MENTAL HEALTH NURSING

Mental Health Nursing

Competencies for Practice

Edited by
Stephan D. Kirby,
Denis A. Hart, Dennis Cross &
Gordon Mitchell

palgrave
macmillan

© Stephan D. Kirby, Denis A. Hart, Dennis A. Cross & Gordon Mitchell 2004
Individual chapters © contributors 2004

All rights reserved. No reproduction, copy or transmission of this publication may be made without written permission.

No paragraph of this publication may be reproduced, copied or transmitted save with written permission or in accordance with the provisions of the Copyright, Designs and Patents Act 1988, or under the terms of any licence permitting limited copying issued by the Copyright Licensing Agency, 90 Tottenham Court Road, London W1T 4LP.

Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

The authors have asserted their rights to be identified as the authors of this work in accordance with the Copyright, Designs and Patents Act 1988.

First published 2004 by
PALGRAVE MACMILLAN
Houndmills, Basingstoke, Hampshire RG21 6XS and
175 Fifth Avenue, New York, N.Y. 10010
Companies and representatives throughout the world

PALGRAVE MACMILLAN is the global academic imprint of the Palgrave Macmillan division of St. Martin's Press, LLC and of Palgrave Macmillan Ltd. Macmillan® is a registered trademark in the United States, United Kingdom and other countries. Palgrave is a registered trademark in the European Union and other countries.

ISBN 978-1-4039-0262-7 ISBN 978-1-4039-9756-2 (eBook)
DOI 10.1007/978-1-4039-9756-2

This book is printed on paper suitable for recycling and made from fully managed and sustained forest sources.

A catalogue record for this book is available from the British Library.

10 9 8 7 6 5 4 3 2 1
12 11 10 09 08 07 06 05 04 03

Contents

<i>List of Figures</i>	xiv
<i>List of Tables</i>	xv
<i>List of Boxes</i>	xvi
<i>Foreword</i>	xvii
<i>Stephan D. Kirby and Gordon Mitchell</i>	
<i>Notes on the Contributors</i>	xx
<i>Introduction</i>	xxviii
<i>Stephan D. Kirby, Denis A. Hart, Dennis Cross and Gordon Mitchell</i>	

PART I	
BACKGROUND TO GOOD PRACTICE AND EFFECTIVE LEARNING	1
1 Developing a Competence-based ‘Exit Profile’ for Pre-registration Mental Health Nursing	3
<i>Dennis Cross and Elaine Readhead</i>	
<i>Competencies for Entry to the Register</i>	4
Conclusions	10
2 The Recognition of Inequality and the Need for Empowerment	13
<i>Denis A. Hart</i>	
Introduction	13
Prejudice and discrimination	14
3 How Can Nurses Meet the Needs of Mental Health Clients?	32
<i>Sue Jackson and Chris Stevenson</i>	
Introduction	32
How the study was organized	33
Data analysis	33
Findings and discussion	34
Conclusion (and implications of the study)	42
Note	43

4	User Perspective – The Good Psychiatric Nurse	46
	<i>Anne Maidment</i>	
5	Carer Issues in Mental Health	56
	<i>Val Chapman</i>	
6	Working with People who have Special Needs and Disabilities and Mental Health Problems	66
	<i>Celia Harbottle and David Mudd</i>	
	Introduction	66
	A critical review of definitions of special needs, disabilities and mental health and the limitations imposed by language	67
	The social model of disability and its relevance to mental health nursing practice	68
	The evolution of contemporary attitudes to people with disabilities	70
	Conclusions	74
 PART II		
	PREVENTION AND HEALTH PROMOTION	77
7	Common Mental Health Problems	79
	<i>Denis A. Hart</i>	
	Introduction	79
	Normality and abnormality	80
	Mental disorder, anti-social behaviour and the law	80
	The role of mental health nurses	81
	The classification of mental and behavioural disorders	81
	Common mental health problems	82
	Conclusions	92
8	Mental Health Promotion	95
	<i>Dennis Cross</i>	
	Introduction	95
	Defining mental health	96
	What is meant by mental health promotion?	96
	Mental health promotion and social exclusion	98
	The relationship between mental health, wellness and mental illness	98
	Education and training	100
	Mental health promotion or mental health education?	103
	Research and evaluation	104
	Conclusion	105

9	A Positive Approach To Mental Health Nursing: Role, Values and Attitudes	107
	<i>Dennis Cross</i>	
	What are the outcomes of mental health/psychiatric nursing?	108
	Conclusion	115
10	Risk Prevention	119
	<i>Denis A. Hart and Stephan D. Kirby</i>	
	Introduction	119
	What is risk?	120
	Risk assessment	120
	Principles of risk assessment	122
	Models of clinical risk assessment and predication	126
	Risk management	126
	The community safety agenda	128
	Conclusion	129
11	Creating and Maintaining a Safe Environment	132
	<i>Neil Woodward, Lyn Williams and Peter Melia</i>	
	Dimensions of risk to self (suicide and self-injuriousness):	
	what the boffins tell us	133
	An environmental response	134
	Dimensions of risk to others (dangerousness)	136
	Conclusion	145
PART III		
	CONTINUUM OF TREATMENT	147
12	Interdisciplinary Approaches to Community Mental Health Practice	149
	<i>Denis A. Hart and Angela Hall</i>	
	Introduction	149
	Models of service provision	151
	A framework for the delivery of secondary mental health care	158
	Managing risk	160
	Conclusion	160
13	Supporting People and their Families During Psychopharmacotherapy	164
	<i>Mike Fleet</i>	
	Introduction	164
	The challenge of serious mental illness	165

