

Practice Learning Enhancement Model (PLEM)

Mentor Learning Resource

**Suggested Practice Activities to Facilitate Practice Learning
Outcomes (Diploma 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 University
CURRICULUM OVERVIEW**

MENTAL HEALTH (Diploma programme)

Common Foundation Programme	Action
<p>The student on the common foundation programme will undertake the following modules in practice:</p> <p>NRSDN 1001 Essence of Care 1</p> <p>NRSDN 1002 Essence of Care 2</p>	<ul style="list-style-type: none"> - Close Clinical Supervision - Developing clinical competencies in practice - Gaining an insight into professional issues and developing communication and interprofessional skills
<p style="text-align: center;">Mental Health Branch 1st Year</p> <p>In the first year of mental health branch students will undertake the following module in practice:</p> <p>ASLDN 1001 Therapeutic Use of self and Human Interaction Skills</p> <p>ASLDN 2005 The Care of the Older adult in Mental Health</p>	<p style="text-align: center;">Action</p> <ul style="list-style-type: none"> - Supervision in clinical areas - Building upon clinical competencies - Developing knowledge and skills in professional issues, communication and interpersonal skills.
<p style="text-align: center;">Mental Health Branch 2nd Year</p> <p>In second year of mental health branch students will undertake the following modules in practice:</p> <p>ASLDN 2002 Community Practice in Mental Health</p> <p>ASLDN 2006 Clinical Leadership in Mental Health Practice</p>	<p style="text-align: center;">Action</p> <p>Need supervision to develop the following:</p> <ul style="list-style-type: none"> - Integrating clinical competencies with professional issues, communication and interpersonal skills to develop a problem solving approach to decision making and managing care delivery.

DIPLOMA PROGRAMME

Branch: Mental Health

ASLDN 1001 THERAPEUTIC USE OF SELF AND HUMAN INTERACTION SKILLS

Overview of Module

This is a work-based learning module, which is aimed to develop the student's own personal qualities and therapeutic skills, in building therapeutic relationships with clients. The module also provides a foundation of knowledge and development of skills, in a range of basic interventions for working within mental health care settings.

The following is an outline of what is taught within this module:

- Social, psychological and physiological basis of mental illness/distress
- Signs and symptoms
- Diagnosis of mental health problems
- Service user and carer issues relevant to the National Service Frameworks.
- Physical and psychological methods of treatments.
- Stereotypes.
- Inequalities.
- Anti-oppressive practice.
- Advocacy and empowerment.
- Interpersonal skills.
- Communication.
- Introduction to clinical supervision and reflective practice.
- Assessment tools.
- Introductory psychosocial, cognitive behavioural and brief therapeutic approaches.
- Introduction to personality disorder.
- Dual diagnosis

Assessment

Theory Assessment – summative: Coursework: 100%

Practice Assessment – summative: Achievement of Practice Learning Outcomes

Diploma Programme Branch: Mental Health

ASLDN 1001 THERAPEUTIC USE OF SELF AND HUMAN INTERACTION SKILLS

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

Learning Outcome (LO)	Suggested practice activities to achieve learning outcomes
1. Demonstrate the human interaction skills - which include attending, listening and reflective responding skills - to build a therapeutic relationship within the mental health care setting	Discuss with mentor the term 'therapeutic relationship' Demonstrate the ability to communicate with a client and members of the multi-disciplinary team to enable a package of care to be planned and implemented. Demonstrate the safe and effective use of interpersonal and basic counselling skills Use non-verbal communication and active listening to encourage individuals to communicate
2. Participate and contribute towards the assessment, planning and delivery of care within the mental health care setting.	Participate in the assessment, planning, implementation, evaluation process identifying interventions based on clear evidenced based practice in conjunction with a qualified member of staff. Student to participate in the use of appropriate assessment tools e.g. Becks anxiety and depression inventories and KGV
3. Provide care that demonstrates sensitivity to and empathic understanding of service users	Discusses with mentor the term 'anti-oppressive practice' and is aware of Trust policies addressing this.

