

## Module Specification

### Module Summary Information

<b>1</b>	<b>Module Title</b>	Mental Health Transition to Qualified Practitioner
<b>2</b>	<b>Module Credits</b>	30 Credits
<b>3</b>	<b>Module Level</b>	6
<b>4</b>	<b>Module Code</b>	NUR6051

<b>5</b>	<b>Module Overview</b>
<p><b>Relationship with Programme Philosophy and Aims</b></p> <p>A student centred approach to teaching in preparing students to work within an ever changing healthcare environment, helping students to ease their transition from student nurse into registered practitioner.</p> <ul style="list-style-type: none"> <li>To enable the student to draw on reflective experiences and knowledge gained during the course in order to develop problem-solving skills.</li> <li>To foster the development of a critical approach to the management of the student's own role in the delivery of health care. The module will be delivered using a Problem Based Learning approach throughout.</li> </ul>	

<b>6</b>	<b>Indicative Content</b>
<p>Transition to Qualified Practitioner is the final module in your nursing programme. The module's learning activities have been designed so that you will draw on your academic and practice experience, consolidate prior learning and gain new personal / professional knowledge to support your transition from student to newly qualified nurse. This is a time that is filled with both excitement and trepidation and a territory that feels quite unfamiliar; this is also known as 'reality shock'. Please be assured these feelings are quite normal and will be explored as part of your module learning activities. The module team will utilise a variety of learning strategies, including video lectures, web-based resources, plenary sessions, individual and group work. Student learning activities will follow core themes and be explored through directed study activities and problem based learning (PBL) sessions. PBL is focused upon the student driving their own learning.</p> <p>There is a significant expectation that you will be proactively involved and responsible for your own learning. This is part of your student responsibility (NMC, 2012) and aligns you with the requirements to be an autonomous registered nurse (NMC, 2015). This lays the foundations for lifelong learning and meeting the NMC requirements for your initial and continued registration.</p> <p>Overall we expect open minded, inquisitive, engaging students who are willing to embrace the challenges and rewards of this next chapter in your career. You can expect a module team who are equally open minded, engaged and enthused about supporting your transition; we look forward to working with you in the coming months.</p>	

<b>7</b>		<b>Module Learning Outcomes</b>
<b>On successful completion of the module, students will be able to:</b>		
	<b>1</b>	Reflect upon the role of the newly qualified practitioner in applying a systematic approach to problem solving in the efficient and effective management of people, service improvement and innovation, resources and delivery of care.
	<b>2</b>	Critically discuss the key skills and knowledge required for transition from student nurse to registered practitioner. This incorporates the topics of clinical governance, teaching and supervision of staff, multi-disciplinary team working and professional autonomy in nursing practice.
	<b>3</b>	Evaluate employability skills and recognise the need for ongoing personal and professional development as a qualified practitioner.
	<b>4</b>	Interpret and apply the risk assessment process within the care environment
	<b>5</b>	As a Mental Health Nurse demonstrate knowledge and understanding of safe and effective administration of medicines and apply the skills of clinical numeracy necessary for safe nursing practice.
	<b>6</b>	Demonstrate in practice the attitudes knowledge and skills developed within the module to the required level of performance.

<b>8</b>				<b>Module Assessment</b>
<b>Learning Outcome</b>		<b>Coursework</b>	<b>Exam</b>	<b>In-Person</b>
<b>1 – 5</b>				<b>X (Presentation)</b>
<b>5, 6</b>			<b>X (Numeracy Exam)</b>	
<b>1 – 6</b>				<b>X (Placement)</b>

<b>9</b>		<b>Breakdown Learning and Teaching Activities</b>
<b>Learning Activities</b>	<b>Hours</b>	
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	90	
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	150	
<b>Private Study (PS)</b> includes preparation for exams	60	
<b>Total Study Hours:</b>	300	