



**STAFFORDSHIRE
UNIVERSITY**

Faculty of Health

The Practice of Community Mental Health Nursing

HEN63096-3

Life Long Learning

2010-2011

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Welcome and Introduction to the module

Welcome to the Practice of Community Mental Health Nursing Module.

The module is designed to raise your awareness of Community Mental Health issues and challenges so that your professional input in this area will be enhanced. The emphasis is on developing the role and skills of the Community Mental health Nurse (CMHN) via exploration of and critical reflection on the core principles of practice, within the context of contemporary health policy, The module content has been developed in consultation with Practice Educators, Senior Clinicians and External Examiners and is intended to reflect the key capabilities required by Community Mental Health Nurses in delivering the current modernisation agenda in mental health as well as meeting NMC and QAA standards.

This handbook sets out the content, learning outcomes and assessment for this module and should be used in conjunction with the Specialist Practice Programme Handbook and Faculty of Health Study Skills Handbook available on the University website – [URL:http://www.staffs.ac.uk](http://www.staffs.ac.uk).

Tutorial support is programmed into the module to provide support and advice with summative assessments and additional support can be negotiated with the module leader Donna Doherty. I hope you find the module informative and useful in developing and enhancing your practice.

Contact Details

Module Leader: Donna Doherty Tel: 01785 353670 (answerphone)

E. Mail: d.doherty@staffs.ac.uk

Faculty of Health reception (01785 353766)

Address for Correspondence:

Faculty of Health
Staffordshire University
Blackheath Lane
Stafford
ST18 OAD

Curriculum Design and Organisation

- **Module Focus**

This module is designed to raise your awareness of the developing role and skills of the Community Mental Health Nurse (CMHN) within a multi-agency setting, through the exploration of the concept of community mental health within the context of philosophical and political thinking; as laid down by the Nursing and Midwifery Council in Standards for specialist Education and Practice (2001).

Two main strands provide the framework for the module:

1. The role of the community mental health nurse.
2. The nature of community mental health nursing.

These two themes provide a foundation on which to reflect, critically analyse and evaluate concepts of nursing in the community and the impact of collaborative, multi-professional and multi-agency working. Issues will be explored from a philosophical and political ideological perspective, alongside contemporary theories and models of mental health. An evidence-based approach will be central to all aspects of teaching and learning throughout the module and underpin the examination of parameters of assessment, planning, implementation and evaluation of care, alongside a review of the roles and skills outlined in the Capable Practitioner Framework (Sainsbury Centre 2001); thereby developing a critical approach towards your professional practice and your application of care within the clinical domain.

- **Knowledge assumed to exist at the start of the module**

It is assumed that you will be currently employed as a Community Mental Health Nurse, although length of experience within this speciality will vary. You will be expected to have a good basic knowledge of mental health issues and have some theoretical underpinning in your current practice. It will be beneficial if you have knowledge of policies and procedures that currently operate within your practice/work area to help you contribute to class discussion and facilitate the understanding of your role in the context of multi-agency working. Furthermore this module is underpinned by practice and learning in the practice setting is supported by your attached mentor.

Module Organisation.

The module comprises 15 credits at degree level and is delivered over 3 terms for the duration of the course (ie 2 years part time). The module includes 48 contact hours at the University which will be delivered in the first term. Additional sessions will be included in term 2 & 3 (4, 5 and 6 for part time students).

There are 102 hours of independent study time, adding to a total of 150 hours for the module. The module has a practice focus enabling you to apply theory to practice facilitated by your Sign- Off Mentor.

Tutorial and independent study time is built into the module. Private study time will enable you to visit the library, to spend time reading about and around your subject. This will prepare you to develop your written assignments and enrich your understanding of the Community Mental health Specialist Practice role.

Experiential learning in the practice setting is also a core component of the module and will enable you to integrate theoretical learning into clinical practice, therefore there is an expectation that you further explore the wider aspects of your practice setting, by visiting various agencies, support groups and other practitioners, who impact upon the mental health needs of your client group. This networking will also enable you to further develop an insight and understanding of the various key roles they play within the multi-disciplinary management group.

There are some shared sessions during the module with the other specialist student group within the award- so please consult timetables and additional information.

Teaching, Learning and Assessment

- **Module Aim**

The aim of the module is to critically analyse and evaluate the role of the Community Mental health Nurse by exploring the principles and philosophies underpinning practice.

- **Module Outcomes**

On completion of the module you should be able to demonstrate the following learning outcomes applied to Community Mental Health Nursing:

1. Critically reflect upon and analyse the role of the community mental health nurse in order to identify and demonstrate leadership, personal and professional development.
2. Demonstrate a systematic understanding and detailed knowledge of the professional practice of community mental health nursing, using a range of theories and perspectives as applied to your own specialist role.

3. Systematically assess the health and healthcare related needs of patients and clients, their families and carers and initiate appropriate steps for effective care of individuals or groups using specialised knowledge.
4. Demonstrate a systematic approach in leading programmes of care for individuals in acute or primary care setting and contribute to strategies designed to promote and improve health.