<p>diversity to promote anti-oppressive practice</p>	<p>Identifies what the terms 'diversity' and 'cultural barriers' mean and can give examples</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>4. Undertake reflective practice to enhance self awareness, accept feedback from clients and colleagues and apply towards developing an ethos of clinical supervision within the mental health care setting</p>	<p>Discusses a model and the purpose of reflection with mentor</p> <p>Student is able to demonstrate that they recognise their own limitations within clinical practice and consults with others with more expertise</p> <p>During supervision identifies with mentor strengths and areas for development</p> <p>With mentor and client discusses and evaluates a clients progress</p>
<p>5. Participate in drug administration and a range of relevant therapies used in the mental health setting</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>Demonstrate understanding of evidence based psychosocial interventions practiced in the placement area 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>
<p>6. Recognise a range of approaches to care delivery in a mental health setting</p>	<p>Participate in the assessment, planning and delivery of care to a client/group.</p> <p>Demonstrate understanding of the different psychosocial approaches to care delivery and where possible observe an approach being used.</p> <p>Reflect on the different roles within the multidisciplinary team and observe each discipline's</p>

contribution to the delivery of care.

Visit other mental health settings/agencies/organizations which offer services as part of the package of care to a client/group

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

BARKER, P (1999) 'THE PHILOSOPHY AND PRACTICE OF PSYCHIATRIC NURSING' CHURCHILL LIVINGSTONE, LONDON

BHUI, K AND OLAJIDE, D (1999) 'MENTAL HEALTH SERVICE PROVISION FOR MULTICULTURAL SOCIETY' MACMILLAN, LONDON

BOND, M (1995) 'STRESS AND SELF AWARENESS :A GUIDE FOR NURSES' BUTTERWORTH HEINEMANN, LONDON

BOUD, M., KEOGH, R AND WALKER, D (1994) 'REFLECTION :TURNING EXPERIENCE INTO LEARNING' KOGAN PAGE, LONDON

BURNARD, P (1995) 'LEARNING HUMAN SKILLS :AN EXPERIENTIAL AND REFLECTIVE GUIDE FOR NURSES' 3RD BUTTERWORTH HEINEMANN, OXFORD

FRESHWATER, D (2003) 'COUNSELLING SKILLS FOR NURSES, MIDWIVES AND HEALTH VISITORS' OPEN UNIVERSITY PRESS

MORGAN, S (1996) 'HELPING RELATIONSHIPS IN MENTAL HEALTH' CHAPMAN AND HALL, LONDON

MEARNS, D AND THORNE, D (2001) 'PERSON-CENTRED COUNSELLING IN ACTION' SAGE PUBLICATIONS

Websites

www.imhl.org

The Institute of Mental Health Law

www.hyperguide.org

A site that deals with Mental Health Act

www.schizophrenia.com

A site that contains information about schizophrenia

www.sainsburycentre.org

The Sainsbury Centre web site

www.doh.gov.uk

Department of Health site

www.mentalhealth.org

The Knowledge Exchange Network [KEN] for Mental Health, a one-stop source

www.iop.kcl.ac.uk/
Institute of Psychiatry
www.stress.org.uk/

DIPLOMA PROGRAMME
Branch: Mental Health

ASLDN 2005 THE CARE OF THE OLDER ADULT IN MENTAL HEALTH

Overview of Module

This is a work based learning module. It is intended to enable students to develop a range of essential nursing skills and work as an effective team member. In this regard the module provides an opportunity for students to integrate theory and practice. Students will understand and apply primary, secondary and tertiary health promotion strategies in relation to a selected client group. In addition students will utilise the Care Programme Approach/ Effective Care Co-ordination to perform a comprehensive assessment including risk assessment of the therapeutic needs of a selected group of older clients. During the course of the module students will learn how to administer, monitor and evaluate the effects of physical and psychosocial interventions as they apply to the older client group.