	Informed consent and autonomy	165
	Psychopharmacology and psychopharmacotherapy	167
	Symptom monitoring and management tools	169
	Monitoring negative effects	169
	The working alliance	171
	Psychoeducation	173
	Strategies for improving medication compliance	173
	Conclusion	175
14	Using Counselling in Mental Health Practice	178
	<i>Maggie Hadland</i>	
	Introduction	178
	What is counselling – just tea and sympathy?	179
	The core conditions	180
	Counselling approaches	181
	The process of counselling: beginning, sustaining and closing the therapeutic relationship	183
15	Some Brief Psychological Therapies	195
	<i>Jan Connolly and Sheila Arnold</i>	
	Introduction	195
	The generation of hope	196
	Empowering the client in the course of therapy	196
	Brief psychological therapies and psychopharmacotherapy	198
	Conclusion	207
16	Person-centred Approach to the Care of Older People With Mental Health Problems	209
	<i>Liz Desira and Geoff Martin</i>	
	Introduction	209
	Person-centred care	210
	The role of ageism	210
	Common mental health problems	212
	Care interventions	215
	Personhood	222
	Conclusion	223
17	Treating Post Traumatic Stress Disorder	226
	<i>Gillian Green</i>	
	Introduction	226
	Historical perspective/changing attitudes	227
	What constitutes a ‘traumatic event’?	228
	Different reactions to trauma experiences	231
	Associated symptoms	231
	Co-morbidity and associated problems	232

	Prevalence rates	234
	Assessment issues/approach	234
	Assessment measures	234
	Treatment approaches	235
	Conclusion	236
18	Assessing and Engaging People with Personality Disorder	241
	<i>Peter Melia and Stephan D. Kirby</i>	
	Introduction	241
	Dilemmas in defining psychopathy and personality disorder	243
	Classification and description – medical	244
	Classification and description – psychological	246
	A word on the judiciary and DSPD	251
	Working with personality disordered clients	252
	Dynamic issues and relationship as a therapeutic tool	253
	Splitting and secrets	255
	Rejection	256
	Conclusion	258
19	The Influence of Dual Diagnoses	260
	<i>Dominic Wake</i>	
	Introduction	260
	Prevalence	262
	Violence and offending	262
	Motivation	264
	Therapeutic strategies	264
	Accurate assessment	268
	Families and significant others	269
	Conclusion	270
20	Psychosocial Interventions for People with Serious Mental Illness	273
	<i>Mike Fleet</i>	
	Introduction	273
	The role of engagement	274
	Psychoeducation	274
	Working with families	275
	Individual approaches to psychotic phenomena	276
	Cognitive-behavioural approaches to psychotic phenomena	280
	Conclusion	285
21	Mental Health Nursing within Secure Conditions	290
	<i>Stephan D. Kirby and Denis A. Hart</i>	
	Introduction	290
	The forensic nursing role and the law	291

	The General Duty of Care as applied to secure facilities	291
	The General Duty of Care and forensic mental health nursing	293
	Forensic nursing and ethics	294
	The emerging role of the forensic mental health nurse	294
	The public perception	296
	Relationships	297
	Ensuring care needs are met in secure facilities	299
	Assessment of risk	300
	Assessing patients' needs	301
	Forensic mental health nurse competencies and education	301
	Conclusion	302
22	Acute In-patient Setting	307
	<i>Gordon Mitchell, Chris Stanbury and Sheila Arnold</i>	
	Introduction	307
	The role of the newly qualified nurse in an acute in-patient setting	307
	An example – practice development	308
	Ongoing modernization and governance agendas	310
	Models for mental disorder	311
	Working with clients and their families within acute in-patient care	314
	Conclusion	327
23	Assertive Community Treatment with People Experiencing Serious Mental Illness	335
	<i>Mike Fleet</i>	
	Introduction	335
	The historical perspective	336
	Definition of ACT	337
	The benefits of ACT	338
	Model fidelity	341
	Target client group	342
	Evidence-based interventions in ACT	342
	Ethical issues in ACT	344
	Conclusion	346
24	Mental Health and Community Safety	349
	<i>Denis A. Hart and Stephan D. Kirby</i>	
	Introduction	349

PART IV

	USING EFFECTIVE LEARNING TO DEVELOP REFLECTIVE PRACTICE	355
25	Legal and Professional Issues in Mental Health Nursing Practice <i>Gordon Mitchell</i>	357
	Introduction	357
	Accountability	358
	What is a duty of care?	358
	Negligence	359
	Consent	360
	Competency	362
	Who can give consent?	364
	Mental Health Act (1983)	365
	Psychiatry and criminal law	367
	Sentencing mentally disordered offenders under the Mental Health Act (1983)	369
	Conclusion	369
26	Management Issues in Practice <i>James T. Watson</i>	371
	Introduction	371
	Leading	374
	Controlling	375
	Recipient and user evaluation of services	378
	Data collection and its uses	379
	Conclusion	381
27	Facilitating Multi-disciplinary Relationships and Practice <i>Maggie Hadland</i>	383
	Introduction	383
	Multi-professional practice	384
	Some suggestions for better multi-professional working	386
	Self-presentation	387
	Perception and attribution	389
	Groups and teams	391
	Using interpersonal skills effectively	395
28	The Evidence Base <i>Angela Morgan and Chris Stevenson</i>	400
	Introduction	400
	What is evidence-based practice?	401

