

INTRODUCTION TO MENTAL HEALTH NURSING

Year Group: 9 (aged 13 – 14)

Benefits to Students:

- Make links between your skills and knowledge to the world of work.
- Get a hands-on glimpse into what it's really like to work in the health and care sector specifically within Mental Health, Learning Disabilities and Autism sub sector.
- To increase awareness of Mental Health conditions generally
- Find out what skills can be used in MH roles and how communication, advocacy and empathy skills are essential within the sector.
- Provide you with options for next steps, both for extending your learning from the session, and for your career choices when you leave education.
- Develop key skills for the world of work like creativity, collaboration, communication and, problem-solving.

Benefits to West Yorkshire Health and Care Partnership

- Encourage a wider range of people to consider a career Health and Social care particularly as a Mental Health Nurse.
- Give young people a real insight into what it's like to work in this role and let them know what to expect.
- Demystify a health and social care, making it a more achievable goal for people who may not have previously considered it
- Promote West Yorkshire Health and Care Partnership as a potential future employer – one that supports its wider industry and community.
- Deliver a fun, inspiring session that leaves young people feeling enthused and reveals the wealth of opportunities available to people with a variety of different skillsets.
- An opportunity for volunteers to develop their own presenting skills by engaging a non-expert audience with key insights into West Yorkshire Health and Care Partnership and the roles within the organisation.

Masterclass Structure and Content

Activity	What happens?	Length	Resources
Starter & Introductions	<p>Aim: To explain what MH Nursing means and what it involves, as well as introduce the MH nursing volunteers.</p> <p>Activity: Volunteers to introduce themselves and their job role/career path within MH Nursing. <i>Explain to students that in today's session we will be covering some challenging topics around mental health and illness. If any students feel like they need to take a break at any moment, or do not wish to take part in the session, please let a teacher or Ahead Partnership facilitator know.</i></p> <ul style="list-style-type: none"> • Starter activity: ask students to think of a time they have helped someone. Ask them to consider: <ul style="list-style-type: none"> ○ What did you do? ○ How did it make you feel? ○ What skills did you use? ○ Was it easy for the person to get help? <p>Give students a couple of minutes to think of their scenarios and discuss in pairs.</p> <ul style="list-style-type: none"> • Volunteers to nominate students to share their responses. • Volunteers to share their own examples of how they help others in their role, and what skills and support they offer. 	5 minutes	
Introduction to Mental Health	<p>Aim: This activity helps students gain a thorough understanding of mental health conditions and learn some of the key terminology that will be used throughout the session.</p> <p>Activity: Volunteers to handout sets of the matching cards to pairs or small groups of students. Give students 5 minutes to match the terms to the definition. After 5 minutes:</p> <ul style="list-style-type: none"> • Volunteers to nominate students to share their responses and provide feedback. Volunteers should expand on the definitions and answer any questions the students have. 	10 minutes	Terminology Matching Cards
Hearing Voices	<p>Aim: This activity emphasises the need for effective communication, as well as empathy skills, whilst focussing on the mental health condition schizophrenia.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Divide the students into groups of 3 and hand out a set of role cards to each group. 	10 minutes	Role Cards

