

# MSc in Nursing: Mental Health Care



**CURRICULUM**

EST 1892

**LSBU**

# PROGRAMME AIMS & LEARNING OUTCOMES

This programme aims to provide learners with a comprehensive understanding of common and high burden / low prevalence mental health disorders, and the ability to make evidence based clinical decisions on assessment, diagnosis, treatment and ongoing care of patients. Graduates will be equipped to provide holistic, compassionate, recovery-oriented care which considers the unique requirements of the individual patient.

## The programme aims to:

1. Provide learners with a comprehensive overview of mental health nursing to provide an academic underpinning for those seeking to deliver care in this field.
2. Equip learners with the ability to discuss the biopsychosocial factors underpinning conceptualisation of mental health, common mental issues and provision of care.
3. Equip learners with the knowledge and skills to understand the experiences of people with mental health problems and to assist and facilitate their journey to recovery.
4. Enable learners consider appropriate assessments and treatments for a variety of mental health issues.
5. Provide learners with the ability to differentiate the clinical presentations of various mental disorders and relevant evidence-based approaches to nursing intervention.
6. Integrate the principles of recovery and patient-focused care for mental health nursing practice.

## Students will have knowledge and understanding of:

1. How to evaluate common and high-burden / low prevalence mental health disorders
2. The differing needs of children, adolescents, older persons, and those with intellectual disabilities
3. How to consider a range of non-pharmacological and pharmacological interventions for a variety of mental health issues
4. How to identify and apply relevant mental health nursing theories, models or frameworks to the development of individual and family-centred care plans.
5. The application of key frameworks of development in mental health nursing

## Students will develop their intellectual skills such that they are able to:

1. Differentiate clinical presentations of mental disorders and apply appropriate evidence-based nursing interventions.
2. Demonstrate the ability to make evidence based clinical decisions on assessment, diagnosis, treatment and ongoing care of patients
3. Evaluate appropriate options and consider the role of the nurse in the management of pharmacological treatments
4. Demonstrate a comprehensive understanding of disciplines including research, leadership, education, quality and patient safety in the context of mental health nursing.
5. Apply the principles and techniques of critical appraisal to evaluate the evidence in mental health nursing
6. Demonstrate independent analytical and critical thinking skills.

# PROGRAMME AIMS & LEARNING OUTCOMES

## Students will acquire and develop practical skills such that they are able to:

1. Develop skills in carrying out systematic evidence searches
2. Evaluate, select and perform appropriate mental health assessments that are sensitive to the individual patient and their context.
3. Integrate the principles of recovery-oriented care into their nursing practice.
4. Demonstrate ability to apply advanced knowledge in mental health nursing
5. Write succinctly in an academic format appropriate to a Level 7 qualification

## Students will acquire and develop transferrable skills such that they are able to:

1. Provide holistic, compassionate, recovery-oriented care which considers the unique requirements of the individual patient.
2. Demonstrate an appreciation of how to work in partnership with the patient and their significant others in a way that promotes personal growth, development and recovery
3. Develop skills in evidence-based literature retrieval and analysis
4. Demonstrate the application of skills in literacy, numeracy, communication, organisation, time management, independence, initiative, and information technology required for academic success.

Several 'vertical themes' will be integrated across modules:

- Research methodologies
- Critical review of evidence
- Professional identity formation
- Care of complex mental health cases

## Entry Requirements:

<b>Qualification</b>	Undergraduate degree (or equivalent)
<b>Grade</b>	Honours Degree (or equivalent)
<b>Subject Requirements</b>	Nursing
<b>Specific Requirements</b>	Registered Nurse with recognised national nursing authority
<b>Application Management</b>	Applications will be made directly to iheed on their online platform. Where interviews are indicated for non-standard applicants, these will take place over phone / videocall.
<b>English Language</b>	In line with LSBU entry requirements to postgraduate programmes, candidates must demonstrate IELTS at a level of 6.5 overall (or equivalent assessment). Applicants may be exempt from this if they demonstrate English as first language or hold a prior university qualification provided through English.

