

12 ASSESSMENT BRIEF: WRITTEN ESSAY AND SEEN SCENARIO

The following table provides an example of the overview of the assessment requirements.

Assessment Brief: Written Essay	
Module code	MHN 2801.
Module title	Developing Professional Nursing Practice in Mental Health Nursing
Submission date, time	MHN 2801 Yellow Cohort Yellow 30/11/2022 by 11:59 pm via Turnitin online in My Learning
Feedback type & date	Feedback will be available in Turnitin 15 to 20 working days from submission
Word count	2000 words +/- 10% of the word allowance excluding the reference list.
Assignment type	Written Essay. A structured written essay based upon a seen case scenario. The student may choose to answer one of the two questions provided (not both questions). See the assessment folder on the module page for further details.
Assignment structure, format and details	<p>An essay is an academically written account of 2000 (+ or - 10%) words answering a chosen question from a set of questions in regards to a given scenario (see below). At level 5 academic study you need to demonstrate the application of knowledge to practice and analytical skills in your discussions to move forward from creating a descriptive account.</p> <p>All learning outcomes of the module should be addressed within the essay. Consider consulting essential documents such as NMC (2018) Code, Acts, legislations, ethical principles and professional values. Access essential readings and utilise them throughout your essay to support your statements and your debates and arguments. Read other academic work to see how other authors do so, to note do not copy/plagiarise work, for your assignment. This means paying attention to paraphrasing and creating your own sentences with the support of references.</p> <p>Work must be typed, 1.5 or double-spaced (2.0); using Ariel font size 12, in a Word document. Please also justify the margins of your work so that text is presented in a block format. Pages must be numbered consecutively throughout, with numbers at the foot of the page. You will need to reference using the Harvard referencing system for Middlesex University which you can find on https://www-citethemrightonline-com.ezproxy.mdx.ac.uk/</p> <p><u>Essay structure:</u></p> <p>Introduction You will need to write a clear introduction that informs the marker of the content of your essay. You should provide an overall aim and then briefly describe the objectives /specific areas of discussion that will be addressed.</p> <p>Main Body/Discussion There should be the main body of analytical discussion that examines and clearly articulates key concepts and application of relevant professional body standards, policies and guides, legislation and explores ethical/moral issues</p>

	<p>pertaining to the case scenario.</p> <p>Conclusion The conclusion should summarise the key salient findings of your discussion.</p> <p>Please refer to the 'Assessment Folder' on the module page for further detailed guidance.</p> <p>An accompanying form must be submitted with the assignment from Dyslexia support if applicable</p>
Assessed learning outcome (s)	<p>Learning Outcomes: On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Integrate nursing professional values, responsibilities and accountability during clinical decision making with colleagues and to support individuals' autonomy and dignity. 2. Analyse safe culturally congruent care in relation to moral, ethical, legal, policies and professional standards using current evidence in Mental Health nursing practice. 3. Demonstrate the knowledge, skills and attitudes required to support/lead others confidently and articulate nursing issues within the MDT and the public. 4. Analyse how existing health and social policies influence resources that impact the delivery of patient care to users of Mental Health services 5. Compare and contrast how legal frameworks, local and national policies identify vulnerable patients within health and social care environments to prevent risks of harm to safeguard them. 6. Analyse models designed to identify and support staff develop self-awareness, resilience, self-well-being and management in their role.
Assessment weighting %	100%
Key reading and learning resources	<ul style="list-style-type: none"> • Please see Key reading and learning resources above in item 7. Learning resources in this handbook. • Please also see the "student's Learning resources" folder per session on the module site in My Learning.

MHN 2801 Yellow Group - Summative Essay Scenario (2022-2023)

Read below case study and choose one of the two questions to discuss professional issues relevant to the scenario. You are expected to comprehensively discuss professional aspects of nursing practice and draw conclusions covering all learning outcomes of the module.

Please choose one of the two questions below to discuss in your essay (do not answer both questions)

Question 1: - Consider the current NMC Code, relevant legislation, policies, guidelines, ethical principles. Identify, discuss, and analyse the appropriateness of behaviours of the nurses involved in the scenario.

OR

Question 2: - What professional approach would you take in a similar situation if you were the recently qualified staff nurse? Discuss appropriate professional behaviour, supported by the NMC code, key ethical principles, legislation, policies, and guidelines relevant to professional nursing practice

Senior nurse Adesina has recently started working in an Early Intervention Service (EIS), she has been qualified for five years as a mental health nurse and has mainly worked in mental health in-patient hospital settings. Her caseload is made up of young people who are experiencing first-onset psychosis. A mother of one of her patient's telephoned to express her grave concerns about her son Bob's mental state. She has not seen him but reports he is not sleeping or eating properly and has started to smoke cannabis again, which were triggers that exacerbated his first mental breakdown and his first hospital admission a year ago.

Senior nurse Adesina had delegated a meeting with patient Bob to John, a final year student nurse on placement. Student nurse John arrived late for duty (third time this week) and patient Bob was waiting for him in the waiting room. After the meeting, student nurse John reported to senior nurse Adesina that he had a nice chat with Bob and that his mental health appeared stable, although he was not sleeping patient Bob said to John that he was enjoying his new college life and living away from home.

