MODULE SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Module name</th>
<th>Contemporary Issues in Mental Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>APM006</td>
</tr>
<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Division of Nursing</td>
</tr>
<tr>
<td>UK credits</td>
<td>15</td>
</tr>
<tr>
<td>ECTS</td>
<td>7.5</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
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MODULE SUMMARY

Module outline and aims

This module is specifically designed to provide mental health practitioners, researchers, and managers with critical awareness of contemporary debates in the field of mental health. This will include mental health policy, human rights, the political and practice landscape, influence of key consumers groups, patient safety methodology, legal aspects of mental health and novel practice initiatives.

Content Outline

Key priorities in mental health will be covered, through research and critical debate in relation to provision of integrated mental health services. Content will include: policy, ethics, human rights, clinical quality initiatives, health informatics, practice expertise, theoretical and research driven practice innovations.

Each student’s knowledge and awareness of contemporary issues will be enhanced through a structured process of evidencing, evaluating and reviewing, critique and application to their field of practice.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Identify and debate contemporary issues in the field of mental health
- Critically appraise broad evidence-based knowledge
- Debate implications of policy and practice initiatives in and across contemporary (integrated) health and social care contexts
- Examine and explore critical theories and apply these to practice contexts
- Analyse the impact and implications of contemporary issues on mental health practice and future service provision
Skills:

- Enhanced ability to work critically within a complex workplace environment
- Demonstrate innovation and leadership through critically informed actions
- Apply clinical expertise to development of services, to maximise patient experience and resource allocation
- Improve analytical skills in synthesising multiple forms of evidence

Values and attitudes:

- To have developed precision and rigour in collecting and analysing multiple sources of data.
- To evaluate your learning needs, and knowledge of the needs of service users.
- To articulate and evidence practice knowledge in your area of expertise to improve the care of service users.
- To work collaboratively to enhance the health care environment for the users of services.

HOW WILL I LEARN?

Lectures and seminars, work-based reflection, group interaction, student led inquiry.

Teaching pattern:

<table>
<thead>
<tr>
<th>Teaching component</th>
<th>Teaching type</th>
<th>Contact hours (scheduled)</th>
<th>Self-directed study hours (independent)</th>
<th>Placement hours</th>
<th>Total student learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informed decision making</td>
<td>Lectures</td>
<td>6</td>
<td>40</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>Student led inquiry via group work and work based reflection</td>
<td>Discussion groups and seminars</td>
<td>21</td>
<td>69</td>
<td>0</td>
<td>90</td>
</tr>
<tr>
<td>Totals:</td>
<td></td>
<td>27</td>
<td>109</td>
<td>0</td>
<td>136</td>
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WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

The assessment consists of a 3,000 word critical discussion paper that incorporates an aspect of contemporary mental health from a political, social and clinical practice perspective.

Assessment pattern:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Assessment type</th>
<th>Weighting</th>
<th>Minimum qualifying mark</th>
<th>Pass/Fail?</th>
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</thead>
<tbody>
<tr>
<td>Written assignment</td>
<td>Critical discussion paper</td>
<td>100%</td>
<td>50%</td>
<td>N/A</td>
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</table>

Assessment criteria

Information on the above module assessment criteria and grade-related criteria can be found on the module space in Moodle.

Feedback on assessment

It is recommended students take advantage of early intervention for assessment preparation through readily available tutorial support. The assessment will be marked with detailed written comments and feedback provided to students within 3 weeks of submission.

Assessment Regulations

The Pass mark for the module is 50%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

INDICATIVE READING LIST


Menzies-Lyth I (1960) A Case-Study in the Functioning of Social Systems as a Defence against Anxiety: A Report on a Study of the Nursing Service of a General Hospital
Mind (2008), *Chance would be a fine thing: reassessing risk in mental health*, MindThink seminar report 2, Mind, London


The Prime Minister’s Commission (2010) *Front line care: An overview of Front Line Care, the report by the Prime Minister on the Future of Nursing and Midwifery for England 2010*. [www.orderonline.gov.uk](http://www.orderonline.gov.uk) 301576 (brochure) front line care

Version: 5.0
Version date: August 2018
For use from: 2018-19
Appendix: see [http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,12051/href,JACS3.html/](http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,12051/href,JACS3.html/) for the full list of JACS codes and descriptions

### CODES

<table>
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<tr>
<th>HESA Cost Centre</th>
<th>Description</th>
<th>Price Group</th>
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<tbody>
<tr>
<td>B</td>
<td>Subject allied to medicine</td>
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<table>
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<tr>
<th>JACS Code</th>
<th>Description</th>
<th>Percentage (%)</th>
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<tbody>
<tr>
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<td>Mental health nursing</td>
<td>100%</td>
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