# PROGRAMME STRUCTURE

## SEMESTER ONE

### Postgraduate Certificate

#### ADVANCED ASSESSMENT SKILLS & CLINICAL DECISION MAKING

- › History Taking, Interview Skills, General Assessment
- › Differential Diagnosis
- › Bio-psycho-social methods and tools of assessment
- › Formulation of Individualised Care Plans
- › Standardised methods & tools of assessment
- › Role of Agencies, Family & Other supporters in care and treatment

#### MENTAL HEALTH ISSUES IN THE GENERAL POPULATION

- › Global Prevalence of mental health issues among general population
- › Anxiety Disorders
- › Interface of physical and mental health
- › Substance Misuse
- › Mood Disorders
- › Personality Disorders

#### INTERVENTIONS

- › Non-Pharmacological management
- › Drug names & classifications
- › CBT & Behavioural Activation
- › Pharmaco-kinetics
- › Pharmaco-dynamics
- › Drug Administration & Management

# PROGRAMME STRUCTURE

## SEMESTER TWO

### Postgraduate Diploma

#### CHILD & ADOLESCENT MENTAL HEALTH

- › Child Development
- › Therapeutic Interventions
- › Caring for Children & Adolescents with specific difficulties
- › Pharmacological interventions
- › Developing effective therapeutic relationships
- › Mental Health Emergencies

#### HIGH BURDEN, LOW PREVALENCE MENTAL HEALTH ISSUES

- › Psychotic Disorders
- › Intellectual Disability
- › Schizophrenia
- › Community & Social Supports
- › Pharmacological management of psychosis
- › Eating Disorders

#### MANAGEMENT OF MENTAL HEALTH IN OLDER AGE

- › Ageing in a mental health context
- › Recovery and person-centred care in older age
- › Depression in older people
- › Self-Management and Self-Neglect in older age
- › Caring for people with dementia
- › Palliative care, death & bereavement

# PROGRAMME STRUCTURE

## SEMESTER THREE

### Master of Science – Route A

- › Research Methods
- › Taught Component
- › Carry out research with supervisor
- › 15,000 Word Dissertation

## OR

## SEMESTER TWO

### Master of Science – Route B

#### LEADERSHIP & MANAGEMENT

- › Management & Leadership Theories
- › Teamwork, staffing, clinical handover, open disclosure
- › Managing & leading in the context of nursing
- › Resource Management
- › Principles of coordination, delegation supervision & monitoring
- › Change Management

#### CLINICAL EDUCATION

- › Role of Clinical Nurse Educators
- › Preceptorship & Mentoring
- › Enabling Effective Learning
- › Assessment Design & Administration
- › Needs Analysis & Curriculum Design
- › Learning Technology

#### PATIENT SAFETY & QUALITY IMPROVEMENT

- › Principles of Quality in Healthcare
- › Assess of Quality & Safety
- › Information Systems in Healthcare
- › Auditing & Measurement of Standards of Care
- › Human Factors in Patient Safety
- › Actions Plans to improve Quality & Patient Safety

# MODULE 1

## ADVANCED ASSESSMENT SKILLS & CLINICAL DECISION MAKING

### The module aims to equip learners to:

- Apply theoretical knowledge to clinical practice.
- Develop successful therapeutic relationships with patients living with mental health issues
- Carry out a comprehensive mental health assessment
- Develop collaborative care plans based on the individual's needs and inclusive of their family and other supporters.

### Learning Outcomes

1. Critically evaluate the evidence underpinning holistic, person-centred and risk-based assessment, including positive risk approaches
2. Demonstrate the ability to obtain, document and present an appropriate mental health history
3. Select, interpret and synthesise a range of diagnostic tests and investigations
4. Demonstrate clinical decision-making skills to make appropriate differential diagnoses based on history, physical examination and assessments.
5. Discriminate and compare a range of evidence-based psychosocial and pharmacological interventions to formulate an appropriate action plan which is individualised and cognisant of the situation and context of the patient.
6. Evaluate structures of governance, risk management and accountability and professional ethics in the context of mental health assessment.