	What constitutes evidence?	404
	Sources of evidence	409
	How can EBP be incorporated into mental health nursing?	411
29	Learning: from Self-development to Competency	415
	<i>Stephan D. Kirby and Denis A. Hart</i>	
	Introduction	415
	Learning	417
	Self-assessment	419
	Self-development	419
	The exit profile portfolio	422
	Learning opportunities and practice skills	427
	Learning opportunities and the learning experience	428
	Learning opportunities and values	429
	Learning opportunities and anti-discriminatory practice	430
	Conclusion	430
30	A Framework for Success: A Student's Perspective	434
	<i>Colin Rowley</i>	
31	A Day in the Life of . . .	443
	<i>Mike Firn, Steve Harrison and Peter Melia</i>	
	Working in Assertive Outreach	443
	<i>Mike Firn</i>	
	Introduction	443
	Generic working	444
	Assertive Outreach person specification	445
	Communication and structuring the work	446
	Engagement	446
	Symptom management	448
	Conclusion	449
	Nursing Young People with Mental Health Problems	450
	<i>Steve Harrison</i>	
	Introduction	450
	Initial reflections	450
	Basic principles	451
	Implications for practice	454
	Reflections of a Forensic Mental Health Nurse	456
	<i>Peter Melia</i>	

<i>Contents</i>	xiii
Overview	464
<i>Stephan D. Kirby, Denis A. Hart, Dennis Cross, and Gordon Mitchell</i>	
<i>Appendix: A Competence-based ‘Exit Profile’ for Pre-registration Mental Health Nursing</i>	466
<i>Index</i>	477

List of Figures

1.1	The process used in the construction of an ‘exit profile’ plan	7
3.1	The three me’s	34
8.1	The links between well-being and ill-health	99
11.1	The aggression cycle	139
13.1	Neurotransmission across synapse	167
18.1	Chart of interpersonal relationships in a closed living environment	249
29.1	A Kolb-type learning cycle	417
29.2	Revised learning cycle	418
29.3	Honey and Mumford’s four learning styles	418
29.4	Two routes to self-development	419
29.5	Competence	421
29.6	Kolb’s cycle of competence	422
29.7	The role of opportunities in the learning experience	429

List of Tables

10.1	Three models of clinical risk assessment	126
10.2	The areas deemed necessary for an effective risk management plan	127
12.1	Theory of preventative psychiatry	151
12.2	The two levels of care co-ordination	159
16.1	Summary of symptoms of Alzheimer's Disease	213
18.1	DSM-IV Axis II diagnoses	247
18.2	Categorical evaluation of psychopathy	248
18.3	The 'big five' factors	250
21.1	Competency Framework 2000	303
25.1	Some sections of the Mental Health Act (1983)	366
27.1	Approaches to dealing with conflict situations	397
29.1	Key to essential evidence	425
31.1	Assertive Outreach person specification	445

List of Boxes

31.1	Format for handover/briefing	447
31.2	Functions of handover/briefing	447

Foreword

STEPHAN D. KIRBY AND GORDON MITCHELL

At a meeting of mental health educators in November 1999 a recommendation was made that it would be extremely helpful to develop a subset of the UKCC competencies specifically for mental health nurses. The project to develop these competencies was instigated by The Northern Centre for Mental Health.

So, not long after that meeting a group of leading clinicians, academics, service providers and service users from the North East of England met to discuss and plant the seeds of what was to become the ‘Competence-Based “Exit Profile” For Pre-Registration Mental Health Nursing’. It was evident at that stage that something innovative was needed to capture the complexities of mental health nursing and mental health nurse education in the twenty-first century.

It is not our intention to maintain a cliché nor to state an obvious truism when we echo the words of Martin Brown (Co-Director of the Northern Centre for Mental Health) when he said that ‘tomorrows services will be run, managed and led by today’s learners’. It is therefore essential that they receive the proper and timely preparation for their future roles and continual personal and professional development through lifelong learning. The competencies highlighted within this text are designed to show the starting point of the professional journey and will help educators plan curricula, which engage, encourage and enliven learners through a variety of educational activities.

The principle behind the development of the ‘Exit Profile’ was to ensure that there is consistency in the essential knowledge, skills and attitudes that mental health nursing students will acquire by the end of their educational programmes, while maintaining an acceptable level of flexibility to be responsive to local needs. The developers engaged a partnership approach to curriculum development, which meant that the Curriculum Development Team consisted of not only Mental Health Lecturers, but also clinicians from our local NHS Trusts, the views of previous student nurses and users and carers of local mental health services.

The development of the ‘Exit Profile’ acknowledges the drive for quality in the NHS, which includes the changing context of mental health care delivery described in the *National Service Framework for Mental Health* (DoH, 1999a). The domains and benchmarks within the ‘Exit Profile’ (See Appendix 1 of this text) are provided to assist curriculum and planning groups in the construction of contemporary pre-registration mental health nursing education programmes, which have an overall aim of preparing mental health nurses to be fit for practice, purpose and award upon registration.

With the publication of *Making a Difference* (DoH, 1999b), and *Fitness for Practice* (UKCC, 1999) the School of Health and Social Care within the University of Teesside was successful in being chosen as a pilot site to introduce the ‘competency-based approach’ to Pre-Registration Nurse Training. These reports along with the *Requirements for Pre-registration Nursing Programmes* (UKCC, 2000) provided a contemporary framework for the development of nursing and midwifery programmes based upon a new outcomes and competency approach. The recommendations published in these reports provide generic competencies for entry to the register that have been used as a foundation to construct specific benchmarks for the mental health branch of nursing.

