practice area that relate to valuing and respecting individuals and which promote a culture that values and respects the diversity of individuals</p>

	Participate in assessment and evidence based interventions that are sensitive to diversity.
4. Demonstrate the promotion of advocacy, dignity and respect for individual service users, carers and their families anti oppressive practice.	<p>Student uses appropriate and diversity sensitive communication skills when engaging with service users and their families.</p> <p>Student actively promotes advocacy, dignity and respect for individual service users and is aware of the NMC Code.</p> <p>Discuss with mentor how to challenge any practice and behaviour that discriminates against any individual and does not respect their culture, experiences and beliefs</p>
5. Develop theoretical knowledge and the application of psychosocial skills that promote recovery, in particular Cognitive Behavioural Therapy.	<p>Demonstrate understanding of evidence based psychosocial interventions such as cognitive behavioural therapy, behavioural activation, relapse prevention, and psychosocial interventions that enable people to recover from mental distress</p> <p>Under supervision student will contribute to evidence based psychosocial interventions</p>
6. Identify factors that promote mental health and well-being within the broad context of public health.	<p>Demonstrate understanding of the factors which promote mental health and well being</p> <p>Demonstrate understanding of a suitable education/promotion model and its relevance to the individual client/group</p> <p>Apply the chosen model to the individual client/group</p>

**For Information only- this is the students suggested reading list:**

Jacobson, N. (2001) 'What is Recovery? A Conceptual Model and Explanation.' *Psychiatric Services*. April 2001, Vol 52, 4.

Melvin, M. (2006) 'Relationships and Recovery.' *Mental Health Nursing*. September 2006, Vol 26, 5.

Munetz, M. R. (2001) 'Getting ready for recovery: Reconciling mandatory treatment with the recovery vision.' *Psychiatric Rehabilitation Journal*.  
Boston. Summer 2001. Vol 25, 1.

National Institute Mental Health England *Guiding Statement on Recovery* (2005) '[www.nimhe.org.uk](http://www.nimhe.org.uk)'

Reisner, A. D. (2005) 'The common factors, empirically validated treatments and recovery models of therapeutic change.' *The Psychological Record*.  
Summer 2005. Vol 55, 3. <http://proquest.umi.com>

# DEGREE PROGRAMME

Branch: Mental Health

## HEABA 3001 INTERPROFESSIONAL WORKING WITH OTHERS

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### Overview of Module

The principles of collaboration and the need for modern day care delivery to be delivered by interprofessional team working has increasingly become more important and indeed is inherent in the mental health vision for the future. This module reinforces the practical and theoretical learning taught in previous modules and critically explores the context of working collaboratively. Students will become more knowledgeable of what underpins the concept of interprofessional working and how this translates into practice.

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### An outline of what is delivered in this module:

- Review of the challenges and values of multi-professional working;
  - Theories and approaches to interprofessional education;
  - Key policy and procedures in multi-professional working;
  - Multi-professional team working;
  - Sharing information, confidentiality, duties of care;
  - Participation and partnership;
  - Service users as partners;
  - Evaluation strategies.
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## Assessment

Theory Assessment – summative: Coursework: 60% 2000 words. Coursework: 40% Interprofessional training plan.

Practice Assessment – summative *Achievement of Practice Learning Outcomes*

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## BA (Hons) Nursing Practice Skills Inventory

The practice skills inventory focuses on the acquisition of the core skills required by the NMC, appropriate to the level and location of study. It forms part of the summative assessment activities for the Branch Programme. It is located outside the programme modules to ensure a holistic approach to skill development. The students Practice Skills Inventory is mapped against the Essential Skills Cluster (NMC 2006)

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## Degree Programme

Branch: Mental Health

## HEABA 3001 INTERPROFESSIONAL WORKING WITH OTHERS

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Below are the Module Learning Outcomes which must be achieved in practice [these must be achieved at level six]