### Indicative Content

1. History taking, interview skills, general assessment in mental health
2. Bio-psycho-social, spiritual and cultural assessment
3. Standardised methods and tools of assessment
  - strengths based assessment,
  - multi-disciplinary assessment,
  - risk assessment,
  - drecovery assessment
4. Differential Diagnosis
5. Formulation of individualised care plans
6. Role of agencies, family and other supporters in care and treatment plans

# MODULE 1

## ADVANCED ASSESSMENT SKILLS & CLINICAL DECISION MAKING

### Examination (30% of module)

- Case study based Single Best Answer, Extended Matching and Key Feature Problem questions

### Essay (70% of module)

- 3,000 word essay critically appraising the literature in assessment and clinical decision making
- Students do not need to pass all assessment components to pass the module. The pass mark is 50% overall average between the two assessment components.
- Learners are offered one resit submission for each summative assessment to bring the module average to 50%.
- Resubmitted modules are capped at the pass mark.



# MODULE 2

## MENTAL HEALTH ISSUES IN THE GENERAL POPULATION

### This module aims to:

- Equip the learner to consider common mental health issues frequently encountered in primary and secondary care.
- Develop the learner's appreciation of recent research and facilitate integration of these findings into mental health nursing practice,
- Enable the learner to contribute to mental health nursing services being provided to the general population.
- Focus on the therapeutic and caring role of the nurse in supporting patients living with common mental health issues, including balancing the self-determination, autonomy, and freedom of the service user with safety needs.

### Learning Outcomes

1. Evaluate the burden of mental health issues on individuals and health systems
2. Discuss the relationship between physical and mental health and associated risk factors
3. Discuss the presentation, onset and impact of depression bipolar illness, and dysthymia
4. Describe the clinical, aetiological, and epidemiological characteristics of common anxiety disorders
5. Distinguish between substance abuse and dependence, and evaluate approaches to diagnosis and treatment (non-pharmacological and pharmacological)
6. Describe the presentation and management of common personality disorders

### Indicative Content

1. Global prevalence of mental health issues among the general population
2. Interface of physical and mental health
3. Mood disorders
4. Anxiety disorders
5. Substance misuse
6. Personality disorders

### Summative assessment:

#### Multi-media submission (30% of module)

- Mock mental health assessment evaluated using a scored Decision Based Scenario

#### Essay (70% of module)

- 3,000 word essay critically appraising evidence underpinning an aspect of mental health nursing.
- Students do not need to pass all assessment components to pass the module. The pass mark is 50% overall average between the two assessment components.
- Learners are offered one resit submission for each summative assessment to bring the module average to 50%. Resubmitted modules are capped at the pass mark.

# MODULE 3

## INTERVENTIONS IN THE CONTEXT OF MENTAL HEALTH NURSING

### This module aims to:

- Equip learners with the ability consider broad range of psychological and pharmaceutical interventions as appropriate to each patient.
- Provide learners with an overview of consultation techniques in the context of mental health interventions
- Build upon prior pharmacological study to address advanced concepts in the treatment of people living with mental illness.
- Enhance knowledge and understanding of the implications of pharmaceutical interventions in the context of mental health nursing.

### Learning Outcomes

1. Evaluate the key components involved in non-pharmacological management of patients with mental health issues
2. Assess the role and application of Cognitive Behavioural Therapy including Behavioural Activation
3. Demonstrate motivational interviewing skills in patient consultations
4. Describe the mode of action, clinical application, intended outcomes, contraindications, side effects and toxicities of drugs commonly used to treat mental illness
5. Demonstrate the ability to correctly use formulations to calculate drug dosages
6. Discuss the principles of the safe administration of drugs, including occupational health issues in handling medications.
7. Demonstrate an understanding of ethical considerations in psychopharmacology