In developing our curriculum we used the *Fitness for Practice* (UKCC, 1999, p 35) definition that described competence as the ‘skills and ability to practice safely’ and is ‘fundamental to the autonomy and accountability of the individual practitioner and therefore to their code of conduct’. Therefore, this competency-based approach to education and the development of the ‘Competence Based Exit Profile’ (the nucleus and focal point for this text) will encourage the development of the knowledge, understanding, practical and technical skills, attitudes and values of the student nurses who, over a three year period, will work with, as well as support, all those professionals with a responsibility for developing and delivering pre-registration mental health nursing programmes.

Once successfully approved by our internal and external validation bodies it was clearly that the new ‘Making a Difference’ (MaD) (no pun intended!) Mental Health Student Nurse Training Programme was radically different to our previous programmes. The first two cohorts for this programme commenced (for the Degree Pathway) in September 2000 and (for the Diploma Pathway) in January 2001. These students, including one of this text’s authors, are being monitored and evaluated by a national research programme, funded by the Department of Health and are due to qualify soon. But our intermediate evaluation is very positive with practitioners reporting a more competent and skilled student nurse working on the clinical areas. Therefore, this book, as well as being based upon the mental health competencies, is also a reflection of this innovative mental health student nurse pre-registration programme.

While the editors and contributors see the readership of this text as being (primarily though not exclusively) the mental health student nurse undertaking the Making a Difference Mental Health programmes, we also feel that this book is very useful to a wider range of other mental health clinicians – from the newly qualified nurse through to the experienced nurse who acts as a Practice Mentor for the aforementioned students when they undertake their practice. We also hope that this text will help coordinate the practice experience and assist clinical settings to develop their sites and to assist in enhancing further the students’ learning experience.

The contributors (apart from those who provide education at the University

of Teesside) are drawn from a range of specialities and services around the UK and range of clinical experiences.

Readers should be aware that while each chapter carries benchmarks (taken from the Exit Profile) which are indicative to the theoretical content, one domain was not included (Domain 1.1 *Professional Practice*), this is due to the fact that we feel that this domain and its inherent benchmarks are intrinsic to *all* the chapters in this text and therefore to include them in the tables at the head of each chapter would have been just added to the bulk of benchmarks already there, this is why the observant among you – those of you who intend to ‘map’ the chapter benchmarks to the framework (in the Appendices) you will not find these particular *benchmarks for achievement* highlighted as being specific to any particular chapter.

We hope that you, the reader, will find the contents of this book interesting, illuminating and provoking a variety of questions and a desire to find out more, which will motivate you to read further texts on the variety of subjects covered here. We are not intending to provide all the answers to questions, rather we would like you to use this book as a ‘springboard’ to further reading for your personal and professional development.

We hope you enjoy what you read from here forward.

Stephan D. Kirby, Gordon Mitchell, Dennis Cross & Denis A. Hart

References

- Department Of Health (1999a) *National Service Framework for Mental Health*, London: HMSO.
- Department of Health (1999b) *Making A Difference: Strengthening The Nursing, Midwifery and Health Visiting Contribution To Health and Health Care*, London: HMSO.
- United Kingdom Central Council For Nursing, Midwifery and Health Visiting (1999) *Fitness For Practice*, London: UKCC.
- United Kingdom Central Council For Nursing, Midwifery and Health Visiting (2000) *Requirements for Pre-registration Nursing Programmes*, London: UKCC.

Notes on the Contributors

Sheila Arnold: BSc (Hons), MSc, RMN, RGN, RNT, Cert Ed, Cert Coun, Dip Nursing, (PhD Student) is Senior Lecturer at the School of Health and Social Care, University of Teesside. She has over three decades of experience as a psychiatric-mental health nurse and educator. Sheila is a Registered Mental Health Nurse and Registered General Nurse and completed a Diploma in Nursing in 1980. In recent years her personal, professional research interests have been in relation to the experiences of nurses in the field of psychiatric care with a particular focus on ‘therapeutic working’ and ‘therapeutic conversation’. Her Doctoral studies involve a discourse analysis of the experiences of nurses utilizing a psychosocial approach (PSI) to care of the individual and their families and carers.

Val Chapman taught modern foreign languages until she became a full-time carer in 1998. She now works as a volunteer with ‘Rethink’, the UK’s largest mental illness charity, and is involved in carer support, campaigning for better services, and reducing stigma. She coordinates a support/campaigning group throughout County Durham, and is working in partnership with the local NHS Psychiatrist Trust to improve services to families. She has a particular interest in early intervention and has been involved in the Newcastle Early Psychosis Declaration, which is supported by the World Health Organization and is set to become an international benchmark for service providers. She has recently trained as an advocate and set up an advocacy service for members of the group.

Jan Connolly: BA (Hons), MA, RMN, PgCE, DPSN, RNT is Senior Lecturer in the School of Health and Social Care at the University of Teesside. Jan undertook her pre-registration training at the Maudsley Hospital, London and completed in 1982. She qualified as a Nurse Teacher in 1991. Her current role is Pathway Leader for the Advanced Diploma in Mental Health Nursing. She was formerly Clinical Nurse Specialist (Mood Disorders) and Honorary Lecture-Practitioner, Liaison Psychiatry. Specific professional interests include Cognitive Behaviour Therapy; Interpersonal Psychotherapy; Feminist approaches to Women’s Mental Health Problems and Discourse Analysis.

Dennis Cross: TD, BA (Hons), BEd (Hons), MA, RMN, RGN, RNT, (PhD Student) (co-editor) is Principal Lecturer (Mental Health) School of Health and Social Care at the University of Teesside. He is currently completing his PhD in nursing education and mental health. He was the Project

Leader for the development of the 'Exit Profile' working closely with Elaine Readhead, on behalf of the Northern and Yorkshire NHS Workforce Development Group and the Northern Centre for Mental Health. During part of academic year 2002/3 he has been seconded to the Institute of Technology in Tralee, Ireland to help to introduce a new pre-registration degree in Mental Health Nursing.