Learning Outcome (LO)	Suggested practice activities to achieve learning outcomes
1. Analyse the importance of interprofessional learning in relation to collaborative working.	<p>Discuss with mentor the different roles and skills within the team.</p> <p>Recognise the need to have knowledge of how other members of the team contribute to the delivery of care by working with each team member during the placement.</p> <p>Student to demonstrate ability to work effectively with a range of stakeholders and agencies by working collaboratively with others in planning and delivering a package of care</p> <p><b>This can be via visits to different teams and agencies or taking the lead in planning a</b></p>

	package of care in collaboration with the client/group and other disciplines.
2. Examine institutional, political and professional influences that shape multi-professional working.	Identify professional boundaries and areas of potential conflict in collaborative working.

**For Information only- this is the students suggested reading list:**

Barr, H. et al (2005) *'Effective Interprofessional Education.'* Blackwell

Barrett, G et al (2005) *'Interprofessional Working in Health and Social Care'* Macmillan

Leathard, A (1994) *'Going Interprofessional'* Routledge

Miller, C et al (2001) *'Interprofessional Practice in Health and Social Care'* Arnold

Thompson, N (2000) *'Theory and Practice in Human Services'* Open University Press

Carlisle, C. et al (eds) (2005) *'Interprofessional Education :an agenda for healthcare professionals.'* Quay Books.

## **Degree Programme**

### **Branch: Mental Health**

### **ASCBA 3001 Case Management**

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#### **Overview of the module**

This is a theory and skills module and will focus on the area of case management. The module will enable the student to prepare for registration as a safe and competent practitioner. The module will also deliver a variety of sessions based on multi-disciplinary working and interagency collaboration in addition to teaching the required skills of mediation administration/management and working autonomously. Students will manage the care of a small caseload of clients within this module under the supervision of the care manager and the student's personal mentor.

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#### **An outline of what is delivered in this module:**

- Service user and carer partnerships.
- Effective implementation of evidence-based psychosocial interventions - Cognitive Behavioural Therapy, Solution Focused Therapy, Didactic Behavioural Therapy, Motivational Interviewing and family work.
- Information gathering and analysis.
- Multidisciplinary and interagency working.
- Assessment, monitoring, measurement and evaluations of interventions.
- Caseload management.
- Clinical Supervision.
- The application of evidence-based research into practice.

- Case Complexities.
- Physical health care.
- Crisis and risk management.
- Time management.
- Psychopharmacology.
- Assignment writing and study skills at level 3 and referencing revision.

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## **Assessment**

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### **Theory Assessment – summative**

Coursework: 30% One presentation related to client attachment.

Coursework: 70% 2000 word case study / portfolio.

### **Practice Assessment – summative**

Practice Assessment Form

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## **BA (Hons) Nursing Practice Skills Inventory**

The practice skills inventory focuses on the acquisition of the core skills required by the NMC, appropriate to the level and location of study. It forms part of the summative assessment activities for the Branch Programme. It is located outside the programme modules to ensure a holistic approach to skill development. The students Practice Skills Inventory is mapped against the Essential Skills Cluster (NMC 2006)

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## Degree Programme

### Branch: Mental Health

### ASCBA 3001 Case Management

**Below are the Module Learning Outcomes which must be achieved in practice [these must be achieved at level six]**

Learning Outcome (LO)	Suggested practice activities to achieve learning outcomes
1. Demonstrate the underpinning values of The Code; standards of conduct, performance and ethics for nurses and midwives.(NMC 2008)	<p>Explore how the NMC Code impacts upon the delivery of care.</p> <p>Demonstrate one's ability to manage oneself, one's practice and that of others, in accordance with the NMC Code, and during consultation with other recognise one's own limitations and abilities.</p> <p>Critically analyse the implications of the NMC Code upon care delivery e.g. confidentiality, accountability and consent to treatment</p>
2. Competently demonstrate the role of the mental health nurse within a multidisciplinary and interagency framework of service provision	<p>Demonstrate ability to establish and maintain collaborative working relationships</p> <p>Participate in decision making when planning client care</p> <p>Evaluate a client care package with other members of the team</p>
3. Critically analyse and participate in a range of therapeutic interventions available for specific client needs including drug administration	<p>Participate in a range of therapeutic interventions as practiced in the placement area with a small caseload of clients</p> <p>Discuss the evidence underpinning the use of therapeutic interventions for specific client groups e.g. CBT in the treatment of depression</p> <p>Under supervision student will contribute to evidence based psychosocial interventions</p>