### Indicative Content

1. Non-pharmacological management of mental health issues
2. Cognitive Behaviour Therapy and Behavioural Activation.
3. Motivational Interviewing
4. Drug names and classifications
5. Pharmacokinetics & Pharmacodynamics
  - Drug dosing & interactions
  - Adverse drug reactions
6. Drug administration and management:
  - Best practice when titrating, reducing and changing medications
  - Service user experience of medications and concordance
  - Safe drug administration to non-adherent patients
7. Occupational health & drug storing and handling

# MODULE 3

## INTERVENTIONS IN THE CONTEXT OF MENTAL HEALTH NURSING

### Summative assessment:

#### Examination (60% of module)

- Single Best Answer, Extended Matching and Key Feature Problem questions

#### Essay (40% of module)

- 1,500 word evaluation of the literature examining major drug classes and their use in the treatment of mental health disorders
- Students do not need to pass all assessment components to pass the module. The pass mark is 50% overall average between the two assessment components.
- Learners are offered one resit submission for each summative assessment to bring the module average to 50%. Resubmitted modules are capped at the pass mark.

# MODULE 4

## CHILD AND ADOLESCENT MENTAL HEALTH ISSUES

### This module aims to:

- Equip the learner to critically appraise and apply the different psychotherapeutic frameworks for children, adolescents and their families.
- Evaluate key skills required to work with children, adolescents and their families including during mental health emergencies
- Critically appraise the theoretical basis of non-pharmacological and pharmacological treatment of mental issues in children and young people

### Learning Outcomes

1. Discuss how mental disorders and mental distress can influence child and adolescent development.
2. Evaluate approaches to mental health prevention and promotion
3. Demonstrate the application of assessment tools as relevant to children and adolescents
4. Critically evaluate therapeutic frameworks relevant to the care of children and adolescents with mental health disorders including participatory services.
5. Discuss recovery-oriented diagnosis and treatment of children and adolescents
6. Explain approaches to the management of mental health emergencies in children and adolescents

### Indicative Content

1. Child Development: risk and aetiological factors in the development of child/adolescent mental health problems, including prevention and mental health promotion
2. Caring for children and adolescents with specific mental health difficulties
3. Developing effective therapeutic relationships with children, adolescents, and their families
4. Therapeutic interventions with children and adolescents
5. Pharmacological interventions with children and adolescents
6. Mental Health Emergencies in Children and adolescents

### Summative assessment:

#### Essay (50% of module)

- 2,000 word critical evaluation of the evidence underpinning clinical assessment, diagnosis and treatment of children and adolescents with mental health disorders.

#### Presentation (50% of module)

- Discuss the interpretation of a provided child / adolescent mental health examination
- Submit a multi-media recording of a consultation with an actor playing the role of a parent and explain a clinical diagnosis.
- Students do not need to pass all assessment components to pass the module. The pass mark is 50% overall average between the two assessment components.
- Learners are offered one resit submission for each summative assessment to bring the module average to 50%. Resubmitted modules are capped at the pass mark.

# MODULE 5

## HIGH BURDEN, LOW PREVALENCE ISSUES IN MENTAL HEALTH NURSING

### This module aims to:

- Enable learners to analyse the impact of challenging mental ill health on individuals, their families and carers
- Equip learners to critically explore the role of mental health nursing in working collaboratively to treat patients with challenging mental illness.
- Evaluate the barriers and facilitators to providing high quality, safe care to patients with more challenging mental health issues.

### Learning Outcomes

1. Describe the epidemiology, risk assessment (including positive risk approaches), diagnostic criteria, clinical features, course and complications of schizophrenia and other major psychotic disorders.
2. Describe common and serious side effects of frequently used antipsychotic medications.
3. Describe the initial and maintenance treatment of a manic episode.
4. Evaluate the therapeutic frameworks for the care of people with mental health disorders and intellectual disability
5. Evaluate structures for community and social support for people with mental health disorders and intellectual disability
6. Examine the presentation, diagnosis and treatment of eating disorders

### Indicative Content

1. Psychotic Disorders
2. Schizophrenia
3. Pharmacological management of psychosis
4. Intellectual Disability
5. Community and Social Supports
6. Eating Disorder

### Summative assessment:

#### Essay (70% of module)

- 3,000 word critical review of the literature on the management of patients with a given mental health illness

#### Presentation (30% of module)

- Presentation of project plan to enhance the quality of care and support for patients.
- Students do not need to pass all assessment components to pass the module. The pass mark is 50% overall average between the two assessment components.
- Learners are offered one resit submission for each summative assessment to bring the module average to 50%. Resubmitted modules are capped at the pass mark.