An outline of what is delivered in this module:

- Service user and carer issues relevant to the client group.
 - National Service Framework (for Mental Health and the Older Person) - issues pertinent to practice.
 - Mental health promotion/education - Concepts of health promotion and their application e.g. psychosocial approaches for the older client and their carers.
 - Development of therapeutic skills in relevant to the older client e.g. reality orientation, validation therapy, reminiscence therapy; Life review; CBT.
 - Assessment including risk assessment specifically for the older client group
 - Nursing diagnosis, planning, implementation and evaluation of collaborative care - relevant to the client group.
 - Reflective practice.
 - Intensive home support, liaison nursing.
 - Physical treatments relevant to the older client and the nurse's role in their administration and monitoring.
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Assessment

Theory Assessment – summative: Coursework: 100%

Practice Assessment – summative: Achievement of Practice Learning Outcomes, portfolio and skills

Diploma Programme Branch: Mental Health

ASLDN 2005 THE CARE OF THE OLDER ADULT IN MENTAL HEALTH

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

Learning Outcome (LO)	Suggested practice activities to achieve learning outcomes
1. Apply primary, secondary and tertiary health promotion strategies in relation to a selected client group.	<p>Carry out a health education plan in the placement area demonstrating awareness of a health education model.</p> <p>Identify and apply a primary health promotion strategy for a client or group of clients</p> <p>Identify and apply a secondary health promotion strategy for a client or group of clients</p> <p>Identify and apply if possible a tertiary health promotion strategy for a client or a group of clients</p> <p>Evaluate the effectiveness of each strategy</p>
2. Utilising the Care Programme Approach/ Effective Care Co-ordination, perform a comprehensive assessment including risk assessment of the therapeutic needs of a selected group of older clients	<p>Participate in the assessment and planning of a care package for a group of clients.</p> <p>Discuss with mentor the purpose and goal of assessment.</p> <p>Student to explore with mentor any legal or ethical considerations arising from the assessment process e.g. confidentiality, capacity to consent.</p> <p>Student to discuss the formulation of the care plans in conjunction with a qualified member of</p>

	<p>staff.</p> <p>Identify appropriate risk management strategies for the client group</p>
<p>3. Apply evidence based psychosocial approaches relevant to the identified needs of a group 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 appropriate interventions to meet the needs of the client group.</p> <p>Actively participates in the delivery of specific interventions used in the placement area</p> <p>Student to evaluate effectiveness in conjunction with a qualified member of staff</p>
<p>4. Administer, monitor and evaluate the effects of physical and psychosocial interventions as they apply to the older client group.</p>	<p>Actively participates in the delivery of specific interventions used in the placement area</p> <p>Student to evaluate effectiveness in conjunction with a qualified member of staff</p> <p>Discuss with mentor the process of evidenced based practice/research and how this can inform best practice</p>

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

Adams, T., Manthorpe, J. (2003) 'Dementia Care' Arnold

Aitken, L., Griffin, G. (1996) 'Gender Issues in Elder Abuse' Sage, London

Barker, P. (ed) (2003) 'Psychiatric and Mental Health Nursing :The Craft of Caring' Hodder, London

Bottomly, J.M. (2002) 'Geriatric Rehabilitation' Appleton & Lange, USA

Burns, A.S. (2003) 'Assessment Scales in Old Age Psychiatry' Taylor Francis

Cantley, C. (2001) 'A Handbook of Dementia Care' Open University Press, London

Curran, S. et al (2001) 'Practical Management of Depression in Older People' Hodder Arnold

Department of Health (1999) 'National Strategy for Carers' DoH, London

Department of Health (1999) 'The National Service Framework for Mental Health' HMSO, London

Department of Health (2001) 'The National Service Framework for the Older Person' HMSO, London

Department of Health (2002) 'Policy Guidance :Care Management for Older People with Mental Health Problems' HMSO

Jaffe, M. (2004) 'Geriatric Nursing Care Plans' Delamar

Kennedy, G.J (2001) 'Geriatric Mental Health Care :A Treatment Guide for Health Professionals' Guildford Press

Nay, R. et al (2004) 'Nursing Older People :Issues and Innovations' McLennan & Pty Ltd

Snyder, L. (1999) 'Speaking Our Minds :Personal Reflections from Individuals with Alzheimer's' Freeman, New York

Wilson, G. (2000) 'Understanding Old Age' Sage

Yeo, G., Gallagher, Thompson, D (eds) (1996) 'Ethnicity in Dementia' Taylor Francis, London

