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CONTENTS OF SPECIALIZED STUDIES ABOUT MENTAL HEALTH NURSING IN EUROPE

Examples and comparisons of study programs available in
Norway and The United Kingdom



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Examples and comparisons of study programs available in Norway and The United Kingdom

Many schools around Europe offer mental health specialization studies for nurses. Currently such studies are not available in Finland, however a proposal was made by the Finnish Ministry of Social Affairs and Health in 2015 to offer specialization in 10 different areas of health care, including mental health care. The purpose of this report is to find and compare examples of specialized mental health nursing study curricula from different European universities. The aim is to find out whether Finnish healthcare school system could benefit from ideas or aspects taken from different European schools' curricula.

This research was done as a descriptive literature review. Material used in this study was specialized mental health nursing study programme curricula, that were gathered from the websites of different European universities. The newest curricula were chosen to be used and the material was available in English. 4 curricula were chosen for comparison, 2 from Norway and 2 from The United Kingdom (UK). The length, objectives, and content of the curricula, as well as the competence graduated students gain and the possible work positions available, were then compared.

In conclusion, the results gotten from the examples chosen for this study were that in Norway students first complete a Bachelor's degree nursing study programme, and may then continue specializing in mental health care with interdisciplinary studies. In the UK students can specialize in mental health nursing already at Bachelor's level and then continue with Master's level mental health studies. Finnish healthcare schoolsystem may benefit from specializing nurses already at Bachelor's level studies because it would prepare mental health nurses more efficiently to the work, and give a stronger work identity. Due to the scale of this topic, further research could be beneficial.

KEYWORDS:

Specialized mental health studies, mental health nursing studies, Europe, United Kingdom, Norway

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MIELENTERVEYSSAIRAANHOIDON ERIKOISTUMISOPINTOJEN SISÄLTÖ EUROOPASSA

Esimerkkejä Yhdistyneen kuningaskunnan ja Norjan mielenterveysairaanhoidon erikoistumisopinnoista ja niiden vertailu

Mielenterveyden erikoistumisopintoja sairaanhoitajille tarjotaan monissa Euroopan kouluissa. Tällä hetkellä vastaavia koulutuksia ei ole tarjolla Suomessa, mutta Sosiaali- ja terveysministeriön vuonna 2015 laatimassa esityksessä ehdotetaan erikoisosaamisen kehittämistä 10 eri hoitotyön alalla, mukaan lukien mielenterveyshoitotyön. Tämän raportin tarkoituksena on etsiä ja vertailla esimerkkejä mielenterveyden erikoistumisopintojen opetussuunnitelmista sairaanhoitokoulutuksessa, ja etsiä suomalaisessa terveystieteessä mahdollisesti käytettäviä ideoita tai näkökohtia.

Tämä työ toteutettiin kuvailevana kirjallisuuskatsauksena. Aineistona käytettiin Euroopan eri yliopistojen nettisivuilta saatavia uusimpia sairaanhoitajien mielenterveyskoulutuksen opetussuunnitelmia. Kaikki käytetty materiaali oli saatavilla englanniksi. 4 opetussuunnitelmaa valittiin vertailuun, 2 Norjasta ja 2 Yhdistyneestä kuningaskunnasta. Vertailukohteina käytettiin opintojen pituus, tavoitteet, sisältö, saatava pätevyys ja työskentelymahdollisuudet valmistumisen jälkeen.

Esimerkinä käytetystä aineistosta saatiin tulokseksi, että Norjassa sairaanhoitajat suorittavat ensin sairaanhoitajan perustutkinnon, minkä jälkeen voi jatkaa mielenterveyden erikoistumisopintoihin korkeammalla opetusasteella. Yhdistyneessä kuningaskunnassa puolestaan erikoistumisen voi jo aloittaa alemmalla korkeakouluasteella ja jatkaa erikoistumisopintoja ylemmällä asteella. Suomessakin voisi erikoistumisen aloittaa jo alemmalla korkeakouluasteella, koska se valmistaisi sairaanhoitajat työhönsä tehokkaammin ja parantaisi näiden työidentiteettiä. Lisätutkimus aiheesta olisi kannattavaa sen laajuuden vuoksi.