# MODULE 6

## MANAGEMENT OF MENTAL HEALTH IN OLDER AGE

### This module aims to:

- Develop learners' knowledge, and skills in the process of nursing older adults with a mental health issue.
- Consider a range of recovery-focussed therapeutic frameworks for the care of the older person with a mental health issue
- Consider the role of nurses in promoting inclusion for older people with mental health issues in the wider community.

### Learning Outcomes

1. Appraise appropriate assessment strategies relevant to older adults with mental health issues
2. Evaluate the therapeutic frameworks for the care of older people
3. Discuss recovery-oriented nursing approaches to caring for older people living with mental health issues in the community
4. Demonstrate approaches to manage life-limiting conditions
5. Discuss end-of-life care for older adults and their families.

### Indicative Content

1. Ageing in a mental health context
2. Depression in older people
3. Caring for people with dementia
4. Recovery and person-centred care in older age
5. Self-management and self-neglect in older age
6. Palliative care, death, and bereavement

### Summative assessment:

#### Essay (100% of module)

- Critical review of the literature on the mental health and older age
- Learners are offered one resit submission for each summative assessment to bring the module average to 50%. Resubmitted modules are capped at the pass mark.

# MODULE 7

## RESEARCH IN MENTAL HEALTH CARE

### This module aims to:

- Equip learners with the skills needed to identify, appraise and synthesise research evidence
- Enable learners to explore different research approaches including systematic reviewing, quantitative, qualitative and mixed methods research, and the application of various sampling, data collection and data analysis methods.
- Encourage independent enquiry, project management skills necessary to take a research project successfully to completion.

### Learning Outcomes

1. Identify and refine an appropriate research question
2. Demonstrate skills of critical appraisal and synthesis through an appropriate critique of the literature relevant to the research question being asked
3. Select an appropriate research design to address the specific research question
4. Evaluate the ethical dimensions of the research project
5. Design and manage a piece of research project
6. Establish appropriate data collection and analysis methodologies
7. Present and interpret research findings in a professional manner

### Indicative Content

1. Framing a research question
2. Literature searching
3. Research methodologies
4. Ethics in Research
5. Data collection methods
6. Data analysis methods
7. Reporting on research

### Summative assessment:

#### Thesis (100% of module)

- 15,000 word thesis
- Learners are offered one resit submission for the summative assessment to bring the module grade to 50%.
- Resubmitted modules are capped at the pass mark.

# MODULE 8

## LEADERSHIP AND MANAGEMENT

### This module aims to:

- Develop a critical understanding of the concepts of clinical leadership and management in nursing
- Enhance graduate nurses' competencies, attitudes and skills with which to function effectively as healthcare leaders within the health care environment.
- Explore the key leadership knowledge, skills and competencies required by nurses for healthcare delivery.
- Equip graduates to apply theoretical underpinnings of the module to develop and grow in confidence as leaders.

### Learning Outcomes

1. Critically analyse and differentiate key principles of leadership and management
2. Evaluate methods and models of decision-making in clinical leadership
3. Demonstrate the ability to coordinate, manage, assess and give feedback to colleagues.
4. Critically evaluate team leadership and inter-professional cooperation in the context of mental health nursing.
5. Examine healthcare funding models and resource management in the context of mental health nursing care delivery
6. Evaluate the implications of change on health systems and staff and discuss approaches to managing change

### Indicative Content

1. Management and leadership theories
2. Managing and leading in the context of nursing
3. Principles of co-ordination, delegation, supervision, and monitoring of nursing care
4. Teamwork, staffing, clinical handover and open disclosure
5. Resource Management
6. Change Management

### Summative assessment:

#### Essay (100% of module)

- 4,000 word report on detailing a workplace improvement plan, including analysis an assessment of current performance, models to generate improvement and strategies to manage change.
- Learners are offered one resit submission for the summative assessment to bring the module grade to 50%. Resubmitted modules are capped at the pass mark.