Websites

www.doh.gov.uk/mentalhealth

www.nice.org.uk

www.nimhe.org.uk

www.scmh.org.uk

DIPLOMA PROGRAMME
Branch: Mental Health

ASLDN 2002 Community Practice in Mental Health

Overview of Module

This is a work based learning module. It is intended to enable students to develop a range of essential nursing skills and work as an effective team member. In this regard the module provides an opportunity for students to integrate theory and practice

An outline of what is delivered in this module:

- Scenario based packages will reflect the current client group (including biological, psychological and social basis of mental illness/distress), clients with complex needs service user and carer issues and relevance to the current mental health service initiatives
- Collaborative/interagency working practices.
- Engaging service users and carers.
- Assessment skills.
- Documentation, storage and retrieval of information.
- Information gathering and analysis.
- Understanding of specialist therapeutic skills.
- Therapeutic skills.
- CBT skills for a range of mental health problems,
- PSI
- Family interventions,
- Crisis intervention skills.
- Risk assessment,
- Client education strategies,

- Monitoring therapeutic interventions.
- Measurement and evaluation of interventions.
- Clinical supervision and reflection.

Assessment

Theory Assessment – summative: 2,500 word assignment

Practice Assessment – summative: Achievement of Practice Learning Outcomes

Diploma Programme Branch: Mental Health

ASLDN 2002 COMMUNITY PRACTICE IN MENTAL HEALTH

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
<p>1. Demonstrate competency in the skills required to complete and document a comprehensive nursing assessment including risk assessment.</p>	<p>Student to utilise a range of effective and appropriate communication and engagement skills while taking the lead under supervision in nursing assessments with a range of clients.</p> <p>Uses assessment tools e.g BDI, and risk assessment tools used in the practice area appropriately and discusses results with mentor.</p> <p>Student to discuss the formulation of a care plan and if required a risk management plan</p> <p>Identifies interventions based upon clear evidenced based practice in conjunction with a qualified member of staff</p> <p>Uses Epex system correctly and understands the implications of Data protection legislation.</p>

<p>2. Demonstrate the skills required to undertake a specialised nursing assessment within a mental health setting</p>	<p>Demonstrates understanding of the clients who may require a specialised nursing assessment e.g. those with a dual diagnosis or those being assessed for psychological therapies</p> <p>Observes a specialised nursing assessment being conducted.</p> <p>Participates in specialised assessments and shows understanding of appropriate documentation and tools used in the placement area.</p>
<p>3. Demonstrate the skills required to engage service users and carers in the development of care packages.</p>	<p>Student uses appropriate and diversity sensitive communication skills when engaging with clients and their carers.</p> <p>Demonstrate the ability to work in partnership with clients and carers in a way which promotes privacy and dignity.</p> <p>Recognises the need for the client and carers to be encouraged to participate in the delivery of the care package and also recognises why and when this may be difficult for the client/carer</p>
<p>4. Demonstrate the use of a range of psychosocial interventions including Cognitive Behavioural Therapy, Family Interventions and Solution-Focused Therapy.</p>	<p>Demonstrate knowledge and understanding of evidence based psychosocial interventions</p> <p>Actively participates in the delivery of specific interventions used in the placement area</p> <p>Critically reflect on the effectiveness of the evidence based intervention</p>
<p>5. Demonstrate the skills required in the planning, monitoring, evaluation and documentation of nursing assessments and therapeutic interventions.</p>	<p>Discuss with qualified member of staff planned care for client/s</p> <p>Explains to client care plan and discusses treatment package</p> <p>Formulates care plan with client/s including risk management plan</p> <p>Participate in the evaluation process of a care package, revising where necessary goals and intervention strategies for the client/clients</p>

6. Demonstrate competency in the administration of medication over the range of mental health care contexts.	<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>
7. Demonstrate reflective skills and actively participate in the process of supervision to facilitate the analysis of practice	<p>Identify and utilise an appropriate reflective model/framework to enhance personal and professional development.</p> <p>Student to meet weekly with 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>To develop action plans to facilitate specific learning opportunities in order to meet previous identified needs</p>
8. Demonstrate that the student's practice adheres to the Nursing and Midwifery Council's 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 discussion with others recognise one's own limitations and abilities.</p>