	<ul style="list-style-type: none"> • Explain to the students that each person will have a go at acting as the service user, the Mental Health Nurse, or the Mental Health Condition. • The service user must sit and answer a set of basic questions from the Mental Health Nurse. Whilst they are trying to answer, the Mental Health Condition must complete their distraction task. <p>Debrief: Volunteer to start a discussion on: What did each person find most challenging? What skills and communication techniques did the MH Nurse use during this activity? How did the service user feel during this activity?</p> <p>Note: <i>If you have additional time, you might want to encourage each student to have a go at each role.</i></p>		
Case Study	<p>Aim: This activity aims to build young people’s understanding of the service users supported by MH Nurses, including the variety of settings MH nurses provide their support.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Give groups of students one of the MH Nursing Case Studies, which describes a setting in which a MH Nurse might work, as well as a service user case study. • Give students up to 10 minutes to work in their groups to read the information about the setting and the service user case study. During this time, students should use the questions in the discussion box to develop their empathy and understanding of the service user’s needs. <p>Debrief: Volunteer to ask for feedback from each group. For example, ask “which groups were looking at forensics?”. Whilst that group is feeding back, encourage other students to make notes on page 1 of their worksheet. Ask students to explain what their setting was, who their case study was about, and share the answers to the discussion questions.</p>	15 minutes	Mental Health Nursing Case Study Student Worksheet
Advice and Support	<p>Aim: This activity aims to encourage students to use their decision-making skills and highlight positive next steps for service users.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Explain to students that an essential part of Mental Health Nursing is to decide on the best next steps, making sure they are advocating for their service users. • Using the advice and support box, students must decide on which is the best option for their case 	10 minutes	Mental Health Nursing Case Study Student Worksheet

	<p>study and why. There may be more than one correct answer.</p> <p>Debrief: Volunteer to ask each group to share what their options were, and what they decided on. You might want to ask other students if they would have done the same thing. Volunteers should feedback if it was what they would have chosen to do, and why.</p>		
Skills Reflection Race	<p>Aim: This activity encourages students to reflect on the skills and qualities they think a MH Nurse needs, based on what they have learned in today's session.</p> <p>Activity:</p> <ul style="list-style-type: none"> Task students with racing to write down as many skills and qualities that they can think of on Page 1 of their worksheet. Give students 2 minutes to complete the task. Students can work independently or in pairs, but try to encourage competition, this is a race! <p>Debrief: Volunteer to ask who got the most responses. Nominate students to feedback what they came up with. Make sure to ask students why MH Nurses need that skill/quality, to encourage students to apply their knowledge.</p>	5 minutes	Student Worksheet
Wrap-up & Signposting	<p>Aim: To provide students with further information on how to access MH support, as well as showcase routes into MH nursing, examples of roles available in MH Nursing, and where to start looking.</p> <p>Activity:</p> <ul style="list-style-type: none"> Ask students to look at page 2 of their worksheet. Students have a take-away challenge to complete to help them continue their learning after the workshop. Students also have a list of signposting resources for next steps in accessing a career as a Mental health Nurse, as well as where to go if they/or someone they know needs support with their mental health. If you have time, you might want to show students this video about the reasons why people pursued a career as a M H Nurse: We are mental health nursing. We are the NHS - YouTube Wrap up today's activity by thanking everyone for their contributions. Explain to students that if they feel like they might need some advice about mental health support for themselves/someone they know, they should speak to their teacher or member of staff for help. 	5 minutes	Student Worksheet
Feedback	Student feedback forms		Feedback forms

Bonus Activities

The following activities can be added to the core session plan as optional bonus activities. You might want to include these in lessons where:

- The lesson is longer than 1 hour.
- Students are working at a quicker pace.
- Students are at a higher level/age than the target audience.

Activity	What happens?	Length	Resources
BONUS ACTIVITY <i>RGN VS MH Nurse</i>	<p>RGN Nurse vs MH Nurse</p> <p>Aim: This activity will provide a distinction between the two types of nursing and include characteristics and values each of the roles involve.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Give students the MH vs RGN sheets and list of characteristics and values. • In pairs they must identify which column they think that skills and values sit in. <p>Answers for discussion (if time allows): MH Nurses:</p> <ul style="list-style-type: none"> • We work in a person-centred way with people with a wide range of health care needs • We facilitate treatment with and on behalf of a service user • We provide specialist healthcare and support to people with mental health conditions • We inspire service users to work towards and make positive change • We communicate in a way that shows hope, empathy and understanding • We are specialists who are trained to work with people with mental health conditions and other healthcare professionals • We coordinate with services across health, social care, secure services, and the community to support a variety of service users • We advocate for service users and work to reduce the stigma around living with a mental health condition • We create treatment plans collaboratively with service users, making sure treatment is meaningful to them. • We engage with vulnerable people to develop a relationship built on trust • We assist with assessments, evaluations, and observations 	10 minutes	Mental Health vs RGN Nurses Sheet MH vs RGN Characteristics

