The Foundation of Nursing Studies  
Notes for Mental Health Nursing Students

Playing our Part: The work of graduate and registered mental health nurses

Mental health nurses, as we reported in ‘Playing Our Part: The work of registered and graduate mental health nurses’, are highly regarded and valued by people who use mental health services. ‘Working with people who can be withdrawn, depressed, uncommunicative and sometimes aggressive requires great skill - skill that mental health nurses have in abundance’ (Butterworth and Shaw, 2017, p 8).

This report came out of a year-long investigation into the work of graduate and registered mental health nurses. The report starts by fundamentally rejecting the view that their specialist registration should be discontinued and suggests practical ways in which the discipline can be developed to meet the demands of the UK population. The report shows that graduate and registered mental health nurses can continue to have a vital role in providing care and preventing illness and that the experience and skill set of these 38 thousand currently registered nurses must be considered in any major policy changes.

To read our independent review, ‘Playing Our Part: The work of registered and graduate mental health nurses’ go to: https://www.fons.org/library/archives/publications. You can find out more about the review process and outputs and we would invite you to leave comments at: https://mhnurses.wordpress.com/.

Creating Caring Cultures: Getting Started

https://www.fons.org/learning-zone/culture-change-resources

FoNS believes that workplace culture, that is the culture of a particular workplace, can have a profound impact on the experiences of both patients/service users and staff. FoNS also believes that everyone can help work towards more person-centred cultures. But you may be asking, as a student on placement, what can you do?

FoNS’ animation https://www.fons.org/learning-zone/culture-change-resources is an accessible introduction to workplace culture. There are a range of resources, based around the model, which is in the form of a rainbow. While you can dip in at any point, as students, you might find the following most useful:

What is culture?

What do we mean by culture, how do you know if culture needs to be improved, what questions might help you think about workplace culture

https://www.fons.org/learning-zone/culture-change-resources/whatisculture
Looking at what is happening in practice
Observing practice, using emotional Touchpoints
https://www.fons.org/learning-zone/culture-change-resources/lookingatpractice

Committing to learning in and from practice
Using the workplace as a classroom and learning through critical reflection
https://www.fons.org/learning-zone/culture-change-resources/learningfrompractice

FoNS Project Reports
FoNS has worked with and supported mental health nurses to innovate and improve services. The projects have been characterised by an emphasis on working with service users. It’s clear that the voice, opinion and experience of mental health service users is key to meaningful and sustainable improvements in services.

Can we Talk? A Person-centred Approach to Medication Management in an Acute Psychiatric Ward
Developing the Integrated Delivery of Family Intervention within Community Mental Health Teams for People with Psychosis: A Pilot Project
EIDDER: Early Intervention Dual Diagnosis Engagement and Recovery
Developing a Recovery Based Quality of Life Service for People with Severe and Enduring Eating Disorders
An Exploration of the Lived Experience of Patients and Staff Involved in Supportive Observations within a High Secure Environment
The Quiet Room: Improving the Acute Care Psychiatric Environment
Involving Service Users' Stories to Develop Mental Health Services
Improving the Patient Experience of Admission to an Older Persons Acute Mental Health Ward
Life Stories Work for Older People with Dementia

Project reports and summaries are available on the website. You might like to try the following activity:

Set aside some time so that you can read the report through undisturbed and think about the following questions:

1. What stands out for you in this project summary?
2. What is the importance/significance of this for you?
3. What have you learnt by reading the project summary?
4. What do you need/want to know more about?
5. What actions should you take now?
6. What might be the consequences of these actions for you and others?

You will probably find it helpful to make some notes and to write down your actions so that you can revisit them at a later date.
The International Practice Development Journal
The International Practice Development Journal is home to a variety of articles, some of which have a direct mental health focus. The home page of the journal is https://www.fons.org/library/journal-ipdj-home.

We would like to suggest some articles that you might not have thought of looking at:

<table>
<thead>
<tr>
<th>Title</th>
<th>Author/Series</th>
<th>URL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflections on a journey to knowing self by Philip Eldridge</td>
<td></td>
<td><a href="https://www.fons.org/library/journal/volume1-issue1/article5">https://www.fons.org/library/journal/volume1-issue1/article5</a></td>
<td>This article is an evaluation of the role that structured reflection and critical companionship played in guiding the author on a journey. Themes that emerge include the need for small steps and the importance of not ‘fixing’ other people’s problems.</td>
</tr>
<tr>
<td>The importance of inspiring a shared vision by Jacqueline Martin</td>
<td></td>
<td><a href="https://www.fons.org/library/journal/volume4-issue2/article4">https://www.fons.org/library/journal/volume4-issue2/article4</a></td>
<td>This paper explores the many benefits of developing a shared vision. A shared vision can keep us on track and is motivating, giving us a push to do better. But this paper also points out that the vision needs to be developed, or owned by the whole team, which can be a challenge for the leaders of bigger teams. ‘As a result of working with a vision, participants realised that change is inherent in today’s healthcare arena’ (p 11).</td>
</tr>
<tr>
<td>Using Stories within practice Development by Jo Odell</td>
<td></td>
<td><a href="https://www.fons.org/library/journal/volume4-issue1/article12">https://www.fons.org/library/journal/volume4-issue1/article12</a></td>
<td>Stories are a powerful way to help us see another, whether patient or colleague, as a multi-dimensional individual. Sometime healthcare professionals need to be brave to overcome their fears in asking questions about people’s lives, but the results are worth it.</td>
</tr>
<tr>
<td>Effective workplace culture: the attributes, enabling factors and</td>
<td>Kim Manley, Kate Sanders, Shaun Cardiff and Jonathan Webster</td>
<td><a href="https://www.fons.org/library/journal/volume1-issue2/article1">https://www.fons.org/library/journal/volume1-issue2/article1</a></td>
<td>Workplace culture, that is at the level where patient/user interfaces with the practitioner, has an enormous bearing on the kind of care received. It impacts on the motivation and commitment of staff, the uptake of innovative ideas and patient safety, and when workplace culture is ineffective or toxic, the consequences are well publicised. So it’s vital to know what an effective workplace culture looks like, what needs to be in place, and will happen when it is effective.</td>
</tr>
</tbody>
</table>

An electronic version of this document is available at: https://www.fons.org/resources/documents/NotesforMHStudents.pdf