- **Module content**

During this module the following topics will be explored:

- The role of the community mental health nurse including: historical development, philosophies and principles underpinning practice. The impact of policy on practice, legal and ethical issues, self awareness, reflection and critical incident analysis
- The nature of community mental health nursing including: assessment skills and approaches, user involvement and collaborative working, social inclusion and anti-discriminatory practice, care co-ordination and care planning, assessment and management of clinical emergencies, introduction to cognitive and behavioural therapeutic approaches, mental health promotion, biological basis of mental health, addressing needs of vulnerable groups

- **Organisation of teaching and learning.**

Teaching and learning will take place utilising a range of approaches, for example, lead and key note lectures, group activities, discussion, presentations, case studies and action learning sets. You will be expected to actively participate in discussion so that different perspectives can be explored. There will be time available during sessions to ask questions and clarify issues. You will also have the opportunity to spend time discussing practice related issues with your Practice Mentor.

Module assessment

The module assessment comprises of one element- A Portfolio of evidence which must be passed in order to be awarded credits for the module.

The Portfolio.

The compilation of a portfolio must contain a range of substantive evidence to demonstrate your achievement of both theoretical and practice outcomes. The Portfolio constitutes 100% of the module credits.

This constitutes the 50% practice component of the award as required by the NMC (2002). This must contain a range of substantive evidence demonstrating your achievement of both theoretical and practice outcomes.

Guidance to assist the compilation of the practice portfolio.

The portfolio is an opportunity for the citing of substantive evidence to demonstrate your learning in practice and development over the duration of the programme. It enables you to demonstrate the application of theoretical learning into practice and consolidate practice based learning. Evidence should be gathered to further demonstrate achievement of the module learning outcomes and the essential elements identified within the portfolio requirements.

Evidence may include:

- Theoretical and conceptual material.
- Evidenced based/best practice evaluations and research.
- Problem solving and decision making.
- Ethical and legal dimensions.
- Professional accountability.
- Developing self and others.
- Collaborative and partnership working.

Practice based learning will be assessed through the use of an experiential taxonomy, as adapted from Steinaker and Bell (1979) by Walker (1994), and will underpin the learning process with you mentor in practice.

Formative feedback:

In order to gain some indication of your progression through the module, various aspects of your work will be explored. For example, group work, judging your own knowledge base and practice experiences with your peers; using reflection and critical incident analysis, through feedback from your CPT/Mentor; as well as through tutorials with your Module Teacher/Leader and Personal Tutor.

Summative assessment:

Summative assessment is the means by which module work is marked and graded using standard Faculty grading criteria for level six academic work. There is one summatively assessed element to this module which will be assessed internally and externally.

Assessment criteria.

Your portfolio must be written to reflect the level 6 academic assessment criteria and evidenced included must be supported by appropriate references.

In addition the portfolio must:

- Coherent and articulate in approach and develop a profile of evidence.
- Evidenced to demonstrate achievement of each learning outcome of the module. This includes a balance between the amounts of evidence presented in each section.
- Evidenced to demonstrate a standard of professional competence, commensurate with specialist practice.

- The taxonomy grids which demonstrate competence in practice must be signed off to the level of internalisation.

Your portfolio should demonstrate:

- Clear evidence of skill development and personal evaluation (reflective) and analysis of progress, together with your plan for ongoing development.
- Show critical analysis of your knowledge base of the skills being developed, in such a way, to show integration of theory within practice and your development in respect of this.
- Demonstrate links with learning from other modules you are taking as part of your programme and the integration of that learning in practice,
- Refer to appropriate literature to support you practice and include a reference list using the Harvard system of referencing.

Your portfolio must also include all of the following elements.

Your portfolio must include the following elements;

- 1. Three reflective accounts (indicative word count 2000-2500 words)** of a critical incident or significant event that has occurred in practice. Each reflection must include an action plan identifying how you intend to resolve issues identified or how it will influence your practice in the future.

At least one of these accounts must acknowledge/recognise the service user experience/perspective.

- 2. Evidence of One teaching and learning activity.**

For example a lesson plan including: the rationale for the session, the session aims and objectives, the educational theory employed and any personal evaluation and student feedback.

- 4. Three testimonials or witness statements.**

These may include statements from senior colleagues, peers in your team, patients and carers. They must include the experience/situation, the significance of the experience and an evaluation.

- 5. SLOT analysis** one for each term for full time students and terms 1, 3 and 5 for part time students. An analysis of developmental needs and progress achieved must be appended.

- 6. Term Reports**, terms 1, 2 and 3 for full time and 1, 3 and 5 for part time students.

- 7. A Personal Development Plan** for your first year post-qualifying.

- 8. Record of attendance** core and important countersigned by your CPT/E/Sign-off mentor.

9. Completed Taxonomy Grids.

Failure to include any of the above elements will result in referral.

Structure of the portfolio

Please refer to your professional Practice portfolio documentation for a clearer breakdown as to the structure of the said portfolio, but further consider:

- Your use of analysis and synthesis within your discussion, demonstrate your understanding of your role as a community mental health nurse- specialist practitioner.
- How you have scrutinised the evidence base with regard to clinical practice and relating to particular area/s of patient care management.
- Your assessment of the health-related needs of patients, clients, their families and carers.
- Your recognition of the impact of your intervention and strategy to enable each of your clients, families and carers to be supported toward recovery and independence within the community.
- How you have recognised and understood the role of other multi-professional and multi-agency agencies/groups in the community and promote collaborative working.