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

Andrews, G. et al (1999) 'The Treatment of Anxiety Disorders :Clinician'd Guide and Patient Manuals' Cambridge University Press

Bol, R. (2002) 'Involving Service Users in Mental Health Services' Journal of Mental Health, 5(3), 287-304

Haddock, G., Slade, P. (1996) 'Cognitive Behavioural Interventions with Psychiatric Disorders' Routledge, London

Harris, N., Williams, S., Bradshaw, T. (2002) 'Psychosocial Interventions for People with Schizophrenia' Palgrave, London

Londow, V., Morris, J. (1995) 'Service User Involvement' Joseph Rowntree Foundation, Birmingham

Newell, R., Gourney, K. (2000) 'Mental Health Nursing :An Evidenced Based Approach' Churchill Livingstone, London

O'Connell, B. (1998) 'Solution Focused Therapy' Sage, London

Websites

www.doh.gov.uk/mentalhealth

www.nice.org.uk

www.nimhe.org.uk

www.scmh.org.uk

www.nmhc.co.uk

www.psychlit

www.rcn.org.uk

www.nelh.nhs.uk

www.sainsburycentre.org

DIPLOMA PROGRAMME Branch: Mental Health

ASLDN 2006 CLINICAL LEADERSHIP IN MENTAL HEALTH PRACTICE

Overview of Module

This module is designed to consolidate students learning to date and prepare the students for their future roles as mental health nurses. Development of decision making and independent working skills will assist this process. The main focus of this module is to assist the student in the process of preparing the student for registration as a 'safe' and competent practitioner who will have the baseline skills required for future development as a qualified mental health nurse. Directed individual and group learning activities will reflect current: biopsychosocial basis for mental illness and distress, service user & carer issues and relevance to the National Service Framework for mental health.

An outline of what is delivered in this module:

- Managing clinical effectiveness and quality
- Developing reflective working
- Working towards expert practice
- Teaching others
- Managing and leading clinical teams, and individual caseloads
- Clinical leadership in a mental health setting
- Making clinical decisions and managing "risk"
- Roles and responsibilities of the registered mental health nurse
- Working ethically

Assessment

Theory Assessment – Summative assessment is a reflective summary of the student's professional portfolio, which includes an action plan for future development (3000 words).

Practice Assessment – summative: Achievement of Practice Learning Outcomes

Diploma Programme
Branch: Mental Health

ASLDN 2006 CLINICAL LEADERSHIP IN MENTAL HEALTH 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
<p>1. Identify own learning needs and develop an action plan and evaluate its effectiveness.</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 areas of further development to meet the standards of proficiency. (The Ongoing Achievement Record for students who commenced the programme September 2007 onwards can be used to inform this process)</p> <p>To develop action plans to facilitate specific learning opportunities in order to meet previous needs identified in relation to strength and areas of further development to meet the standards of proficiency</p>
<p>2. Analyse the application of quality assurance frameworks within contemporary mental health practice.</p>	<p>Identify specific quality assurance processes used within the clinical environment to enhance and maintain the quality of care delivery</p> <p>Critically reflect on how the quality assurance processes are utilised within the clinical environment to enhance and maintain quality of care delivery</p> <p>Participate within the wider organisations quality assurances processes, for example, service governance e.g. risk management meeting, infection control meetings and ward/unit/team management meetings.</p>
<p>3. Demonstrate the skills required for the 'safe' management of clinical risk within a mental health context.</p>	<p>Participate in the assessment, planning and delivery of care to either an individual client or small number of clients paying particular attention to the assessment of risk</p> <p>Uses assessment tools e.g BDI, and risk assessment tools used in the practice area appropriately and discusses results with mentor.</p>