Adesina was concerned that the student nurse's feedback and impression of patient Bob, is very different from the patient's mother. Adesina wants to collaborate with Bob's mother but does not wish to breach Bob's right to confidentiality. Patient Bob told the nurses that he has not been getting on with his parents in recent months and does not want his mental health care discussed with his family. In speaking to Bob's mother, Adesina knows nurses can normally only share patient information with relatives and family members if this has been agreed and consented to by the patient. 'Giving consent' usually takes the form of a consent form being signed by the patient or an advance statement that explains who patients want to share their information with if they lose mental capacity.

Student nurse John said to senior nurse Adesina that they should speak to the patient's mother without consent from the patient which is against the NHS Trust Confidentiality policy. Senior nurse, Adesina was also concerned about student nurse John's lack of self-awareness, knowledge and unprofessional attitude by being late for duty and being late for patient's appointments and she arranged a review meeting the same day with student nurse John to address these concerns. Senior nurse Adesina was clear with student nurse John that professional and ethical nursing practice is required at all times by all staff including student nurses on placement, that he is expected to be on time for duty and patient appointments.

She was clear that the patient right to confidentiality must be respected at all times, except for in limited situations, where a 'breach in confidentiality without a patient's consent can only take place when it is in the public's interest or to "preserve safety. Adesina explained to student nurse John that nurses have a professional 'duty of candour' to raise concerns immediately when coming across situations that put patients or public safety at risk - that is when someone is in extreme danger to themselves or others and that the EIS Team may decide to share information with the police if patient Bob is at risk to other people or when a court order is in place that says they must, and that as a senior nurse in charge she judged this not to be the case on this occasion with patient Bob's situation. She also advised student nurse John to respect patient Bob's right to confidentiality and to follow The NMC (2018, page 8) Code of Conduct which says *"as a nurse, midwife or a nursing associate, you owe a duty of confidentiality to all those who are receiving care"*.

Senior nurse Adesina, also specified to student nurse John that if he continues to be unprofessional in his behaviour and is late for duty again and if he does not take time to read and learn about the legal aspects of the role of the nurse and gains a clear knowledge of the confidentiality policy and the Data Protection Act 2018 which is UK law, that she will escalate this to his nursing school at his university and will document this in his practice assessment document as a failure of his placement. John agreed to work on improving his performance, behaviour and knowledge for the remaining 5 weeks of placement. Working with the EIS team and including student nurse John in patient's Bob's care planning, Adesina decided that Bob mother's concerns are justified, he recently started to experience acute psychotic symptoms, and Adesina discussed this with patient Bob, and he disclosed that he is very stressed and that he is not coping well living away from home. Working with patient Bob, senior nurse Adesina and student nurse John developed a new care plan to focus on healthier coping strategies and recovery support for Bob and supporting the rebuilding of his relationship with his parents and family with Bob's consent.

_____ (end of scenario) _____

13 ESSAY MARKING CRITERIA AND RUBRIC

MHN 2801 Summative Essay Assignment Marking Criteria / Rubric (Yellow Group)

Marking Criteria	Weighting Percentage				
1). Breadth, depth and focus of the essay content addresses the learning outcomes for the module (LO 1-6) Word count 2000 ±10%	/20	16-20	All learning outcomes comprehensively address the essay requirements. The depth and breadth of the answer has a clear focus on the essay brief. All relevant issues for the scenario are well explored	12-15	The content of the answer addresses the essay requirements. Depth and breadth of the answer require greater focus on essay brief. Exploration of the relevant issues for the scenario could go further. Meets learning outcomes
		8-11	The content of the answer partially addresses the essay requirements. Depth and breadth of the answer lack a clear focus on the essay brief and exploration of the relevant issues for the scenario. Content at times superficial. Partially meets learning outcomes	0-7	(unsatisfactory) Content of answer has limited or no relevance to the essay requirements Content lacks the depth and breadth required and the relevant issues for the scenario are not clearly addressed. The work is Superficial and does not meet learning outcomes at a satisfactory level.
2). Knowledge and understanding of module content applied competently in the essay showing ability to analyse existing policies, legal and ethical framework, professional standards/values that influence the provision /delivery of care	/30	21-30	Knowledge, deep comprehension, and coverage of a number of aspects of the module content in the essay, integrating knowledge outside of the topic to address the key issues for the scenario. The essay demonstrates the student has used what they have learned from the module content competently to construct own meaning and	16-20	Knowledge, understanding and coverage of a number of aspects of the module content in the essay in relation to the key issues for the scenario. The content of the essay discusses a reasonable amount of information, however, not all aspects of the discussion are relevant. The essay demonstrates meaningful learning with
		12-15	Knowledge of some basic facts of the module content is evident in the essay in relation to the key issues for the scenario An acceptable number of elements are understood to show literal learning. The work is descriptive, lacking the depth of discussion required for this level of study; does not clearly show an application of relevant debates, models, and	0-11	Fundamental misunderstanding of the module content in an essay in relation to the key issues for the scenario. The content shows an inadequate level of knowledge/ understanding for this level of study. Meaningful learning has not been demonstrated Work is quite simplistic and wholly descriptive. Inadequate coverage of the module content.