ASIASANAT:

Mielenterveyden erikoistumisopinnot, mielenterveysopinnot sairaanhoidossa, Eurooppa, Yhdistynyt kuningaskunta, Norja

ABSTRACT

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LIST OF ABBREVIATIONS (OR) SYMBOLS

ECTS	European Credit Transfer and Accumulation System
ISP	Individual Study Plan
NHS	National Health Service
TUAS	Turku University of Applied Sciences
WHO	World Health Organization

1 INTRODUCTION

The aim of this thesis is to collect information about different specialized mental health nursing studies in Norway and The United Kingdom, and compare the studies between the two countries as well as the Finnish schoolsystem.

This subject was chosen to highlight similarities and differences in different European universities' curricula of specialized mental health nursing studies, and how aspects and ideas from said curricula could be utilized in establishing specialized mental health nursing study programmes in the Finnish schoolsystem. It is of interest to find, what aspects of specialized mental health nursing studies from other European countries could be used as the basis or inspiration for the basis of similar study programmes in Finland. Currently there are no specialized nursing studies offered in Finland, however the Finnish Ministry of Social Affairs and Health created a proposal in 2015 to offer specialization in 10 different areas of clinical health care, including mental health care. (Rautiainen, Vallimies-Patomäki et al/ 2016)

Mental health reflects the equilibrium between individual and the environment. It is affected by things such as individual biological and psychological factors, social interactions, societal structures and resources, and cultural values. There is a lot of misunderstanding concerning mental health with many people thinking that it refers only to severe mental disorders. In reality, mental health is a broad concept that, in some way or another, concerns everyone in society. (Lehtinen, 2008)

The field of mental health studies is very large; therefore, it poses many opportunities for specialization. There are many schools all over Europe that provide specialized study opportunities. However, the contents of specialization studies vary from country to country and school to school. This study aims to find differences and similarities in specialized mental health studies from different European countries, and looks at different ways to implement aspects from different curricula into the Finnish healthcare school system. The countries chosen for this study are Norway and The United Kingdom. The Netherlands were originally chosen to be a part of this thesis however the lack of suitable material led it to be excluded.

2 MENTAL HEALTH AND MENTAL HEALTH STUDIES

2.1 Definition of mental health

The World Health Organization (WHO) defines mental health as: “a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.” Mental health is fundamental to people’s collective and individual ability to think, interact and emote. A person’s level of mental health is determined by several social, psychological and biological factors (WHO/2018). University of Toronto and The Canadian Mental Health Association adds to this the definition of mental illness as: ” a recognized, medically diagnosable illness that results in the significant impairment of an individual’s cognitive, affective or relational abilities. Mental disorders result from biological, developmental and/or psychosocial factors and can be managed using approaches comparable to those applied to physical disease (i.e., prevention, diagnosis, treatment and rehabilitation).” (University of Toronto, and the Canadian Mental Health Association /2017)

2.2 The European Union’s requirements for health care professionals, nursing competence and nursing education

Nursing as a profession has gone through many significant changes over the past three decades as stated by the Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013 amending Directive 2005/36/EC on the recognition of professional qualifications and Regulation (EU) No 1024/2012 on administrative cooperation through the Internal Market Information System (‘the IMI Regulation’). Organisation of nurse training, however, still differs in different countries according to national traditions. Training should provide a comprehensive and more output-oriented guarantee of the professional having acquired certain knowledge and skills during said training. The professional should also be able to apply at least a certain amount of said competences in order to pursue the activities relevant to the profession.