	<p>Discuss with mentor the evidence base for the psychological therapies practiced in the clinical area.</p> <p>Under supervision administer drugs and show evidence of knowledge, purpose and side effects of common psychotropic medication.</p>
<p>4. Demonstrate and critically analyse the skills and values required to engage service users and carers in the engagement of collaborative practice</p>	<p>Student to utilise a range of effective and appropriate communication and engagement skills whilst on placement and with a range of clients.</p> <p>Demonstrate the safe and effective use of interpersonal and basic counselling skills</p> <p>Use non-verbal communication and active listening to encourage individuals to communicate</p> <p>Communicate with individuals in a manner, and at a level that shows awareness of diversity and cultural barriers to effective communication, is respectful and consistent with anti-discriminatory practice</p> <p>Formulate and document a plan of nursing care, where possible, in partnership with clients, their carers and friends, within a framework of informed consent.</p>
<p>5. Appraise personal and professional development factors by demonstrating reflective skills to enhance self-awareness.</p>	<p>Identify and utilise an appropriate reflective model/framework to enhance personal and professional development.</p> <p>Student and mentor to discuss identify and develop areas of strength and also areas for development to meet the Standards of Proficiency for entry to the Register.</p> <p>Develop action plans to facilitate specific learning opportunities in order to meet previous identified needs</p>



**For Information only- this is the students suggested reading list:**

- Bartlett, P., & Sandland R (2007) *Mental health law:policy and practice 3<sup>rd</sup> ed.* Oxford University Press: Oxford
- Bishop, V., & Scott, I (ed) (2001) *Challenges in clinical practice:professional developments in nursing.* Palgrave: Hampshire
- Butts, J., & Rich, K (2005) *Nursing ethics:across the curriculum and into practice.* Jones & Bartlett Publishers: Sudbury
- Coppack, V. and Hopton, J. (2000) '*Critical Perspectives on Mental Health.*' London: Routledge.
- Cottrell, S. (2005) *Critical thinking skills: developing effective analysis and argument.* Palgrave Macmillan: Hampshire
- Cutcliffe, J.R., Butterworth, T., & Proctor, B (ed) (2001) *Fundamental themes in clinical supervision.* Routledge: London
- Department of Health (2006) *Best practice competencies and capabilities for pre-registration mental health nurses in England: The Chief Nursing Officer's review of mental health nursing.* Department of Health: London
- Department of Health (2007) *Best practice in managing risk: principles and guidance for best practice in the assessment and management of risk to self and others in mental health services.* Department of Health: London
- Driscoll, J (2007) *Practising clinical supervision: a reflective approach for healthcare professionals.* Elsevier: Philadelphia
- Johannessen, J. O., Martindale, B. V & Cullberg, J (eds) (2006) *Evolving Psychosis: Different Stages Different Treatments.* London: Routledge