	<ul style="list-style-type: none"> • We work in a variety of settings where the need is. From a person's home to a secure service or hospital • We need problem-solving skills and the ability to use sound judgement when deciding on which action to take to best meet service user's needs. <p>RGN</p> <ul style="list-style-type: none"> • We implement plans for tasks such as preparing service users for operations, treating wounds and monitoring pulse, blood pressure and temperature • We educate patients about their health - this may include running clinics and sessions on topics such as diabetes, weight loss and quitting smoking • We check and administer drugs and injections • We setup drips and blood transfusions, assist with tests and evaluations and carry out routine investigations • We work locations can vary but a typical location would be in a hospital on a ward. • We need written communication skills to keep patient records and write care plans • We need a high understanding of health and safety protocols, including decontamination and sanitation • We provide care for service user's experiencing pain and discomfort • Creating short or long-term treatment plans and prescribing medication based on test findings • We perform routine medical procedures and assist doctors and consultants with primary care. • Creating short or long-term treatment plans and prescribing medication based on test findings • We work locations can vary but a typical location would be in a hospital on a ward. <p>Debrief:</p> <ul style="list-style-type: none"> • Why is this role so important? • Did anyone find out anything they were surprised by? 		
<p>BONUS ACTIVITY</p> <p><i>Effective Communication</i></p>	<p>Aim: This activity helps students to understand the importance of communication, particularly for those who don't use verbal or written language.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Divide the students into 3 teams. Each team must stand in a line or sit in a circle, and one member should act as the team leader. • A volunteer must read out the following message to the 3 team leaders "one in four adults experience mental illness". 	<p>10 minutes</p>	

	<ul style="list-style-type: none"> • The leaders then must pass the message down through the team in the quickest time. However: <ul style="list-style-type: none"> ○ Team 1- the leader can only write the message down with their non-dominant hand. The following person should read the message, fold down the paper and re-write it with their non-dominant hand. ○ Team 2- the leader must verbally whisper the message to the next person. ○ Team 3 - the leader has to pass the message on using only signs and gestures. <p>Debrief: Volunteer to start a discussion on: What skills and communication techniques did you use during this activity? What did you find most challenging?</p>		
<p>BONUS ACTIVITY</p> <p><i>Understanding Psychosis</i></p>	<p>Aim: This activity aims to show students how an individual may experience psychosis. This activity is best delivered after the “hearing voices” activity.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Explain to students that the following film discusses suicide, self-harm, and psychosis, and may be upsetting for some people. Allow students the option to leave for this part of the session if they wish. • Share the “Trapped in a Horror Film- Illustrating Psychosis with AI” video: Trapped in a horror film: using AI to illustrate psychosis (rethink.org) <p>Debrief:</p> <ul style="list-style-type: none"> • How do you think this person feels on a day-to-day basis? • What sort of support do you think they need? 	5 minutes	