For this reason, the former Directive 2005/36/EC has been amended by this new Directive 2013/55/EU. First, it defines how admission to training for nurses responsible for general care shall be contingent upon. Furthermore, the Directive defines duration of the training (a total of at least three years of study) and its content (at least 4 600 hours of theoretical and clinical training with the duration of the theoretical training being at least one third, and the clinical training at least one half of the minimum duration of said training). The Directive states definitions for the theoretical training (trainee nurses acquire required professional knowledge, skills and competences) and for the clinical training (trainee nurses learn organizing, dispensing and evaluating the required comprehensive nursing care based on the acquired knowledge, skills and competences). It also defines what are the skills and knowledge the professional shall acquire during the training. These include comprehensive knowledge of the sciences forming the basis for general nursing, knowledge of the nature and ethics of nursing profession and the general principles regarding health and nursing, sufficient clinical experience, being able to take part in the practical training of health personnel and experience of working with them, as well as with members of other professions within the health sector). The Directive also defines the competences a nurse shall have in his profession, for example independently diagnosing the required nursing care using current theoretical and clinical knowledge as well as planning, organizing and implementing nursing care when treating patients, working together effectively with other actors in the health sector, empowering individuals, families and groups towards healthy lifestyles and self-care, independently initiating life-preserving immediate measures and carrying out measures in crises and disaster situations, independently giving advice to, instructing and supporting people needing care, independently assuring and evaluating the quality of nursing care, comprehensively communicating professionally and analysing the care quality to improve his own professional practice as a nurse responsible for general care. (Official Journal of the European Union/ 28.12.2013)

European Federation of Nurses Associations (EFN) General Assembly states in the Proposal for the Revision of Dir 35 Annex V the competencies nursing students must acquire.

First, there are some ethical competencies concerning human rights and individuals' needs nursing students must promote and respect. Confidentiality of healthcare

information is also one of the ethical competencies, as well as adherence to ethical and legal requirements and lifelong learning and continuous professional development.

Promotion of healthy lifestyles and self-care as well as protection of the health and wellbeing of individuals, family or groups are essential competencies.

Nursing students must be prepared for decision-making in order to assess, diagnose, plan, provide and document nursing care to individuals, families or groups. They must know and apply the nursing theoretical and methodological fundamentals and principles, ensuring of continuous quality improvement in nursing care and apply critical thinking skills and a systems approach to problem solving and decision-making.

They must be able to cooperate and work in teams, understand the social and cultural contexts of individuals and take into account equity and sustainability principles in health care.

Students must acquire sufficient knowledge and skills to provide professional and safe care in clinical nursing and to respond appropriately to unexpected situations.

Nursing curriculum consists of theoretical and clinical education. Topics of the theoretical education are ethical practice, health promotion, guidance and teaching, decision making and documentation in nursing, cooperation and teamwork, research, development and leadership and clinical nursing. Clinical education consists of different care sectors, for example acute, maternity, children, geriatrics and mental care. (European Federation of Nurses Associations/ 20.04.2012)

All countries selected for this research are part of the Bologna Process which seeks to create the European Higher Education Area by having European governments discuss higher education policy reforms. All participating countries of the EHEA agreed to introduce a three-cycle higher education system including bachelor's, master's and doctoral studies, ensure that qualifications and learning periods abroad completed at other universities are recognised mutually, and to strengthen the quality and relevance of teaching and learning by implementing a system of quality assurance. (European Commission)

2.3 The Finnish health care education system and mental health studies

Finnish universities can create their own curricula independent of each other. Turku University of Applied Sciences Degree Program in Nursing is used as an example in this report.

Turku University of Applied Sciences describes in their Degree Program in Nursing that Bachelor of Nursing are nursing professionals with the goal of humanely helping individuals, families and communities define, promote and maintain their health. Nurses work both independently and together with other professional groups. Nurses carry out and develop nursing practices in different fields of health care, social welfare, and the third sector as well as digital service environments or at clients' homes.