Further Consider:

- Your exploration of your role as a community mental health nurse, considering the appropriateness of the referral and the assessment process, to demonstrate your skill development in assessment, planning, implementation of care supporting each client in the community.
- The critique your role to demonstrate how a care co-ordinated approach may be achieved.
- Your evaluation of the care given with reference to local policies, care pathway/approaches employed.

Your portfolio must:

Adhere to your professional Code of Conduct (NMC 2008) and the Data Protection Act (1998), in respect of confidentiality and anonymity. The right to confidentiality extends to clients, peers, colleagues and employers. Write in general terms, so that factors such as your place of work, members of staff and clients cannot be identified and note action taken to preserve anonymity and respect confidentiality.

If work submitted does not meet these criteria the markers will be unable to scrutinize it and a grade of 1 (1%) will be awarded.

Assessment

Three reflective accounts (requirement 1) will be marked using academic marking criteria for level 6. In addition with the other essential requirements of the portfolio they will be assessed for their clear demonstration of development of practice and ability to show practice commensurate with internalisation of the NMC standards for specialist practice. This will be reflected within the overall mark awarded for the portfolio.

All elements must be passed

Failure to include any of the above elements will result in referral.

Grading criteria

Frequently students indicate that one of the most challenging aspects of the programme is producing work which fulfils level three criteria. For students who have not previously studied at this level, the grading criteria in the Student Handbook will help you understand what is expected. You need to become familiar with the requirements for a pass at each grade. These criteria are used as the standard by which lecturing staff mark your work and allocate the grade.

The following example might be useful: refer to the comments set against grades B12, 11 and 10, the grade criteria tells you clearly what you need to do to achieve that particular grade. However, you will need to have a clear understanding about criteria requirements. Phrases such as 'Main areas of evidence are critically evaluated with evidence of critical thinking' for example, mean that you must demonstrate the ability to utilise theoretical concepts you have read about and illustrate application to practice situations. Your writing must demonstrate research awareness, appropriate and up to date reading with accompanying understanding, and the aptitude to assess the **strengths and limitations of various views**. Critical thinking is about making measured and careful judgements and debating and deductive reasoning requires you to make inferences about general principles, to present arguments and consider a range of views and draw conclusions.

Although many of these issues will be discussed at the onset of the programme, you may find it useful, having read the criteria, to use a dictionary or thesaurus to ensure you have a clear understanding of the range of knowledge and skills required.

The portfolio must to be handed at the end of term 3 for full time students and the end of term 6 for part time students- date to be confirmed.

The submission date is

You can submit your work at Stafford, Shrewsbury or Stoke sites at the respective Faculty of Health reception.

Please complete an assignment marking sheet and hand it in with your work. This will be stamped and will constitute a receipt for your work. These are available from the reception of your chosen hand in site.

Work handed in after the deadline on the hand in date will be stamped late and cannot achieve an academic grade higher than 40%.

Submission of your work

It is important that you submit your assessment at first attempt **ON TIME** or you will fail your module / award. If you think you will have difficulty submitting your assessment on time you must speak to your module tutor as a matter of urgency. You will not have the right to a second attempt if you have not made a first attempt (unless you have extenuating circumstances that are upheld).

Summative feedback return period

The University's Academic Board has been considering the outcomes of the last National Student Survey and discussing how it can provide quicker feedback to students. It has agreed that, from September 2010, you will receive feedback on your coursework and class test summative assessments normally within 20 working days (this was previously 25 days) following the coursework submission date or date of the class test.

For some assessments the feedback period will be less than 20 working days. However, it may be the case that the 20 day rule for some assessments cannot be met for justified reasons (for example, modules on which a large number of students are enrolled). However, it is anticipated that this will apply to only a small number of modules on your award and, in those cases, the feedback return period will not exceed 25 days.

In order to ensure that feedback is provided within 20 days, in some cases, the marks for your work will be provisional and will be subject to final ratification by the appropriate Assessment Board in due course.

The University hopes that you will also play your part by ensuring that you collect feedback from your module tutor as soon as it is available.

An Important Note on Academic Misconduct

You should be very careful only to submit your own work and to recognise any sources that you use in the course of your research, including electronic sources e.g. the internet. Academic misconduct may be defined as an attempt to complete an examination or assessment by unfair means. Plagiarism may be defined as a candidate submitting the work of others as their own for the purpose of satisfying the requirements of the brief. Note – it is possible to plagiarise your own work if it has previously been submitted in fulfilment of an academic award or module. Please see the university website for further guidance on academic misconduct.

- **Students who achieve well with the module assessments:**

Always attend to the assignment/presentation brief, ensuring that they are clear about the focus and parameters of the brief, and address the required learning outcomes

Seek tutorial advice to discuss ideas and areas of uncertainty

Refer to the marking criteria to ensure they are meeting the academic demands of level 6.

Include relevant national policies/guidelines and critically analyse their impact on quality of care

Utilise relevant research/authoritative literature to support discussions.