3). Commentary/discussion shows awareness of culturally competent care, linking theory to practice, addressing risk assessment, safeguarding and safe decision making.		learning Evidence of a higher level of inferential learning and abstract thinking; analysis of the issues relevant to scenario/question with the application of relevant debates, models, and arguments.	evidence of analysis and some application of relevant debates, models, and Arguments in answer.	arguments in answer. Satisfactory coverage of the module content.	
	/20	<p>16-20</p> <p>There is clear integration of evidence/research in the essay that shows the application of theory to practice. The professional provision of care has been discussed in depth to show knowledge and understanding of safe professional practice relevant for the scenario. Application of professional knowledge and the nurse's role in decision making is clearly integrated into the essay discussions</p>	<p>12-15</p> <p>There is an application of theory to practice in the essay and attempts are made to utilise evidence / research when addressing the issues relevant to the scenario to show safe professional practice. Knowledge and understanding of professional aspects of the nurse's role is evident</p>	<p>8-11</p> <p>Limited application of theory to practice with limited use of evidence/research. Basic level of understanding and superficial discussions, some aspects not clearly relevant to the scenario, but student shows safe professional practice relevant for the scenario. Knowledge and understanding of and the nurse's role are addressed superficially within the essay.</p>	<p>0-7</p> <p>Content of essay is limited or has no application to practice relevant for the scenario, lacking use of any supporting evidence /research appropriately. Discussions lack focus on the scenario and are irrelevant or show unsafe decision making in professional practice. The level of knowledge and understanding of and the nurse's role is inadequate for this level of study</p>

4). - Discussions demonstrates knowledge and understanding of leadership, working within the MDT, self-awareness, resilience, and wellbeing as part of the nursing role.	/20	16-20	There is clear integration of evidence/research in the essay that shows an application of theory to practice. Leadership, team working and the nurse's role within MDT is discussed in depth. Demonstrates knowledge and understanding of safe decision making within professional practice relevant for the scenario. Demonstrates comprehensive knowledge and understanding of resilience and skills of maintaining wellbeing as professional attributes.	12-15	There is an application of theory to practice in the essay and an attempt has been made to utilise evidence/research when addressing the issues within the scenario to show safe professional practice. Knowledge and understanding of the nurse's role within the MDT, leadership and resilient is evident	8-11	Limited application of theory to practice with limited use of evidence/research. Basic level of knowledge with superficial and descriptive discussions, some aspects not clearly relevant to the scenario, but student shows safe professional practice relevant for the scenario. Knowledge and understanding of and the nurse's role is addressed superficially within the essay	0-7	Content of essay is limited or has no application to practice relevant for the scenario, lacking use of any supporting evidence /research appropriately. Discussions lack focus on the scenario and are irrelevant or unsafe. The level of knowledge and understanding of the nurse's role is inadequate for this level of study
		8-10	The structure of the work shows convincing logical development of discussion with excellent linking of all elements of the essay followed through in the content with a firm conclusion. No errors are evident with grammar, spelling, and syntax and excellent use of correct terminology Referencing/ in-text citation in the essay and reference list has been done perfectly	6-7	The structure of the work ,on the whole, is good. There is evidence of discussion and an attempt made to link elements of the essay however, there are aspects of the discussion that lack flow and progression of ideas and the conclusion is limited. Attention needs to be given to grammar, spelling, and syntax as	4-5	A reasonable attempt was made to structure the work however, the discussion lacks logical flow as it starts well but deteriorates towards the end. There are poor links between the paragraphs to bring elements of the essay content together and the conclusion is weak. Spelling, grammar, and syntax need attention as some persistent	0-3	The structure of the work is disorganised and lacks a clear logical flow of discussion as the content lacks direction and purpose and the conclusion is inadequate. The work is very difficult to understand as many points are unclear due to poor spelling, grammar, and syntax throughout the work. The work lacks the use of correct terminology and where evident this has been misused. Referencing in the essay and
5). Presentation and organisation of work. Referencing system complies with Harvard referencing and citation style	/10								

14 MIDDLESEX UNIVERSITY 20-POINT GRADE CONVERSION

(updated September 2022)

Middlesex University 20 Point Grade Scale	General scale
1	80% - 100%
2	76% - 79%
3	73% - 75%
4	70% - 72%
5	67% - 69%
6	65% - 66%
7	62% - 64%
8	60% - 61%
9	57% - 59%
10	55% - 56%
11	52% - 54%
12	50% - 51%
13	47% - 49%
14	45% - 46%
15	42% - 44%
16	40% - 41%
17	35% - 39%
18	30% - 34%
19	0% - 29%
20	Non-participation

The MHN 2801 module has one summative component (a 2,000-word essay) with a summative assessment weighting of 100%.

To pass MHN 2801 module, students need to pass the summative assessment essay with a minimum grade of 16 or 40% equivalent.