- Kingdon, D. and Turkington, D. (Eds). (2002) *'The Case Study Guide to Cognitive Behaviour Therapy of Psychosis.'* Chichester: John Wiley & Sons Ltd.
- Kirby, S. D., Hart, D.A., Cross, D., & Mitchell, G (ed) (2004) *Mental health nursing: competencies for practice.* Palgrave Macmillan: Hampshire
- Miers, M. (ed) (2003) *Class, inequalities and nursing practice.* Palgrave Macmillan: Hampshire
- Norman, I., & Ryrie, I. (ed) (2004) *The Art and Science of mental health Nursing: a text book of principles and practice.* Open University: Berkshire
- Onyett, S. (2003) *Teamworking in Mental health.* Palgrave Macmillan: Hampshire
- Ooijen, E. V. (2003) *Clinical supervision made easy.* Churchill Livingstone: London
- Sainsbury Centre for Mental health (2001) *The capable practitioner a framework and list of practitioner capabilities required to implement the National Service Framework for Mental Health.* Sainsbury Centre for mental health: London
- Sale, D. (2005) *Understanding clinical governance.* Palgrave Macmillan: Hampshire
- Thompson, C. and Dowding, D. (Eds). (2002) *'Clinical Decision Making and Judgement in Nursing. (Eds).'* London: Churchill.
- Tummey, R. (2005) *Planning care in mental health nursing.* Palgrave Macmillan: Hampshire
- Tummey, R., & Turner, T. (2008). *Critical issues in mental health.* Palgrave Macmillan: Hampshire

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## DEGREE PROGRAMME

Branch: Mental Health

### ASCBA 3004 MANAGING AND LEADING CARE ACROSS SETTINGS

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#### Overview of Module

The module enables students to critically appraise a range of leadership and management issues, so as to develop personal leadership competence for their future roles as registered nurses. The module is the last shared module of the pre-registration programme and aims to equip the student with the skills and knowledge required during the transition from student nurse to first level nurse.

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#### An outline of what is delivered in this module:

- Contemporary leadership and management theory.
- Accountability and autonomy in clinical practice.
- Effective clinical leadership. legal and ethical practice related to all branches.
- Effective team leadership.
- Teaching and learning theory / practice.
- Expert and capable practice.
- Quality assurance and clinical effectiveness.
- Organisational culture.
- Developing change management skills.
- Effective decision making in practice.
- Managing clinical risk and crisis.
- Managing complex care.
- Pharmacological management.

- Clinical supervision and support in practice.
  - Case management.
  - Principles of nurse prescribing
  - Managing stress for personal health.
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## **Assessment**

### **Theory Assessment – summative**

Coursework:

100% Portfolio of clinical management and leadership development

### **Practice Assessment – summative**

Achievement of Practice Learning Outcomes

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## **BA (Hons) Nursing Practice Skills Inventory**

The practice skills inventory focuses on the acquisition of the core skills required by the NMC, appropriate to the level and location of study. It forms part of the summative assessment activities for the Branch Programme. It is located outside the programme modules to ensure a holistic approach to skill development. The students Practice Skills Inventory is mapped against the Essential Skills Cluster (NMC 2006)

**Degree Programme  
Branch: Mental Health**

**ASCBA 3004  
MANAGING AND LEADING CARE ACROSS SETTINGS**

**Below are the Module Learning Outcomes which must be achieved in practice [these must be achieved at level six]**

<b>Learning Outcome (LO)</b>	<b>Suggested practice activities to achieve learning outcomes</b>
1. Demonstrate the underpinning values of the Code of standards of conduct, performance and ethics for nurses and midwives. (NMC 2008)	<p>Demonstrate one's ability to manage oneself, one's practice and that of others, in accordance with the NMC Code and during discussion with others recognise one's own limitations and abilities.</p> <p>Demonstrate knowledge of legislation and health and social policy relevant to nursing practice including the implications of the NMC Code upon care delivery e.g. confidentiality, accountability and consent to treatment</p>
2. Demonstrate the effective and person centred management of clinical risk.	<p>Student to participate in the use of appropriate risk assessment tools used in the practice area.</p> <p>Contribute, as a member of the therapeutic team, to the safe and effective assessment, management and reduction of any identified risks</p> <p>Student to discuss the formulation of the risk management plan in conjunction with a qualified member of staff</p> <p>Explore with student any legal or ethical considerations arising from the assessment process e.g confidentiality</p>