Proof read their work prior to submission

Utilize the Harvard Referencing System as described in the Faculty of Health and Sciences Health Awards Study Skills Handbook

- **Students who have difficulty in meeting the assessment requirements:**

Show lack of analysis and synthesis of literature to support arguments.
Do not include critical discussion of the relevant theories studied within the module.
Do not adhere to the assignment and presentation brief.
Demonstrate lack of current awareness to relevant national and local policies.
Lack of depth regarding range of literature utilised and lack of critical reflection within the assignment.
Lack of effective presentation skills to portray achievement of the required learning outcomes.

If you find that a professional or personal problem means that you need to postpone your studies, then an intermission period needs to be arranged. The reasons for your intermission therefore, need to be discussed with your personal / module tutor, to identify the impact upon your study pathway. However you may interrupt your studies as long as you complete within the maximum time permitted.

Presentation of Work

Written work for modules should be word processed or typed and must be one and a half or double spaced. The Harvard System of referencing should be used. The assignment should be submitted in a soft, clear-fronted A4 plastic folder with punched holes; and should be accompanied by an assignment marking form. Do not place individual pages in clear plastic wallets. Folders that do not meet this requirement will not be accepted. The only exception to this will be ring-bound portfolios/projects/dissertations. Please keep a copy of your work, as it has been submitted, for your own reference and in case this is required by the Faculty.

Special Needs Support.

Students with a disability or special needs are managed in accordance with the Disability Discrimination Acts 1998, 2005. and will be well supported by a member of the academic staff who have expertise to provide specific educational requirements. If you are experiencing difficulties and may require additional support you are advised to contact: Caroline Loven on Telephone.No. 01785-353681/ 01743- 261136.

Please note that all personal data is confidential and no information will be disclosed without the written consent of the individual concerned. If your disability / special needs are likely to impinge on your academic or clinical performance, you are strongly advised to inform the appropriate lecturers or mentors. If the university considers that in certain circumstances your safety or that of others could be at risk without this information, you may not be able to proceed with your study programme and fulfil all the academic and professional requirements.

- **Confidentiality and Ethical Issues in Academic and Practice Learning.**

It is expected that students will draw upon their clinical experiences whilst participating in academic and practice learning discussions; practice based assessments and formative and summative academic assignment work. This enables clear links to be made between theory and practice.

Direction and guidance on the confidentiality and appropriate use of data in National Health (NHS) settings including rationale for access to patient data; is offered by the Caldicott Committee (1997), the Data Protection Act (1998), the Nursing and Midwifery Council (2008) and other professional bodies. Students must be aware of their responsibility and demonstrate their ability to hold in confidence any personal information that becomes known during any aspect of a course of study within the Faculty of Health. This right to confidentiality extends to clients, peers, colleagues and employers. Where any personal information is disclosed for professional, academic or other purposes the anonymity of the individual client; peer, colleague or employing organization should be ensured. This may be achieved through the use of pseudonyms or codes.

Students must be aware that their clinical practice should ensure the highest standards of ethical practice. Essentially this means not involving patients or clients in anyway other than to provide their identified health care needs. Any data or records submitted as part of academic work or utilized during written, electronic or verbal discussions or presentations in health care learning environments and/or classroom settings must ensure anonymity.

Students are reminded that activities that involve conducting research necessitate approval by the Faculty Research Committee. Research and activities that may be construed as research that involve NHS patients, data relating to patients and the use of NHS resources including staff require approval by the NHS Trust through the Local Research Ethics Committee.

The Faculty of Health has a responsibility to ensure that the demands of the Nursing and Midwifery Council (2008), Caldicott Committee (1997), the Data Protection Act (1998) and other professional guidelines are met. Therefore work that does not observe the requirement to maintain confidentiality, anonymity and obtain ethical approval where necessary will not be supported. If work that is submitted that does not meet these criteria the markers will be unable to continue to scrutinize it and a mark of F1 – 1% will be awarded.

Students who wish to raise concerns about ethical issues and confidentiality in practice learning environments are advised to refer to the following document in the Student Handbook: Protocol for dealing with Complaints by Student Nurses or Midwives about Standards of Care and Professional Misconduct on Clinical Placements used by the University.

Student Support and Guidance

- **Organisation of study time.**

This module has 48 university arranged contact hours with 102 independent study hours.

You will be expected to address the details outlined in the assignment brief and present typed or word-processed assignments. These should use 1.5 or double line spacing with a font [typeface] in Arial at 12 point. Whilst marks are not deducted for grammatical or spelling errors, or poor presentation, it is worth remembering that these can have an effect on the markers ability to understand what you are trying to say. Sometimes such errors can result in loss of meaning and consequently loss of marks.

You need to present work which is referred to literature, using the Harvard referencing system, and it is expected that both a full reference list and, if appropriate, a full bibliography is presented at the end of your assignment. The process of referencing may be new to you; so details of this expected presentation can be found in the Study Skills Handbook.

- **Tutorial support**

Tutorial support is offered to give you developmental guidance in preparation for your assignment. Completed assignments will therefore not be reviewed. Plan and /or portions of text (40%) will be reviewed in relation to the assignment brief, but **no prediction of grade** will be given. During the module you will receive a minimum of 2 assessment tutorials. The first tutorial will assist you in developing a plan for tackling the assessments. You will have the opportunity to discuss the assessment brief and obtain any advice you might need.