Nurses must be able to develop their craft based on trustworthy research and other evidence. Nurses have entrepreneurial skills, handle international duties, take part in the discussion of social issues and engage in life-long learning. (Turku University of Applied Sciences/2021)

TUAS Degree Program in Nursing curriculum is based on the legislation, targets and prospects of Finnish health policies, the strategy of Turku University of Applied Sciences and other rules and instructions of the university of applied sciences, as well as international agreements and recommendations, especially the EU directives 2005/36/EC and 2013/55/EU. Only licensed professionals with a completed degree in nursing are allowed to work as a nurse. After graduation, students may apply to the National Supervisory Authority for Welfare and Health (Valvira) for the right to practice as a licensed health care professional. (Turku University of Applied Sciences/2021)

The Degree Program in Nursing studies comprise of core competence including basic studies (16 ECTS), professional studies (74 ECTS) and practical training (90 ECTS, with 15 ECTS in a Bachelor's thesis included) and complementary competence comprising of optional field-specific studies (15 ECTS) and elective studies (15 ECTS). (Turku University of Applied Sciences/2021)

A course titled "Mental Health and Substance Abuse Nursing" is a part of professional studies and practical training. It is also possible for a student to choose mental health nursing content as part of optional studies.

According to TUAS website the Degree Programme's objective is developing students' communication and international competence, using an evidence-based exploratory work approach both as a student and a nursing professional, as well as acquiring the language skills as referred in the government decree 1120/2014.

Professional studies give the students competency to understand and carry out ethical, high-quality, research-based procedures and health promotion. With this information they will be able to respond to various health issues of different age groups and become familiar with key issues and applications of the profession. Students will be able to independently work in expert duties, research & development work or as an entrepreneur in this field.

Practical training promotes professional competence in various health care environments where students develop their knowledge and competence in nursing. Practical training is supervised by a teacher from the University of Applied sciences. It is carried out under the supervision of qualified health care personnel in units equipped with enough qualified nursing staff and appropriate equipment for patient care. Practical training is carried out in numerous social welfare and health care environments.

In the Bachelor's thesis, students demonstrate their capacity for independent work and their capability to apply research-based information in the work and development of nursing with a critical perspective. A maturity test is also written in the field of the thesis. In it, students demonstrate their competence in the field and their skills either in Finnish language or the language they received their secondary education in.

A wide range of field-specific study units are available for the students to choose certain study units from, totalling 15 ECTS. These increase the students' competence and allows them to focus on an area of competence that interests them.

Elective studies (15 ECTS) are also available to students. The aim of these is to provide a broader and deeper professional competence to the students. (Turku University of Applied Sciences/2021)

The competence goals of the Degree Programme in Nursing of TUAS are based on the European Union's jointly defined directive, national legislation and nationally defined competence areas.

The nationally applied competence requirements of nursing studies include professionalism, ethics, client-centred care, evidence-based practice, communication,

multiprofessionalism, health promotion, using information technology and proper documentation, leadership and professional co-operation skills, guidance and education competence, supporting self-care, clinical nursing, entrepreneurship and development, quality management, health care and social welfare service systems, and patient/ client safety.

TUAS students are assessed in the progress of their studies in order to guide and develop the learning process and results. Completing the degree requires achieving competence that corresponds with the competence goals set for general working life skills, goals specific to nursing studies as well as with assessment criteria derived from said goals. Course grading is on a scale from 0 to 5 or with a Pass/Fail. In practical training, the student must achieve the objectives and correspond with the ECTS scope defined in the curriculum to pass. Students also receive oral or written feedback that helps them recognize what their strengths are and what needs further development. In the assessment of competence, both nation-wide as well as other university of applied sciences-specific methods designed for nursing degree programmes are used. Students' performance is assessed by teachers, the students themselves (self-assessment) as well as other students (peer assessment), working life instructors and other cooperation partners. The students adhere to the individual study plan (ISP) which is monitored and updated throughout their studies. Students discuss updating the ISP as the studies advance with their tutor teacher based on self-assessment of innovation competences. (Turku University of Applied Sciences/2021)

3 RESEARCH PURPOSE, AIMS AND THE RESEARCH PROBLEMS

The purpose of the study was to search and compile information about the contents of specialized mental health studies from different countries within Europe. The aim was to provide information about the similarities and differences between specialized mental health studies in different schools to students looking to specialize.