MENTAL HEALTH NURSES VS REGISTERED GENERAL NURSES



MENTAL HEALTH NURSES

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REGISTERED GENERAL NURSE

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MENTAL HEALTH NURSES VS REGISTERED GENERAL NURSES



We work in a person-centred way with people with a wide range of health care needs	We implement plans for tasks such as preparing patients for operations, treating wounds and monitoring pulse, blood pressure and temperature	We are specialists who are trained to work with people with mental health conditions and other healthcare professionals	We need a high understanding of health and safety protocols, including decontamination and sanitation
We setup drips and blood transfusions, assist with tests and evaluations and carry out routine investigations	We provide specialist healthcare and support to people with mental health conditions	We engage with vulnerable people in order to develop a relationship built on trust	We assist with assessments, evaluations and observations
We inspire service-users to work towards and make positive change	We educate patients about their health - this may include running clinics and sessions on topics such as diabetes, weight loss and quitting smoking	We need problem-solving skills and the ability to use sound judgement when deciding on which action to take to best meet patients' needs	We facilitate treatment with and on behalf of a service user
We need written communication skills to keep patient records and write care plans	We create treatment plans collaboratively with service-users, making sure treatment is meaningful to them	We communicate in a way that shows hope, empathy and understanding	We work in a variety of settings where the need is. From a person's home to a secure service or hospital
We advocate for service users and work to reduce the stigma around living with a mental health condition	We work locations can vary but a typical location would be in a hospital on a ward.	We perform routine medical procedures and assist doctors and consultants with primary care.	We check and administer drugs and injections
We coordinate with services across health, social care, secure services and the community to support a variety of service users	Creating short or long-term treatment plans and prescribing medication based on test findings	We provide care for patients experiencing pain and discomfort	We perform periodic evaluations of their patients and referring them to specialists as necessary

FORENSIC

“Forensic” means it’s related to a legal issue. Forensic mental health services support people with a mental illness who have offended, or are at risk of offending. Service users may be referred by the police, courts, prison, or other mental health services. Forensic Mental Health Nurses manage and treat offenders with mental health issues, as well as assess the risk a service user poses to themselves or others.

CASE STUDY

Nicki is being treated by a Forensic Mental Health Nurse in prison. Nicki has a history of **schizophrenia** and was given a mental health assessment when she first arrived, to decide if she needed treatment in hospital.



The Mental Health Nurse decided Nicki was able to remain in prison, and did not need hospital treatment. Instead, Nicki was given cognitive behavioural therapy.



In her last therapy session, Nicki was noticeably stressed and wasn’t taking care of herself. She was paranoid about the other prisoners and said she could hear them talking about her.



The Mental Health Nurse is now concerned that Nicki may be experiencing schizophrenia again.

ADVICE & SUPPORT

What should the Mental Health Nurse do next?

- A)** Continue the cognitive behavioural therapy. Nicki might just be having a bad day.
- B)** Change to a different type of therapy. Nicki might respond better to a different type of therapy or medical treatment.
- C)** Request that Nicki is referred to a hospital for specialist treatment. This might mean going to a Psychiatric Intensive Care Unit.
- D)** Let the prison staff know of Nicki’s change in behaviour so they can keep an eye on her.

Why do you think this is the best decision for the service user?

DISCUSSION

What do you think this person **experiences** daily?

What is their **personal** and day-to-day life like?

How do you think this person may be **feeling** each day?

What sort of **support** do you think they need?

JARGON BUSTER

Schizophrenia-

A complex mental health problem related to psychosis. Schizophrenia can start suddenly, or develop gradually over time. It is difficult to diagnose as it shares many of the same symptoms as other mental health disorders such as bipolar disorder.

Symptoms include hallucinations, hearing voices, difficulty concentrating, a lack of interest in things, and wanting to avoid people.



COMMUNITY

Community Mental Health Nurses visit service users in their own homes, as well as residential care settings. Their role is to promote and support recovery, helping service users to live independently. Typically, a service user will see a Community Mental Health Nurse when they no-longer need hospital support. Instead, they will continue to review their care plan and make sure they are getting the support they need.

CASE STUDY

Saman is currently being treated in the community with a **Safety Plan**. He has recently survived a suicide attempt and is recovering at home with the support of a Community Mental Health Nurse.

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Saman's Safety Plan was written with the Nurse using his own words to describe what coping strategies work best for him. His mother and cousin are people he can go to for support, and his local gym is a place he feels he can go to feel better.

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As part of Saman's community care, his Nurse visits him once a week in his home.

However, Saman didn't attend his appointment this week, and he is no longer speaking to his family and friends.

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The Mental Health Nurse is now concerned that Saman is struggling to engage with his Safety Plan.

ADVICE & SUPPORT

What should the Mental Health Nurse do next?