The second tutorial will be to review and discuss progress made on your assignment and presentation. It is recommended that you book this second tutorial with your module leader well in advance of the submission date. As the second tutorial often involves the appraisal of a portion of text, you will be asked to send/e-mail this to your module leader a few days prior to your meeting, so that she can have time to comment appropriately on your work. A record of the tutorial will be completed and signed by your module leader and yourself and you will be given a copy of this record.

Group and individual tutorial time is scheduled during the module and must be booked in advance. In line with University and Faculty policy, one group and one individual tutorial will be organised during the module. Additional time must be negotiated and will only be supported in extenuating circumstances. A tutorial session will last approximately thirty minutes and a record will be made, signed by the tutor and you and a copy provided for you.

It is important to remember, that by this stage, you will have received significant feedback on your academic work during your diploma studies. There is a fine line between offering advice on improving your work and coaching you to write a piece that is not entirely your own work. If you feel you have problems constructing an academic assignment, please seek the support services available to you.

Personal Tutor support.

Your award leader will also act as your personal tutor for the duration of the study programme and your Practice mentor will act in a mentor role to support your learning within the clinical arena. Progress on modular courses is normally measured in terms of positive outcome from assignment work. However, since this may be the first modular course that you have attended, you may feel that you need regular feedback from tutorial staff, re progress. If this is the case then you will need to book tutorial time with the course tutor and raise your progress as a discussion point; often this enables students to gain confidence that they are progressing appropriately.

The timetable for the taught element will include opportunities for small group or individual tutorials. Tutorials can be used to discuss ideas and thoughts, concerns, module work or assignment development. You essentially lead tutorials, so it is often useful to come along with a checklist of things that you wish to cover. Time available for tutorials is limited. This ensures that all students have the opportunity to access support. If there is a commonality of questions, then small group tutorials can be valuable.

Tutorial staff will not read draft work; proof reading is something that you will need to do. On this basis, tutors are happy to develop a plan for your work and discuss ways in which you may make improvements. Make sure that you find out early on in the module how to book to see your tutor, either within or outside of organised tutorial time. Please remember that your tutor also has to see other students and has other commitments; for example, teaching on other University sites. If you ring and she/he is not there, leave a message in order that she/he can contact you and make alternative arrangements.

Your Personal Tutor will be tracking your progress through your award and she/he may well be visiting you in your clinical placement. However, if you do find you have issues that might affect your progress, please do make contact early on, in order to gain help and support to resolve them. Remember, we are here to help you succeed!

It is anticipated that you will attend booked tutorials and send apologies in advance if you are unable to do so.

It is expected that you will prepare for tutorials, that you will bring questions and discussion points to the tutorial.

A record of the tutorials will be kept; you will be given a copy of this record. It is anticipated that you will act upon tutorial advice, fulfil any tasks as agreed and, where required provide evidence of work for discussion at future tutorial meetings. Please note that ad hoc tutorials cannot be expected.

Tutorials related to the assignment will not normally be conducted in the 5 working days prior to submission of the assignment.

Further information about student support is available on the university Web page- www.staffs.ac.uk

Learning Resources

You will have access to the extensive computer facilities within the University and within the study facilities within the Faculty of Health. Further details of these resources are available either within your Award Handbook or from the University Libraries either in Stafford or Stoke sites; or can be advised by your personal tutor. Details of library and IT resources available within the University can be found in your Post Registration Programme Handbook.

Key Texts:

Barker, P. (2004) Assessment in Psychiatric and Mental Health Nursing: The craft of caring. London, Arnold.

Barker, P. (2008) Psychiatric and Mental Health Nursing – In search of the whole person. London, Nelson Thornes.

Newell, R. Gournay, K. (2008) Mental Health Nursing: An evidence based approach 2nd Edition London, Churchill Livingstone.

Supporting Literature:

Benner, P. (1982) From novice to expert...The Drefus model of skill acquisition. Advanced Journal of Nursing Vol 82. Issue 3. pp 402-407.

Chiltern, S. Melling, K. Drew, D. Clarridge, A. (eds) (2004) Nursing in the Community: an essential guide to practice. London, Arnold.

Cottrell, S. (2008) The Study Skills Handbook. 3rd Edition. Hampshire. Palgrave Publishing.

Department of Health (2004a) The NHS Improvement Plan: Putting People at the Heart of Public Services. London. The Stationary Office.

Department of Health (2004b) A National service Framework for Mental Health: Five Years On. London. The Stationary Office.

Department of Health (2005a) Supporting People with Long Term Conditions: An NHS and Social Care Model to support local innovation and integration. London. The Stationary Office.

Department of Health (2005b) Commissioning a Patient-Led NHS, London. DH.

Department of Health (2005c) Creating a Patient-Led NHS: Delivering the NSH Improvement Plan, London. DH.

Department of Health (2006a) Our health, our care, our say: making it happen, London, DH.

Department of Health (2006b) Key skills for Key staff: A Competency Guide for Primary Care and Community services. Care services Improvement Partnership (CISP), National Institute for Mental Health in England. London. DH.

Department of Health (2007a) Implementing care closer to home-providing convenient quality care for patients. Part 1: Introduction to commissioning more specialised care closer to home, London. DH.