Research questions:

- What kind of specialized mental health nursing study programs are available in Norway and The United Kingdom?
- How do they differ between the Norway and The United Kingdom?
- How could the ideas and practices of Norway's and The United Kingdom's study programmes be utilised in the Finnish healthcare education system?

4 RESEARCH METHODOLOGY

4.1 Literature review

This report was done as a literature review, more precisely a descriptive literature review. It is a research method, where you compile results from already completed studies which forms the basis of new research results. A descriptive review is a “general review” meaning the material used is more broad than systematic review or meta-analysis, and the material isn’t limited by methodical rules (Salminen, 2011). This allows for more material to be qualified for use.

4.2 Literature searches, inclusion and exclusion criteria of the literature

Keywords used when searching for material included: “University curricula”, “study guide”, “contents of specialized studies in Europe”, “specialized mental health curriculum”, “specialized training mental health”, “advanced training in mental health” and variations of these. Information was obtained from the websites of universities and universities of applied sciences from the European countries selected for this thesis by searching specialized mental health courses. Universities with the most extensively explained curricula and readily available information about education programs available to nurses were chosen. Material readily available in English, and related to mental health nursing was used.

4.3 Literature analysis

This research aimed to find as much usable information from the selected universities' study programs and to report it as closely to the source material as possible. The study programs from Norway and The United Kingdom were read through to find common aspects to compare. The criteria found suitable for comparison were:

- The length of the study programme
- Objectives of the study programme
- Content of the study programme
- Competence the students will gain
- What kind of positions graduates from the programme can work in

5 EXAMPLES OF SPECIALIZED MENTAL HEALTH STUDIES AVAILABLE IN DIFFERENT EUROPEAN COUNTRIES

5.1 Studies available in Norway

Bachelor's degree studies

University of Adger offers a 3-year Bachelor's Programme in Nursing. The study programme qualifies candidates to practice professional nursing based on latest knowledge and professional suitability, as well as respect for human autonomy and patient participation. Candidates can attend to the basic needs of people, help relieve suffering, prevent and treat illnesses and promote a healthy life. The programme qualifies candidates in collaboration and interaction with different health care levels and settings, and help develop knowledge-based, equal and patient-safe services.

On-campus learning includes lectures, seminars, group- and self-studies, with skills learning and simulations. A total of 4 practical placement studies are part of the programme alongside theoretical courses including courses about mental health, as can be seen in Figure 1. (University of Adger/ 2021)

Programme Structure

1. sem	SYP120-1 Clinical studies in basic nursing (1/2) 10 sp	SY-120-1 Foundations of nursing (1/2) 9 sp	SY-121-1 Human anatomy, physiology and biochemistry 12 sp	
2. sem	SYP120-1 Clinical studies in basic nursing (2/2) 10 sp	SY-120-1 Foundations of nursing (2/2) 9 sp	SY-122-1 Human pathology 10 sp	
SY-123-1 Drug calculations 0 sp				
3. sem	Clinical practice ▪ Praksispakke 1 ▪ Praksispakke 2 ▪ Praksispakke 3 ▪ Praksispakke 4		SY-220-1 Nursing in various diseases - Work methods and technology 10 sp	SYP220-1 Skills and procedures 5 sp
4. sem			SY-221-1 Nursing for children and adolescents 5 sp	SY-222-1 Mental health work and health promotion in nursing 5 sp
5. sem			SY-320-1 Complexity and leadership 10 sp	Valgemner ● Global health (5 sp) ● Innovation in nursing (5 sp)
6. sem			SY-323-1 Bachelor's thesis in nursing 15 sp	

Figure 1. University of Adger.