- A)** Make another appointment to see Saman and wait to see if he attends.
- B)** Try to make contact with Saman and encourage his family and friends to do the same. It's important to let him know you're there to help.
- C)** Call the police and inform them of your concerns for Saman. You're worried of his whereabouts and need their help to find him.
- D)** Request that Saman is treated formally in hospital under the Mental Health Act.

Why do you think this is the best decision for the service user?

DISCUSSION

What do you think this person **experiences** daily?

What is their **personal** and day-to-day life like?

How do you think this person may be **feeling** each day?

What sort of **support** do you think they need?

JARGON BUSTER

Safety Plan-

A list of coping strategies for people that are at high risk of suicide. A Safety Plan is written in partnership with the service user using their own words. It includes family and friend support, professional support, and coping methods for them.

A service user can use a Safety Plan before, during, or after a suicidal crisis, and it is assessed to make sure a service user is able to engage with it.

IN-PATIENT

“Inpatient” means service users are supported in a hospital environment. There are lots of different areas a Mental Health Nurse can work in a hospital, including Recovery and Rehab, Crisis Assessment Unit, or a Psychiatric Intensive Care Unit. Service users can also be treated formally under the Mental Health Act, or informally as a voluntary patient.



CASE STUDY

Hannah is being treated in hospital as a formal patient. Hannah was brought to A&E by the police under **Section 136** of the Mental Health Act.

When the police found Hannah, they felt she was at risk of causing harm to herself or others. She was behaving inappropriately in public, distressed and hallucinating.

Under Section 136, a person must be treated within 24 hours, so Hannah was taken to the Crisis Assessment Unit to see a Mental Health Nurse.

Hannah has no previous diagnosis of a Mental Health Condition, but has repeatedly been treated in A&E by Crisis Teams. She has also been to the GP and has discussed feeling overwhelmed.

ADVICE & SUPPORT

What should the Mental Health Nurse do next?

- A)** Let Hannah go home. She has no diagnosis of a Mental Health Condition so doesn't need treating.
- B)** Keep Hannah in hospital to be treated as a formal patient under the Mental Health Act.
- C)** Assess Hannah's capacity. You need to decide if she has capacity to make her own decisions before providing any treatment.
- D)** Speak to Hannah with care and compassion. Try to find out if there is someone you can call to support her in hospital.

Why do you think this is the best decision for the service user?

DISCUSSION

What do you think this person **experiences** daily?

What is their **personal** and day-to-day life like?

How do you think this person may be **feeling** each day?

What sort of **support** do you think they need?

JARGON BUSTER

Section 136-

Part of the Mental Health Act that allows the police to take someone that they think has a mental health condition to a place of safety, such as a hospital, where they can be assessed.

This only happens if the police think someone needs immediate care or control, and they may be going to harm themselves or others.



MENTAL HEALTH NURSING

MENTAL HEALTH NURSING SETTINGS

Make notes on the Mental Health Nursing settings you learn about here:

MENTAL HEALTH NURSING SKILLS

What unique skills and qualities do you think a Mental Health Nurse needs?

CHALLENGE

Write down one thing that ...

- Surprised you
- You are going to research more
- Could help you in the future

NEXT STEPS

There are different routes into a Mental Health Nursing career, so it's important to understand which one is best for you. To become a qualified Mental Health Nurse, you will need a *degree level qualification*. This could be a university degree, or a degree apprenticeship.

NHS Careers

You can find out more about the skills, qualifications, and routes into Mental Health Nursing here:



UCAS

You can find out more about the different routes into Mental Health Nursing, and search for a course here:



NHS Cadets

NHS Cadets is a fantastic opportunity for young people who want to gain practical skills for a career in healthcare:



SUPPORT

If you want to understand more about mental health and find ways to feel better, or you want to support someone who's struggling, have a look at these useful resources:



YoungMinds

A mental health charity supporting children and young people.



Mind

Advice and support for people experiencing a mental health problem.