Department of Health (2007b) mental Health: New Ways of Working for Everyone-developing and maintaining a flexible workforce. London. DH.

Department of Health (2008a) High quality care for all: NHS Next Stage Review final report. London. DH.

Department of Health (2008b) NHS Next Stage Review: Our vision for primary and community care. London. DH.

Drennan, V., and Goodman, C. (2007) Oxford Handbook of Primary Care and Community Nursing. Oxford. Oxford University Press.

Fairbairn, G. J. & Winch, C. (2003) Reading, Writing and Reasoning. A guide for students. 2nd Edition. Oxford. Open University Press.

Hek, G. & Moule, P. (2008) Making Sense of Research: An Introduction for Health and Social Care Practitioners. 3rd Edition. London. Sage Publications.

Jasper, M. (2006) Professional Development, Reflection and Decision-making. Oxford. Blackwell Publishing.

Kelly, A and Symonds, A (2003) The Social Construction of Community Nursing. Hampshire. Palgrave Macmillan.

Payne, M. (2000) Teamwork in multiprofessional care. Hampshire. Palgrave Macmillan.

Peckham, S and Ezworthy, M. (2003) Primary Care in the UK. Hampshire. Palgrave Macmillan.

Price, B (2003) Studying Nursing Using Problem- Based and Enquiry –Based Learning. Hampshire. Palgrave Macmillan.

Rolfe, G. Freshwater, D. and Jasper, M. (2001) Critical reflection for nursing. Hampshire. Palgrave Macmillan.

Sidell, M., Jones, L., Jeanne, H., Katz, S., Peberdy, D., & Douglas, J. (2003) Debates and Dilemmas in Promoting Health. A Reader. 2nd Edition. Hampshire. Palgrave Macmillan.

Sines, D. Appleby, F. and Frost, M. (eds) (2005) Community Health Care Nursing. 3rd Edition. London, Blackwell.

Spencer, S, Unsworth, J and Burke, W (2001) Developing Community Nursing Practice. Buckingham. Open University Press.

Tingle, J. and Cribb, A. (2002) Nursing Law and Ethics 2nd Edition. Oxford. Blackwell Publishing.

Watkins, D Edwards, J & Gastrell, P (2003) Community Health Nursing Frameworks for Practice 2nd Edition. London. Bailliere Tindall ISBN 0-702-02659-X

Watson, N. A. and Wilkinson, C. (2001) Nursing in Primary Care: a handbook for students. Hampshire. Palgrave Macmillan.

Watterson, A. (2003) Public Health in Practice. Hampshire. Palgrave Macmillan.

Specialised Supporting Literature and recommended reading.

Bailey, D (2000) At the Core of Mental Health. Pavilion. E.Sussex.

Barker, P (1999) The Philosophy and Practice of Psychiatric Nursing. Churchill Livingstone, London. Department of Health

Dimond, B (1997) Legal Aspects of Care in the Community. Macmillan, London.

Kapur, N (2000) Evaluating the Risks. Advances in Psychiatric Treatment. Vol 6 pp. 369-406 .

Kyngas, H Duffy, M Kroll, T (2000) Conceptual Analysis of Compliance. Journal of Clinical Nursing. 9 (1) pp. 5-12.

Newness, C Holmes, G Dunn, C (1999) This is madness: a critical look at psychiatry and the future of mental health services. PCCS Books, Hertfordshire.

Newell, R Gournay, K (1999) Mental health Nursing: An evidenced based approach. Churchill Livingstone, London.

Singh, S (2000) Running an effective community mental health team. Advances in Psychiatric Treatment. Vol 6 pp. 414-422.

Mental Health: Web Links

Electronic resources can be accessed from the following website:

<http://www.staffs.ac.uk/services/library>.

The web sites, listed below, also contain useful links to other mental health web pages that may relate more directly to your specialist area of interest. The Staffordshire University Study Skills Handbook gives details of how to reference material from the Internet should you wish to do so.

Department of Health (1994-2004) National Women's Health Status Report.

<http://www.doh.gov>.

NIMHE (2005) The NSF for Mental health – Five Years On.

<http://www.nimhe.nih.gov>.

NIMHE (2005) The Development of Case Registers for People with Schizophrenia.

<http://www.nimhe.nih.gov>.

NIMHE (2001) Borderline Personality Disorder :Raising Questions, Finding Answers. <http://www.nimhe.nih.gov>

NIMHE (2005) Working to Improve Mental health through Biomedical Research on Mind, Brain and Behaviour. <http://www.nimhe.org.uk>.

NIMHE/DoH (2005) Mental Health Guide.

Further Useful Web Sites.

Department of Health (DoH) <http://www.doh.gov>.

Mental health Foundation <http://mentalhealth.org.uk>.

Mental Health Net (Mental self-help and psychological sourcebook online) <http://mentalhelp.net>.

Mental health Matters (Information and resources about Mental Health – inclusive of research, alternative treatments, psychological disorders – disorders, emotional support and mental health law). <http://www.mental-health-matters.com/>

Mental Health (Research Depression at WebMD) <http://WebMD.com>

Mental Wellness <http://mentalwellness.com>

Mind (National Association for Mental Health) <http://www.mind.org.uk>

National Institute of Mental Health -[http:// www.numhe.nih.gov](http://www.numhe.nih.gov). or www.nimhe.org.uk

Screening for Mental Health (formerly the National Mental Health Screening Project) <http://nimsp.org>.