After completing the programme, the student will have a Bachelor's Degree in Nursing. Students may then continue their studies and pursue a Master's degree or further education levels at colleges and universities, both in nursing and interdisciplinary areas. (University of Adger/ 2021)

Master's level studies

University of Adger offers a course titled "Mental Health Care, Interdisciplinary edition". Community mental health work is a multi- and interdisciplinary field of education, research and work that focuses on the promotion and betterment of people's mental health, highlighting possible changes to conditions creating mental unhealth, stigmatization and social exclusion in communities. The aim is to strengthen and develop the feeling of dignity, vitality, belonging and coping in everyday life, and to promote inclusivity in communities. The continuing education in mental health care is an interdisciplinary study programme for professionals who want to develop expertise in working with people having psychiatric problems and/or experiencing difficulties in life.

Students learn about life-long mental health through theoretical and practical studies. Health- and social workers who complete the programme are then qualified to provide preventative, health promoting work and therapeutic collaboration with people suffering from mental illnesses. (University of Adger/ 2021)

Admission requirements include a Bachelor's degree in healthcare, social work or both. A minimum of one-year relevant professional practise with direct work with clients/patients after finished education is also needed. Other applicants that may be admitted include those with two-year higher education in healthcare or social work in accordance with previous National Curriculum, or those with other three-year college or university education (under special consideration). (University of Adger/ 2021)

This programme includes the following courses as a compulsory part of 30 credits:

- PSY418 Introduction to Mental Health Work, 5 credits
- PSY419 Organization and Interaction of Mental Health Services, 10 credits
- PSY407 Community Mental Health - Current Concepts and Findings, 15 credits

These courses are offered as an interdisciplinary specialization in psychosocial work (30 credits):

- PSY417 Service User Perspectives in Community Mental Health, 15 credits
- PSY500 Crisis Intervention, 15 credits

The aim of the compulsory courses is to provide a broad overview over mental health work. The specialization courses focus on dialogue and relations, and user involvement in work methods and practice. They also teach how to approach people in a crisis. (University of Adger/ 2021)

The programme may be included in a Master's degree programme. It qualifies graduates for work in public, private or voluntary organisations that require competence in mental health care, such as municipalities' work positions and health enterprises. (University of Adger/ 2021)

5.2 Studies available in The United Kingdom

Bachelor's level studies

Sheffield Hallam University offers a Bachelor's Honours -level degree in mental health nursing. Duration of the study is 3 years. The aim of the course is to teach students the necessary skills, knowledge and values needed in the nursing profession, how to deliver person-centred care, and help to understand health sciences in a practice setting. The course also helps students develop a strong professional identity. (Sheffield Hallam University/2021)

Half of the program is dedicated to practice-based learning, including simulation and skills rehearsals. Other methods of learning include lectures, workshops, projects, presentations and technology enhanced training. (Sheffield Hallam University/2021)

Here are the modules for each study year:

Year 1

Compulsory modules

Module	Credits	Assessment
Assessing And Planning For Person Centred Care	40	Coursework
Collaboration For Individual And Community Wellbeing	20	Practical
Personal And Professional Development	20	Coursework
Science For Professional Practice	40	Exam

Figure 2. Sheffield Hallam University, BSc (Hons.) Year 1.

Year 2

Compulsory modules

Module	Credits	Assessment
Applied Sciences For Professional Practice	20	Coursework
Assessing And Addressing Complexity	40	Coursework
Evidence And Enquiry For Practice	20	Coursework
Providing And Evaluating Person Centred Care	40	Exam

Figure 3. Sheffield Hallam University, BSc (Hons.) Year 2.

Final year

Compulsory modules

Module	Credits
Leading And Co-Ordinating Person Centred Care	40
Professional Leadership	20
The Advancing Professional	40
Theory/Practice Hours - Nursing And Midwifery	-
Working With Complexity In Practice	20

Figure 4. Sheffield Hallam University, BSc (Hons.) Final year.