Liz Desira: BSc (Hons), MSc, RMN, RGN, RCNT, Cert Ed is a Senior Lecturer in the School of Health and Social Care at the University of Teesside. She undertook her pre-registration Adult Nursing at Mount Vernon Hospital Middlesex, her Midwifery training at the Simpson Memorial Maternity Pavilion, Edinburgh and Mental Health training at The Middlesex Hospital, London and Hill End Hospital, St Albans. After a short period working as an operating theatre sister she returned to mental health nursing. Her current employment includes (as well as being Senior Lecturer (Mental Health)) her role as Examinations and Assessments Officer for pre- and post-registration nursing studies at the University of Teesside. Specific professional interests include care of the elderly and health promotion.

Mike Firn: BA (Hons). RMN is a Mental Health Nurse with nine years experience using the Assertive Community Treatment model in the UK. He is the Service Manager for 3 ACT Teams in South West London, as well as Home Treatment and Early Intervention Services. Mike is coordinator of the London Region for the National Forum for Assertive Outreach. He has co-authored with Prof. Tom Burns, the book *Assertive Outreach in Mental Health*, a manual for practitioners, published by Oxford University Press (2002).

Mike Fleet: BSc, MSc, RMN, RGN, PgCE, Dip Thorn is a Senior Lecturer, at the School of Health and Social Care, University of Teesside. Mike is module leader for several programmes including 'Integrated Approaches and Interventions with People with Serious Mental Illness and Their Families', 'Multidisciplinary Assertive Outreach for the Severely Mentally Ill' and 'Awareness of Psychosocial Interventions'. Previously Mike was Clinical Nurse Specialist with the South West London and St George's Hospital Mental Health NHS Trust's Assertive Community Treatment Team. He is currently developing a degree in 'Evidence-based Interventions in Mental Health and Social Care' to promote evidence-based practice at a clinical level. Mike is a member of the British Association for Behavioural and Cognitive Psychotherapies.

Gillian Green: BSc (Hons), RMN, Dip Nursing, (PhD Student) is the Specialist Clinical Practitioner at the Duchess of Kent's Psychiatric Hospital, Catterick Garrison, North Yorkshire. Her role has focused on psychological injury for the past six years. She has been instrumental in the establishment

an ongoing development of a Defence Medical Services Unit dedicated to the assessment and treatment of psychological injury resulting from traumatic experiences. Her keen interest in the professional development of both herself and others has enabled her to design and implement an evidence-based six month rotational training programme for Registered Mental Health nurses in the assessment and treatment of psychological injury. In addition to this she has also developed and presented a number of workshops and educational packages focusing on various aspects of stress and trauma across a range of both health care and non-health care professionals. Gillian is also a member of the International Society of Traumatic Stress Studies (ISTSS), which has afforded her a number of opportunities not only to share her research interests, but also to present the model of care used by her and her colleagues on a national and international level. In addition she is also a member of the British Association of Behavioural and Cognitive Psychotherapy (BABCP).

Maggie Hadland: BA (Hons), MA (Ed), RMN, RGN, RNT, Cert Ed is a Senior Lecturer in the School of Health and Social Care at the University of Teesside. After obtaining a first degree in Sociology, Maggie trained in both Adult and Mental Health Nursing, and has worked in a variety of Acute Mental Health settings, including managing a 29-bed acute in-patient facility. Maggie is also a qualified counsellor, having received her Masters in Counselling from Durham University, and was responsible for implementing and operating a counselling service in five schools for children and young people aged 9 to 18. Maggie continues to practice counselling with children in a local primary school. Her current teaching includes providing the input on Humanistic Counselling approaches to the MSc in Counselling and Counselling Psychology, as well as teaching counselling skills to nurses and other health professionals. At the moment she is studying for a Post-Graduate Diploma in Psychology, and is researching changes in visual-spatial ability over the menstrual cycle. Other research interests are adult attachment and women and mental health.

Angela Hall: BSc (Hons), MA, RMN, RGN, RNT, PgCE, Cert Coun, App Dip (PhD Student) is a Senior Lecturer (Mental Health) in the School of Health and Social Care, University of Teesside. Angela is Programme Leader for the Joint Social Work/Mental Health Nursing framework at pre-registration, the first in the UK. Having qualified in both Mental Health and General Nursing she practised as a Community Mental Health Nurse, first within Primary Care and more recently as part of a Community Mental Health Team. She became a nurse educator in 1992 and her current interests are in Inter-professional Working and Education, Primary Mental Health Care and Psychosocial Interventions for People with a Serious Mental Illness. Her PhD studies are focused on the students development of a 'Shared Professional Identity'.

Celia Harbottle: BA (Hons), MA, CSS, Cert is a Senior Lecturer in Social Work/Learning Disability Nursing at the School of Health and Social Care, University of Teesside. She is also Programme Leader for awards offering both nursing and social work qualifications. Her research interests are integrated working, competency frameworks in vocational education and social care practice. She is also a fellow of the Royal Society of Arts.