# MODULE 9

## CLINICAL EDUCATION

### This module aims to:

- Enable nurses to critically appraise adult learning and assessment theory as it relates to their clinical and education practice
- Demonstrate how processes for curriculum planning and design are informed by different healthcare settings and educational contexts
- Evaluate the relationship between teacher / preceptor and learners / trainees and the roles of each in education and clinical settings
- Compare assessment strategies and tools for various teaching methods/settings and know where they might be applied

### Learning Outcomes

1. Critically evaluate the literature on health professions education and apply this to their clinical nursing education.
2. Apply learning and teaching principles in the design of education through appropriate learning needs analysis and curriculum design
3. Critique frameworks and practices of preceptorship and mentoring in nursing through the development of a personal action plan
4. Demonstrate selection and use of appropriate assessment methodologies for a given education activity
5. Evaluate how to integrate learning technologies into the delivery of education and assessment of knowledge, skills and clinical competence

### Indicative Content

1. The role of the clinical nurse educator
2. Enabling effective learning: theories of learning
3. Needs Analysis and Curriculum Design
4. Preceptorship and Mentoring
5. Assessment Design & Administration
6. Learning Technology in Education and Clinical assessment

### Summative assessment:

#### Essay (100% of module)

- 4,000 word report justifying curriculum design, teaching mode and assessment strategy for an education activity relevant to the candidate's clinical practice.
- Learners are offered one resit submission for the summative assessment to bring the module grade to 50%. Resubmitted modules are capped at the pass mark.

# MODULE 10

## PATIENT SAFETY AND QUALITY IMPROVEMENT

### This module aims to:

- Enable learners to critically appraise the latest thinking in patient safety and quality improvement
- Encourage the analysis of healthcare environments using contemporary models to evaluate factors influencing patient safety.
- Equip learners to consider issues of safety in their own clinical setting and make recommendations for improvement.

### Learning Outcomes

1. Evaluate key principles of quality and safety in the context of mental health nursing
2. Critically analyse how information management systems contribute to effective organisational structures and quality of care
3. Evaluate the relationship between operational efficiency, quality, safety, productivity and cost.
4. Critically explore the impact of human factors on quality and safety including the role of patient engagement and feedback.
5. Demonstrate the ability to analyse and make recommendations to improve quality and safety

### Indicative Content

1. Principles of Quality in Healthcare
2. Principles of Information Systems in Healthcare
3. Human Factors in Patient Safety
4. Assessment of Quality and Safety
5. Auditing and measurement of standards of care
6. Action Plans to improve quality and patient safety

### Summative assessment:

#### Essay (100% of module)

- 4,000-word report detailing a workplace quality improvement assessment.
- Learners are offered one resit submission for the summative assessment to bring the module grade to 50%. Resubmitted modules are capped at the pass mark.

## This programme is delivered in partnership with iheed

The partnership between the London South Bank University and iheed brings together LSBU's academic excellence and iheed's unrivalled expertise in online healthcare education. This synergy creates a transformative learning journey that can take your healthcare leadership career to new heights.

LSBU's faculty members contribute their knowledge, research and teaching excellence, ensuring the academic rigor and depth of the programme. Simultaneously, iheed's world-leading online education capabilities bring learning to life in a stimulating, interactive and user-friendly way, ensuring a rich, engaging and, most importantly, effective learning experience.

The result is a programme that delivers the very best of both partners: top-tier academic quality, taught in a way that maximises learning outcomes and provides flexibility for professionals.

**Interested in discovering more about iheed online programmes?  
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