The National Mental Health Association (NMHA) www.nmha.org.

World health Organisation /Mental Health <http://who.int/mental-health/en/>

World Federation for Mental Health. <http://wfmh.org>

Centre for Evidence Based Mental Health <http://www.cebmh.com>.

Internet Mental Health <http://www.mentalhealth.com/fr30.html>

The Sainsbury Centre for Mental health
<http://www.scmh.org.uk/wbm23.ns4/weblaunch/LaunchMe>

Amoebaweb: Psychology on Line <http://www.vanguard.edu/faculty/>

Whole Brain Atlas <http://www.med.harvard.edu/AANLIB/home.html>

Neuroanatomy Structures <http://www.neuropat.dote.hu/anastru/anastru.htm>

MindFeedom <http://www.mindfreedom.org/about.shtm>

Pub Med <http://www.ncbi.nlm.nih.gov:80/entrez/query.fcgi?db=PubMed>

Psychiatric Services <http://ps.psychiatryonline.org/search.dtl>

You can access journals in an electronic form by following links from Staffordshire University home page.

NHS Centre for Reviews and Dissemination (UK)
<http://www.york.ac.uk/inst/crd>

All government sites <http://www.ukonline.gov.uk>

The Chief Nursing Officer <http://www.doh.gov.uk/cno>

National Library for Health <http://www.library.nhs.uk>

National Service Frameworks <http://www.doh.gov.uk/nsf/nsfhome.htm>

NICE <http://www.nice.org.uk>

Nursing & Midwifery Council <http://www.nmc-uk.org>

World Health Organisation <http://www.who.ch>

Copyright

Please see the University information on copyright at <http://www.staffs.ac.uk/copyright> for guidance on copyright issues

Student Progression and Achievement

Progression through this module/ course will be monitored in a variety of ways:

- Self evaluation of your progress; if you have any concerns regarding your progress please access the support and guidance available.
- Tutorials; discussion of your module/course work will help both you and your module leader to monitor your academic progress in preparation for submission of the module/ course assignment.
- Personal tutor; you are undertaking this module/course as part of a degree and your personal tutor will monitor your progress through your award, this may also include discussion of your progress on a specific module/course.
- Community Practice Teacher/Mentor; your CPT/ Mentor will meet with you regularly to discuss your clinical practice and will help you blend theory and practice within your portfolio.

Quality management and Enhancement

Student feedback (evaluation) is recognised as vital to the on-going development of this module/award. Therefore you will be encouraged to play an active part in the evaluation of your learning experience by participating in a module evaluation. A standard Faculty of Health evaluation form is used for this process and you will be asked to complete one at the end of the module. We appreciate your contribution to this process and welcome constructive comments to enable us to develop and improve the module. All student feedback contributes to the overall quality monitoring mechanisms within the Faculty.

GRADE	CRITERIA – WRITTEN ASSIGNMENTS AND EXAMINATIONS
15 A 14 13	<p>The work exceeds the requirements of the assessment</p> <p>A very well-planned and organised piece of work demonstrating innovation and creativity. Response to the brief is critically evaluated throughout with accurate inclusion of most recent evidence based information.</p> <p>Clear application and integration of relevant theory and practice (where applicable). Evidence of extensive breadth and depth of knowledge demonstrating debate, problem-solving and argument with critical evaluation of material.</p> <p>Excellent use of a wide range of current, relevant supportive literature correctly referenced. Well developed relationships between ideas, theories or arguments.</p> <p>Evidence of critical evaluation of own work and that of others.</p>
12 B 11 10	<p>The work fulfils and goes beyond the requirements of the assessment</p> <p>Well organised and structured piece of work which is well planned.</p> <p>Main areas of evidence are critically evaluated with evidence of critical thinking, problem-solving and analysis of the information.</p> <p>There is breadth and depth of information presented.</p> <p>A wide range of appropriate reading is evident which is referenced correctly.</p> <p>There is cogent argument throughout the work.</p> <p>Evidence of the integration of the theory to practice (where applicable).</p>
9 C 8 7	<p>The work fulfils the requirements of the assessment brief</p> <p>A logical and well planned piece of work with an organised structure.</p> <p>Includes essential information which is accurately presented.</p> <p>Some key issues are identified with some evidence of critical thinking, problem-solving and some critical evaluation of the information.</p> <p>Some evidence of the integration of theory to practice (where applicable).</p> <p>Good use of a range of current, relevant supportive literature appropriately referenced.</p>
6 D 5 4	<p>The work just meets the basic requirements of the assessment</p> <p>Evidence of a fairly logical and adequately structured piece of work with sufficient focus on the assessment requirements.</p> <p>Demonstrates some critical evaluation however depth and detail are lacking.</p> <p>Evidence of some discussion and interpretation of issues.</p> <p>Limited evidence of the integration of theory with practice (where applicable).</p> <p>Some evidence of appropriate reading, and research or literature review.</p> <p>Some errors in referencing.</p>
3 E 2	<p>The work meets some, but not all requirements of the assessment</p> <p>Essay lacks planning, organisation and structure with little or no evidence of critical evaluation or discussion.</p> <p>Lack of adequate knowledge and understanding.</p> <p>Work is descriptive. Limited application to practice (where applicable).</p> <p>Inadequate evidence of appropriate reading.</p> <p>Lack of current, relevant supportive literature which is incorrectly referenced.</p>
F 1	<p>The work fails to meet the requirements of the assessment</p> <p>Very poorly planned, disorganised piece of work with insufficient focus.</p> <p>Work is descriptive in nature, lacks application of theory to practice (where applicable).</p> <p>Inadequate knowledge and understanding of the subject.</p> <p>Fails to apply or draw conclusions from literature</p> <p>Little evidence of appropriate reading and study; referencing errors.</p> <p>The requirement for confidentiality, anonymity or ethical approval has not been met.</p> <p>There is inaccurate, unsafe or grossly prejudicial material included.</p>
U 0	Non-submission