	<p>Student to discuss the formulation of a care plan and a risk management plan</p> <p>Identifies interventions based upon clear evidenced based practice in conjunction with a qualified member of staff</p> <p>Delivers and monitors risk management plan with a client/small group of clients under the supervision of a qualified member of staff</p>
<p>4. Demonstrate an understanding of the skills required for leadership, clinical supervision, mentorship, preceptorship and teaching.</p>	<p>Identify and utilise an appropriate reflective model/framework to enhance personal and professional development</p> <p>Student to discuss, identify and develop areas of strength and areas for further development to meet the standards of proficiency</p> <p>Action plans to be developed to facilitate specific learning opportunities to meet previous needs identified in relation to strengths and areas for further development to meet the standards of proficiency</p> <p>Effectively manage the clinical area to meet the needs of service users within the placement environment for a negotiated time period.</p> <p>Discuss and identify potential professional development needs of others</p> <p>Identify personal learning styles' and effective teaching strategies to enhance the professional development of others</p> <p>Identify learning and teaching principles which could be used to meet the needs of others</p> <p>Deliver a teaching session/presentation to junior members of the team</p>
<p>5. Demonstrate competency in the recording and safe administration of medication over the range of mental health care contexts</p>	<p>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>

	Demonstrate effective communication with service users and carers about medication and provide accurate evidence based information on the use of medication as a treatment intervention
6. Analyse the role(s) and responsibilities of the nurse within the context of current mental health legislation.	<p>Explore how the Code of Professional Conduct impacts upon the delivery of care</p> <p>Discuss with mentor how practice policies influence risk assessment and management in the context of care delivery</p> <p>Consider the NMC Code of Professional Standards in relation to the Mental Health Act, Mental Capacity Act and Human Rights Act and discuss with mentor</p> <p>Demonstrate a how care delivery is facilitated within legal and professional frameworks</p>

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

ANDREWS, G AND JENKINS, R (EDS) (1999) 'MANAGEMENT OF MENTAL DISORDERS :VOLUME 1 AND VOLUME 2' WORLD HEALTH ORGANISATION COLLABORATING CENTRES IN MENTAL HEALTH, LONDON

BISHOP, V AND SCOTT, I (EDS) (2001) 'CHALLENGES IN CLINICAL PRACTICE :PROFESSIONAL DEVELOPMENTS IN NURSING' PALGRAVE, BASINGSTOKE

CLARK, A., DOOHER, J AND FOWLER, J (2001) 'THE HANDBOOK OF PRACTICE DEVELOPMENT' QUAY BOOKS, SALISBURY

DIMOND, B.C AND BARKER, F.H (1996) 'MENTAL HEALTH LAW FOR NURSES' BLACKWELL SCIENCE, LONDON

EDWARDS, S.D (1996) 'NURSING ETHICS :A PRINCIPLED APPROACH' MACMILLAN, BASINGSTOKE

HUBER, D (2000) 'LEADERSHIP AND NURSING CARE MANAGEMENT' 2ND SAUNDERS, PHILADELPHIA

MARQUIS, B.L AND HUSTON, C.J (2003) 'LEADERSHIP ROLES AND MANAGEMENT FUNCTIONS IN NURSING :THEORY AND APPLICATION' 4TH LIPPINCOTT, NEW YORK

ONYETT, S AND CAMPLING, J (2002) 'TEAMWORKING IN MENTAL HEALTH' PALGRAVE/MACMILLAN, BASINGSTOKE

QUINN, F.M (2000) 'PRINCIPLES AND PRACTICE OF NURSE EDUCATION' 4TH NELSON THORNES, CHELTENHAM

ROLFE, G., FRESHWATER, D AND JASPER, M (2001) 'CRITICAL REFLECTION FOR NURSING AND THE HELPING PROFESSIONS :A USERS GUIDE' PALGRAVE, BASINGSTOKE

RYAN, T (ED) (1999) 'MANAGING CRISIS AND RISK IN MENTAL HEALTH NURSING' NELSON THORNES, CHELTENHAM

SALE, D (2000) 'QUALITY ASSURANCE :A PATHWAY TO EXCELLENCE' MACMILLAN, BASINGSTOKE

SCAIFE, J (2001) 'SUPERVISION IN THE MENTAL HEALTH PROFESSIONS :A PRACTITIONER'S GUIDE' BRUNNER-ROUTLEDGE, SUSSEX

Websites

www.doh.gov-uk

www.nice.org.uk

www.nimhe.org.uk

www.scmh.org.uk

www.nmhc.co.uk

www.rcn.org.uk

www.sainsburycentre.org