Students who finish the course are prepared to work in various fields of mental health nursing, such as forensic nursing, community mental health nursing, acute mental health nursing, rehabilitation, prison nursing, children and adolescent or adult mental health nursing, senior management, reaching and education, or research and academia. Graduates can further their studies leading to advanced practice, consultancy and clinical nursing. (Sheffield Hallam University/2021)

Master's level studies

Sheffield Hallam University also offers a Master's level course in mental health nursing. Duration of the course is 2 years. The aim of the course is to build on the student's undergraduate education and become a fully qualified nurse through practice-based learning, lectures, seminars and possible simulated learning.

Modules for the course are:

Year 1

Compulsory modules

Module	Credits	Assessment
Creating Original Practice	45	Coursework Practical
Evaluating Research Methodologies	15	Practical
Person Centred Care - Providing And Evaluating	30	Exam
Sciences For Nursing Practice	15	Coursework
Understanding Complexity In Practice	15	Coursework

Figure 5. Sheffield Hallam University, MSc Year 1.

Final year**Compulsory modules**

Module	Credits	Assessment
Evaluating Complexity In Practice	15	Coursework
Leading For The Future	15	Coursework
Person Centred Care - Leading And Coordinating	30	Coursework

Figure 6. Sheffield Hallam University, MSc Final year.

The course prepares students to work in acute and secure hospitals, prisons, community work, acute inpatient services, elderly services and the emergency department. (Sheffield Hallam University/ 2021)

5.3 Comparison

Length of the studies

The Norwegian University of Adger's Bachelor's Programme in Nursing is 3 years long study, and the same university's Mental Health: Interdisciplinary Education course is 2 years long.

In the UK, Sheffield Hallam University's Bachelor Honors level Mental Health Nursing programme is 3 years long, and the same university's Master's level Mental Health Nursing programme is 2 years long.

Objectives of the studies

University of Adger's Bachelor's Program in Nursing provides students with the necessary skills, knowledge and competence to work as a nurse. The Mental Health: Interdisciplinary Education program provides students the necessary competence to work in public and specialist health- and social care services.

Sheffield Hallam University's Bachelor's program provides the necessary skills and competences to work in mental health nursing field. The Master's program builds up on the knowledge gained from the previous program. Nursing students learn and collaborate

with students from other health care fields to help understand how other health care professionals contribute to a person's journey through health and social care services.

Content of the studies

University of Adger's Bachelor' program combines campus-based theoretical and simulated practical studies with practise based studies. Courses in the program can be seen in Figure 1, and they include clinical studies in basic nursing, human anatomy, physiology and biochemistry, and mental health work and health promotion in nursing. The course also includes 4 practical placement studies, which are completed in specialist or municipal health care services.

The Mental Health Care: Interdisciplinary Education program has 3 compulsory courses providing a broad overview of mental health work and 2 courses specializing in psychosocial work. Teaching for the course includes lectures, seminars, groupwork, as well as practical studies.

Sheffield Hallam University's Bachelor's level mental health nursing course combines campus-based learning with practical studies. Courses included within the education, as can be seen in figures 2, 3 and 4, include assessing and planning for patient centred care, applied sciences for professional practice, and professional leadership. Half of the program is practice-based learning in different environments, including simulated learning alongside real world practical placements.

Sheffield Hallam University's Master's level program combines campus-based theoretical studies with 40 weeks of practical learning in different environments. Courses in the program, as seen in figures 5 and 6, include evaluating research methodologies, evaluating complexity in practice, and leading for the future.

Gained competence

Students who complete University of Adger's Bachelor's program gain the Bachelor's of Nursing and are qualified to work as nurses. Graduates from the Mental Health Care: Interdisciplinary Education programme do not gain a title, but are qualified to work in positions that require this education.

Graduates from the Sheffield Hallam University Bachelor's Honours program are qualified to register as a nurse with the Nursing and Midwifery Council (NMC) and work as mental health nurses. Graduates from the Master's program are able to register as qualified nurses with the NMC as well, but also gain post-graduate credentials with NHS Band 5 prospective starting salary.