<p>3. Reflect upon and critically analyse personal and professional development in relation to its impact upon practice.</p>	<p>Identify and utilise an appropriate reflective model/framework to enhance personal and professional development.</p> <p>Student and mentor to discuss, identify and develop areas of strength and also areas for development to meet the Standards of Proficiency for entry to the Register.</p> <p>Develop action plans to facilitate specific learning opportunities in order to meet previous identified needs</p>
<p>4. Demonstrate accountability and responsibility in the leadership and management role within the scope of professional practice.</p>	<p>Demonstrate one's ability to manage oneself, one's practice and that of others, in accordance with the NMC Code of professional conduct, standards for conduct, performance and ethics and during discussion with others recognise one's own limitations and abilities.</p> <p>Critically reflect on the leadership style and management skills utilised and identify strengths and areas for development.</p> <p>Student to take a 'lead' role in assessment, planning and interventions and effectively manage the clinical area to meet the needs of clients within the placement area for a negotiated time period.</p> <p>Effectively manage the clinical area to meet the needs of the client within the placement for a negotiated time period.</p>
<p>5. Demonstrate ability to develop others in the practice area through use of teaching and delegation.</p>	<p>Review and select a specific topic area of relevance to the placement area e.g. risk planning and prepare and deliver a teaching session to team members.</p> <p>Demonstrate to other student nurses a skill relevant to the area</p>

<p>6. Demonstrate effective leadership skills including caseload management and team working.</p>	<p>Undertake a comprehensive assessment of a client/group including risk assessment and using the appropriate assessment tools. Discuss with qualified member of staff and plan and deliver care.</p> <p>Demonstrate leadership and delegation skills by managing own small caseload, identifying the most appropriate service/agency to meet clients need and taking the lead in working collaboratively to deliver care to clients.</p>
<p>7. Demonstrate and critically analyse the principles of medication management</p>	<p>Discuss with mentor the safe administration and documentation of medication to individuals including the safe use and storage of controlled drugs</p> <p>Accurately calculate medication dosage according to individual service user's prescribed medication regime and demonstrate effective assessment and monitoring of medication including safety, symptoms and side effects, and service user satisfaction</p>
<p>8. Demonstrate the effective management of complex care across a range of settings.</p>	<p>Identify evidence based practice which supports the delivery of nursing interventions e.g. observation skills, risk assessment and communication skills</p> <p>Actively participate in the delivery and completion of specific interventions based on best practice</p> <p>Demonstrate the ability to prioritise care delivery/intervention</p> <p>Participate in the assessment, planning, implementation and evaluation process identifying interventions based on clear evidenced based practice and in collaboration with others delegating duties where appropriate.</p> <p>Recognises own limitations and seeks advice if necessary</p>

**For information only the following is the students suggested reading list:**

Huber, D. (2006) 'Leadership and Nursing Care Management.' 2nd Edition. USA: Saunders.

Moyer, V. (2000) 'Evidence-Based Paediatrics and Child Health.' Uk: BMJ Books.

Norman, I. and Ryrie, I. (Eds). (2004) 'The Art and Science of Mental Health Nursing: A Textbook of Principles and Practice.' Maidenhead: Open University Press.

Thompson, C. and Dowding, D. (Eds). (2002) 'Clinical Decision Making and Judgement in Nursing.' London: Churchill Livingstone.

Sullivan, E. and Decker, P. J. (2005) 'Effective Leadership and Management in Nursing.' 6th Edition. USA: Pearson Education Inc.

Wedderburn Tate, C. (2004) 'Leadership in Nursing.' London: Churchill Livingstone.

### **Websites**

[www.rcn.org.uk](http://www.rcn.org.uk)

[www.nmc.uk](http://www.nmc.uk)

[www.nice.org.uk](http://www.nice.org.uk)

[www.dh.gov.uk](http://www.dh.gov.uk)

[www.nimhe.org.uk](http://www.nimhe.org.uk)

[www.nehl.nhs.uk/](http://www.nehl.nhs.uk/) (National Electronic Library for Health)

[www.doh.gov.uk/res](http://www.doh.gov.uk/res) (Department of Health Research & Development)