Listening Services

These services offer confidential support from trained volunteers. You can talk about anything that's troubling you, no matter how difficult:

- Call 116 123 to talk to Samaritans, or email: jo@samaritans.org for a reply within 24 hours
- You can also call 0800 1111 to talk to Childline. The number will not appear on your phone bill.

Bipolar Disorder

Phobia

Capacity

Care Coordinator

Formal Patient

Voluntary Patient

Medical
Treatment

Mental Health
Act

Psychosis

Seasonal
Affective Disorder

Cognitive
Behavioural Therapy

Ecotherapy

A mental health problem that mainly affects a person's mood. This includes extreme feelings of high and low called "manic" and "depressive" episodes.

A type of anxiety disorder that is an extreme fear, triggered by a situation or object.

The ability to understand information and make decisions about your life.

A mental health professional who is the main point of contact and support if you need ongoing mental health care.

Someone who is being detained in hospital under a section of the Mental Health Act, and is therefore not free to leave.

Someone who is staying in hospital but is not detained under the Mental Health Act. They can come and go from the hospital and discharge themselves if they decide to go home.

Something that is used to relieve the symptoms of a mental health condition, or to stop it getting worse. This includes nursing, psychological intervention, rehabilitation, and care.

This is a law that allows people to be detained in hospital if they have a mental health disorder and need treatment.

When a person interprets reality in a very different way from people around them.

A type of depression that is experienced in particular seasons or times of year. Depression is a low mood that lasts for a long time, and affects everyday life.

A type of treatment that teaches coping skills for dealing with different mental health problems. It looks at how thoughts and attitude affect feelings and actions.

A type of treatment which involves doing outdoor activities in nature. It is led by trained professionals and takes place in a green environment.

Bipolar Disorder

A mental health problem that mainly affects a person's mood. This includes extreme feelings of high and low called "manic" and "depressive" episodes.

Phobia

A type of anxiety disorder that is an extreme fear, triggered by a situation or object.

Capacity

The ability to understand information and make decisions about your life.

Care Coordinator

A mental health professional who is the main point of contact and support if you need ongoing mental health care.

Formal Patient

Someone who is being detained in hospital under a section of the Mental Health Act, and is therefore not free to leave.

Voluntary Patient

Someone who is staying in hospital but is not detained under the Mental Health Act. They can come and go from the hospital and discharge themselves if they decide to go home.

Medical Treatment

Something that is used to relieve the symptoms of a mental health condition, or to stop it getting worse. This includes nursing, psychological intervention, rehabilitation, and care.

Mental Health Act

This is a law that allows people to be detained in hospital if they have a mental health disorder and need treatment.

Psychosis

When a person interprets reality in a very different way from people around them.

Seasonal Affective Disorder

A type of depression that is experienced in particular seasons or times of year. Depression is a low mood that lasts for a long time, and affects everyday life.

Cognitive Behavioural Therapy

A type of treatment that teaches coping skills for dealing with different mental health problems. It looks at how thoughts and attitude affect feelings and actions.

Ecotherapy

A type of treatment which involves doing outdoor activities in nature. It is led by trained professionals and takes place in a green environment.

ROLE 1 SERVICE USER

Imagine you are a service user visiting a Mental Health Nurse to get assessed. You must answer the questions they are asking you as clearly as you can, to help them support you.

You have been very stressed recently and have started to hear voices. It is making you lose sleep and the thoughts are causing you to doubt yourself.

ROLE 2 MENTAL HEALTH NURSE

Imagine you are a Mental Health Nurse speaking to a Service User. You must ask them the following questions:

1. Can you tell me your name and date of birth?
 2. Where do you live?
 3. What do you do for work?
 4. Who do you live with?
 5. Can you tell me about your family and friends?
 6. How have you been feeling lately?
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ROLE 3 MENTAL HEALTH CONDITION

Imagine you are a mental health condition, impacting a Service User. You are the voice they have been hearing, causing them to lose sleep and feel paranoid.

You must distract them during their assessment by talking in their ear. You must say things such as “they don’t believe you” and “why would you say that?” to throw them off and make them doubt their answers.