Stephen Harrison: BSc Hons, RMN, Dip CAMH (ENB 603), Dip CMHN is a Nurse Consultant working at the Newberry Centre for Young People in Middlesbrough (Tees and North East Yorkshire NHS Trust). He took up the post in September 2002. Born and raised in Teesside, his career began as a Nursing Assistant working with teenagers in 1979. He trained at St Luke's Hospital and went on to study Nursing to Degree Level at the University of Teesside. Steve has nursed and managed in residential and community settings with young people as well as contributing to the Health Advisory Service Thematic Review – 'Together We Stand' – and contributing to the Department of Health's Children's National Service Framework. Steve is also a part time lecturer at the University of York teaching on the Child and Adolescent Mental Health Degree Pathway.

Denis A. Hart: MPhil, MA/CQSW, MA, BSc. (Soc), MBSA, (co-editor) is a Visiting Lecturer at the School of Health and Social Care, University of Teesside. Prior to this Denis was Houseparent at Kingswood School in the late 1960s and early 1970s before becoming House-warden at Tennal Assessment Centre from 1970 to 1971. He then entered academia and was Lecturer in Social Work (University of Bristol, 1971–73), he then became Deputy Head at Aycliffe Assessment Centre in County Durham (1973–81) becoming Head of the Centre between 1981 and 1985. In 1985 he returned once again to academia when he became Principal Lecturer at Trent Polytechnic. He moved to the University of Teesside in 1991 when he became the Principal Lecturer (Social Work) until 1997. From then to the present date, Denis has been a Research Associate working with the University of Teesside. As well as producing a wealth of Open Learning materials for a variety of programmes within the School of Health and Social Care, Denis is also a Trustee for the Resource Network for Disordered Adolescents, he monitors Bail support for NACRO and the Youth Justice Board and is working on developing protocols with the local Youth Offending Team.

Sue Jackson: RGN, BSc. (Hons), MPhil trained as an RGN in London and worked predominantly in head injury and neuro-oncology in London then moved to Addenbrookes in Cambridge where she completed the ENB 148 (Neuro-medical, Neuro-surgical Nursing). Sue has travelled and worked in Australia for 3 years. On her return, she studied for her BSc. (Hons) (Health Studies) at East Anglia Polytechnic University. Sue then moved

to Newcastle and joined the Department of Psychiatry in 1995, where she has undertaken a number of research studies in mental health issues in nursing. Working with Prof. Phil Barker and Dr Chris Stevenson, she was involved in the 'Need for Nursing Studies'. Sue's MPhil Thesis 'What Do People Need Psychiatric and Mental Health Nurses For' was one of a collection of studies which formed the underpinning framework for the Tidal Model of Nursing (Barker, 2000).

Stephan D. Kirby: MSc, PgC (L&T), Dip MDO, RMN (PhD Student) (co-editor) is a Senior Lecturer (Forensic Health and Social Care) in the School of Health and Social Care at the University of Teesside. He has nearly three decades of experience working with the mentally ill, the largest part being within Forensic Mental Health Services. He is Programme Leader for a number of post-registration educational pathways as well as numerous other pathways and modules ranging from Level 1 through to Masters level. The research for his MSc Thesis looked at Cognitive Distortions in Child Sexual Offenders. Currently he is studying for his PhD, which is exploring the experiences of 'Life in a Category A Segregation Unit'. Steve is also the current Chair of the National Forensic Nurses' Research and Development Group (www.forensicnurse.org.uk) and is also (Non-Executive) Director of Nursing for Veritas Management Ltd. Veritas provides highly experienced staff to all types of healthcare services. It specializes in secure environments, especially Police Nurses, and HMP Service with the provision of Custody Nurses and Forensic Medical Examiners.

Anne Maidment: MA, BA, Cert Ed is a user of mental health services in the North East of England. She describes her mental illness (bipolar disorder) first becoming apparent after the birth of her son. She describes her interests and activities as: *Political* – has been a constituency Chair for 18 months and on the Executive for 8 years; *Trade Union* – regional Vice Chair and National Council Member for NATFHE and helped to establish the Retired Members Section; *Misc.* she has been a Community Health Council member for 6 years and a member of the Committee of Sunderland Art Studio. Anne is also a member of Headlight – Sunderland's Mental Health Resource Centre. She retired, on health grounds, in 1992.

Geoff Martin: RGN, RMN, BSc (Hons), MA has worked in Mental Health Nursing and with the care of older people in Leicester and Middlesex Hospitals before moving into education as Staff Development Officer at Bishop Auckland General Hospital. He joined the University of Teesside in the mid 1990s, and is presently Team Leader for the Adult Nursing Team. His research has been around empowerment of dying patients and more recently working with an audit programme in North Durham using Dementia Care Mapping. The project attempted to measure the level of person-centred care provided by the Mental Health Trust in the area and the work has been published in a series of papers in national nursing journals.

Peter Melia: BA (Hons), MA, RMN, PgCE, PgCPD is the Nurse Consultant (Forensic Service), at the The Hutton Centre, St Luke's Hospital, Middlesbrough (Tees and North East Yorkshire NHS Trust). He has worked in forensic mental health services for more than two decades and has considerable experience in both health service management and clinical practice. He has contributed significantly to the development of PSI type (poly-factorial) approaches in working with individuals who suffer serious mental illness and personality disorder.

Gordon Mitchell: BSc (Hons), MA, RMN, Dip Nursing, ILTM, (co-editor) is a Senior Lecturer and Pathway Leader for Pre-Registration Mental Health Nursing in the School of Health and Social Care at the University of Teesside. He has responsibility for the implementation of the Making a Difference programme for Pre-Registration Mental Health Nurse Training. Specialist areas for teaching, are Mental Health Law, Care of the Client in a Acute Mental Health Setting. He has been working with the local Mental Health Trust on a project to implement 'Essence of Care' and with the Older Person Unit, which successfully achieved Practice Development Unit Status. Gordon's clinical background, since qualifying includes working with clients in an acute mental health setting until 1992, when he entered education, however he still maintains clinical links with an acute admission unit where he spends time working with staff and student nurses on the complexities of this client group.