Please note that students should produce work within the word limit. A student who submits work that exceeds the specified word limit by 10% or more will automatically be penalised by a reduction of 1 grade point for the assessment involved.

The table below identifies the indicative classification for each grade.

Grade		Indicative Classification
A	15 14 13	First Class
B	12 11 10	Second Class (upper)
C	9 8 7	Second Class (lower)
D	6 5 4	Third Class
E	3 2	Borderline Fail
F	1	Outright Fail

GRADE	CRITERIA – ORAL / VIVA VOCE EXAMINATIONS AND ORAL PRESENTATIONS
A 15 14 13	<p>The work exceeds the requirements of the assessment brief and: Demonstrates a high level of creativity and originality. The presentation is very well organised, clear and logical. Demonstrates excellent communications and technical presentation skills. Shows an ability to obtain, apply, evaluate, debate and contest the strengths and weaknesses of relevant research-based or other authoritative information or, where appropriate, information relating to personal conduct or practice. Suggests future research questions that need to be addressed and approaches that may be taken to investigate the subject area further. Demonstrates critical thinking, problem-solving and excellent debating skills. Demonstrates breadth and depth of investigation into the subject area. Demonstrates a high level of critical self-awareness. Demonstrates a thorough integration between theory and practice/placement.</p>
B 12 11 10	<p>The work exceeds the requirements of the assessment brief and: Demonstrates creativity and originality. The presentation is well organised, clear and logical. Demonstrates a high level of communications and technical presentation skills. Shows an ability to obtain, apply, evaluate and debate the strengths and weaknesses of relevant research-based or other authoritative information or, where appropriate, information relating to personal conduct or practice. Suggests future research questions that need to be addressed. Demonstrates critical thinking, problem-solving and good debating skills. Demonstrates breadth and depth of investigation into the subject area. Demonstrates critical self-awareness. Demonstrates a consistent integration between theory and practice/placement.</p>
C 9 8 7	<p>The work meets the requirements of the assessment brief and: Demonstrates some creativity and originality. The presentation is clear and logical. Demonstrates good communications and technical presentation skills. Shows an ability to obtain, apply, evaluate and debate the strengths and weaknesses of relevant research-based or other authoritative information or, where appropriate, information relating to personal conduct or practice. Demonstrates critical thinking, problem-solving, debating and analytical skills. Demonstrates self-awareness. Demonstrates a mainly consistent integration between theory and practice/placement.</p>
D 6 5 4	<p>The work meets the requirements of the assessment brief and: The presentation is clear although not always logical (or vice versa). Demonstrates communications and technical presentation skills. Shows an ability to obtain, apply and evaluate relevant research-based or other authoritative information or, where appropriate, information relating to personal conduct or practice. Demonstrates some critical thinking, problem-solving and analytical skills. There is some evidence of self-awareness. Demonstrates an acceptable level of integration between theory and practice/placement.</p>
GRADE	CRITERIA – ORAL / VIVA VOCE EXAMINATIONS AND ORAL PRESENTATIONS
E 3 2	<p>The work meets some but not all of the requirements of the assessment brief and: The presentation lacks substance. Communications and technical presentation skills are poor. The research-based, other authoritative information or information relating to personal conduct or practice presented is inadequate and outdated. Information presented is often anecdotal in nature. The presentation is largely descriptive and lacks evaluation and analysis. Demonstrates a poor level of self-awareness. Demonstrates a superficial integration between theory and practice/placement.</p>

GRADE	CRITERIA – ORAL / VIVA VOCE EXAMINATIONS AND ORAL PRESENTATIONS
F 1	<p>The work does not meet the requirements of the assessment brief and:</p> <p>The presentation is disorganised, illogical and incoherent. Communications and technical skills are deficient. The information presented is largely anecdotal and there is an absence of any research-based or other authoritative evidence. The presentation is wholly descriptive and lacks evaluation and analysis. Self-awareness is not demonstrated. There is little or no evidence of attempts to integrate theory and practice/placement. The requirement for confidentiality/anonymity has not been met.</p>
U 0	Non-attendance at the scheduled time of the oral examination or presentation

Please note that students are expected to keep to the time limit specified for the oral examination or presentation. Students who exceed the specified time by 10% will be stopped.

The table below identifies the indicative classification for each grade.

Grade		Indicative Classification
A	15 14 13	First Class
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