Angela Morgan RGN, RM, Cert Ed, BSc. (Hons) MSc is a Principal Lecturer, currently working in the role of Learning and Teaching Co-ordinator in the School of Health and Social Care at the University of Teesside. She is a Nurse and Midwife and retains a commitment to facilitating learning for a wide range of health professionals in the field of research methods and evidence-based practice.

David Mudd: MSc, RMN, RNMH, Cert Ed, Dip CPN is the Principal Lecturer, for Learning Disability in the School of Health and Social Care, University of Teesside. His research interests include evaluating the influence of service-user involvement in the development, delivery and evaluation of health and social care educational curricula. He is currently involved in curriculum developments related to integrated approaches to health and social care and working across organizational and professional boundaries.

Elaine Readhead: BA (Hons), MA, RMN, Dip CPN is a Project Manager for the Northern Centre for Mental Health – A Regional Development Centre for the National Institute for Mental Health (England) (NIMHE). Elaine started work in the National Health Service in 1981 as a Registered Mental Nurse. She has a wide range of experience in a variety of community settings. She has also worked as a Mental Health Training Co-ordinator for a local Workforce Development Confederation. She currently manages projects relat-

ing to mental health education, training and workforce development. Elaine is also a Visiting Fellow at Teesside University.

Colin Rowley is a student nurse on the BSc (Hons) Nursing Studies (Mental Health) course at the University of Teesside and is due to graduate in 2003. He is a member of the first cohort to undertake the Making a Difference programme – which is underpinned by the Exit Profile explored within this text. At the time of writing he is in his third year, having lived through the experience of writing two portfolio's and is currently engaged in his third. His experience throughout the course has ranged from acute settings through to high and medium secure forensic settings. He sees his immediate future in acute nursing with a long-term view of working in community settings. He is currently undertaking his dissertation examining the interface between primary and secondary care.

Chris Stanbury: RMN, BSc (Psychotherapy), MEd is a registered mental health nurse and came into nursing as a psychology graduate and now has over 20 years of experience of nursing practice. She holds a second registration in psychodynamic psychotherapy and a Masters Degree in Education. She has special interests in clinical supervision and nursing practice development and has worked in nurse education and acute mental health as a Nurse Specialist. Her current post in the Mental Health and Learning Disabilities Trust in County Durham and Darlington is Deputy Director of Nursing.

Dr Chris Stevenson: RMN, BA (Hons), MSc (Dist), PhD is Reader in Nursing at the University of Teesside. The focus of her scholarship was on describing the nature of nursing, the nature of nursing research and scholarship and the nature of nurse education/training, from within the post-modern turn. Chris has a keen interest in social constructionism in relation to the practice of family therapy, especially with people in eating distress, a further research interest. She has worked closely with Prof. Phil Barker in developing and evaluating the Tidal Model of Psychiatric Nursing, which has a developing profile nationally and internationally. Chris has an extensive publication profile, which includes many papers that challenge received nursing wisdom.

Dominic Wake: BSc (Hons), MSc, RMN, RGN is a Senior Lecturer in the School of Health and Social Care, University of Teesside. Dominic worked for 3 years in Acute Psychiatry at Guy's Hospital where he developed an interest in substance use by instigating sessional work with heroin users in and around Deptford. He then joined the Community Drug Team which covered Lewisham & Southwark for 3 years. He then developed and managed a new Methadone Dispensing Programme before moving back to the North East, where he developed a three year alcohol home detoxification service. Dominic then managed the in-patient detoxification beds at Hartlepool General Hospital before moving to Guisborough to manage the Community Drug Team

in Redcar & East Cleveland. For the past couple of years, his main interest has been with parents and families of drug-users and how services provide support for them.

James T. Watson: RGN, ONC, RCNT, RNT Dip Nursing, MBA, MA, BEd (Hons), Dip (Pg) is Senior Lecturer and Pathway Leader for the Management Pathway within the BSc (Hons) Promoting Practice Effectiveness at the School of Health and Social Care, University of Teesside. James' career in Nursing has covered a wide range of areas from General Nursing, Paediatric Nursing, Learning Difficulties to Mental Health care. In the latter part of his career he has focused on the subject of management applied to the NHS and Nursing. James' work within the Colleges of Nursing and over the past 10 years the School of Health and Social Care at the University of Teesside, has enabled him to teach a wide area of management subjects from Certificate to Masters level within the context of the NHS and in particular the Nursing Profession.

Lyn Williams: MSc, Dip HE, RMN, HNC is Consultant Nurse, Liaison Psychiatry for Tees and North East Yorkshire NHS Trust. She qualified as an RMN in 1992 and worked within acute inpatient admission areas for elderly mentally ill and acute general psychiatry. Lyn began working in Liaison Psychiatry in 1996 when Liaison Psychiatry was first established in Middlesbrough. Liaison Psychiatry is a relatively new concept of mental health nursing and today is increasingly being acknowledged as a specialism within mental health nursing. Within her current role she has developed partnership working within Cancer Care at the local Acute Trust. This work was undertaken in the form of project work initiating a 'nurse to nurse' fast track referral route for mental health assessment for patients diagnosed with breast cancer and presenting mental health problems. Other areas of interest include, the development of an Integrated Care Pathway (ICP) in conjunction with the local Acute Trust for those presenting following an act of deliberate self harm. The main aims of the ICP is to improve the quality of the patient journey through the Acute Trust, prevent repetition, identify those at high risk of suicide, identify new mental illness. Also, in light of the National Suicide Prevention Strategy, establishing a multi agency task force to address suicide on Teesside and finally developing national core competencies for nurses wanting to pursue a career in Liaison Psychiatry.

Neil Woodward: RMN; Cert Ed; RCNI has a long history of working in forensic mental health care and is currently responsible for the management of the 'Aggression Management Training Centre' for the Tees & North East Yorkshire NHS Trust. He is an experienced Trainer, practitioner and lecturer in aggression management techniques and theory and has provided personal safety and aggression management training to a variety of health care personnel, both nationally and internationally.

Introduction

STEPHAN D. KIRBY, DENIS A. HART, DENNIS CROSS AND
GORDON MITCHELL

The principal aim of this text is to provide student mental health nurses with the necessary foundation knowledge required to enable them to integrate theory and practice when evidencing competence. The text is further designed to provide current practice mentors with a contemporary knowledge base to enable them to both evaluate performance, and to assist those on the practice placements to develop the required theoretical, connections.

In recent years, mental health nurse training has developed significantly from hospital-based training to academically based Schools within the Higher Education Sector. With this transition mental health nursing was transformed from a day-to-day operational context to fully fledged graduate level training programmes.

This transition occurred quite rapidly and saw the development of benchmark criteria as performance indicators of the competences to be developed and acquired. This has created a real void in terms of the adaptation of existing practical nursing knowledge and theoretical underpinning to focus specifically on enabling students to integrate theory, values and praxis into evidenced competence in practice.

The text begins by recognizing the need for the contemporary mental health nurse to work effectively in partnership with service users and their carers in keeping with the National Service Framework for Mental Health (Department of Health, 1999). The 'Background to Good Practice and Effective Learning' section therefore introduces the reader to these themes as they are developed, first, by the Chapter on 'The Recognition of Inequality and the Need for Empowerment', which seeks to encourage students to explore their own value bases and then apply new knowledge to appraise individual, cultural and structural discrimination. The theme is continued when we explore the importance of service-user involvement in research within mental health is demonstrated in 'How Can Nurses Meet the Needs of Mental Health Clients?'. This chapter is based on a funded research study and we feel that its inclusion offers the reader a balance within the text between the theory and competency driven chapters. This reports a study that explored how mental health professionals, service users, ex-service users and carers perceived the needs of people in the psychiatric system. The section closes with valuable insights into contemporary mental health services and its practice from both a service user and a carer of a mental health service user.

Although assessment is a key theme throughout the text, the authors recognize that this is a pre-requisite to any form of intervention or treatment. In Part II 'Prevention and Health Promotion, the chapter on 'Common Mental Health Problems' provides learners with a typology of conditions to enable them to make assessment evaluations that encapsulate need, risk and self-determination as well as the aetiology of the presenting problems. The themes of collaborative working, explorations of values and patient-centred care are continued through the chapters on 'Mental Health Promotion' and 'A Positive Approach to Mental Health Nursing: Role, Values and Attitudes'. The chapter 'Risk Prevention' addresses the need to balance, the rights of the patient, the needs of the patient and the potential costs to others, when determining an appropriate care plan. As mental health nurses work in the community as well as in residential settings the final chapter of the section addresses the crucial aspect of 'Creating and Maintaining a Safe Environment' without differentiating between patient or staff showing that the issues raised within the chapter are important to all of us within mental health services.

The third Part 'Continuum of Treatment' helps to provide a robust framework for effective practice and is further developed by revealing the key modalities of service delivery based upon appropriate diagnoses notably, 'Treating Post-traumatic Stress Disorder', 'Psycho-social Interventions for People with Serious Mental Health Problems', 'Brief Psychological Therapies' and 'Using Counselling in Mental Health Practice'. As risk is an additional theme that transcends contemporary practice there is a strong emphasis on the management of individuals in a variety of settings, hence this section also looks at 'Mental Health Nursing Within Secure Conditions', 'Assessing and Engaging People with Personality Disorder', 'Assertive Community Treatment . . .' and 'Interdisciplinary Approaches to Community Mental Health Practice'.

Given the need for both students and qualified mental health practitioners to engage in evidence based practice, this final Part deals with 'Using Effective Learning to Develop Reflective Practice' and how the student and their practice mentors can use the Competency Based Exit Profile to monitor the acquisition of new skills and to assess student practice. This section looks at issues as wide as 'Management for Practice' and 'Learning: from Self-development to Competency'. It also includes a 'hands on' perspective from a student of the first cohort of Making A Difference students, who offers his views on completing the competency based programme in 'A Framework for Success: A Students Perspective'. This Part, and the text, finishes with a collection of lived experiences from three senior practitioners from varied services, who are offering the reader 'A Day in the Life of . . . '.

Throughout the text the emergence of the Multi-Agency Public Protection Panels (MAPPP's) are identified and the revised Mental Health legislation is anticipated and there is an emphasis on early intervention and public safety building upon the powers already contained in the Mental Health (Patients in the Community) Act (Department of Health, 1995).

We hope this text will not only provide students with the necessary underpinning knowledge in one central point to enable them to become effective practitioners but that furthermore the text will assist mentors in their task of ensuring quality of the workforce and maintaining high standards of practice for the benefits of the public, carers, and most importantly the patients themselves.

References

Department of Health (1995) *Mental Health (Patients in the Community) Act*, London: HMSO.

Department Of Health (1999) *National Service Framework for Mental Health*, London: HMSO.