Working positions available to graduates

Graduates from the University of Adger's Bachelor' program are qualified to work as nurses in various health care services. Graduates from the Mental Health: Interdisciplinary Education course can work in positions that require said education, such as community mental health services, psychiatric wards and community day-care centres.

Graduates from the Sheffield Hallam University Bachelor's level program can work as mental health nurses in various health care settings, for example community and acute mental health nursing providers, forensic nursing and prison nursing. Graduates from the Master's level study have gone to work in places such as acute and secure hospitals, prisons, acute inpatient services, elderly services and the emergency department.

6 NURSE'S ROLE IN MENTAL HEALTH WORK

The United Kingdom's National Health Service defines the role of a mental health nurse as promoting and supporting recovery and helping individuals to have independent and fulfilling lives (NHS). According to the World Health Organization, in most countries, nurses provide the most mental health care in both primary and specialist health services. In many places however, the psychiatric education provided to nurses is not adequate and their role in mental health care isn't developed. These issues can be addressed with appropriate training for the nurses, which can contribute to mental health promotion, as well as contribute to the treatment and prevention of mental disorders. (WHO)

Royal College of Nursing in UK states that every nurse has a responsibility to promote good mental health in order to prevent problems and to support patients with mental illness. Mental health nurses work in many settings supporting and treating people with mental illness diagnosis. Nurses should build good relationships with patients, encourage healthy behaviours, and recognize and treat symptoms early. (Royal College of Nursing)

There are many mental illnesses which need specialized treatment, such as anxiety, depression, psychosis, eating disorder, personality disorder, obsessive-compulsive disorder, post-traumatic stress disorder, addiction and perinatal mental health. Some of them are life-long, therefore demanding education, treatment and guidance for the person to manage the condition. Each person is affected differently, therefore their care needs should be tailored to meet individual needs. (Royal College of Nursing)

Mental health nurses in Norway can work in various public or private settings, such as community-based mental health services, primary mental healthcare in municipalities or with psychiatrists and psychologists in the private sector. Community-based mental health services have a multidisciplinary staff consisting of psychiatrists, clinical psychologists, mental health nurses and other professionals. (Ruud, Friis/ 2021)

7 RESEARCH VALIDITY AND ETHICAL ISSUES

The newest available curricula were used in this study, and the necessary information was readily available in English. The curricula were collected directly from the websites of universities and can be considered reliable information. The material used in this report is available in the public domain, so it is not necessary to ask for consent from people, or to contact the author for more information.

Ethical issues to consider while doing the thesis include treating the existing work of the researchers fairly and accurately and answering any ethical questions raised in the used material. The major ethical issues in research are informed consent, respect for anonymity, confidentiality and privacy, and beneficence, meaning preventing harm. (Fouka, Mantzorou)

The text in this report is based on proven material and mostly written with own words. References and direct quotes have been marked on the text, and a list of references has been created at the end of the report. The report does not fabricate information, nor does it falsify previous information. (Finnish National Board of Research Integrity/ 2012)

8 DISCUSSION

The Finnish schoolsystem doesn't have specialization in Bachelor's level nursing studies which provides a more broad knowledge of different medical areas. This allows graduated students to work in many different fields, however it does entail more learning at the workplace, and might not give new nurses a clear goal to work towards.

In Norway, the Bachelor's degree in nursing seems very similar to the programs available in Finland at the moment. However, there are many specialization opportunities available for nurses in higher level education, the University of Adger's Mental Health Care: Interdisciplinary Education course being one example.

In the UK schoolsystem, specialization studies are already available at Bachelor's level studies, and it is possible to continue specialization studies at higher education levels. This builds up on the education already gained at Bachelor's level and helps the nurse be even more skilled and knowledgeable in their chosen field.

In conclusion, I think the UK's specialized mental health nursing system could be utilized in the Finnish schoolsystem to provide focused mental health nursing education to students wanting to specialize in this field. It would provide students more in-depth knowledge and help create a strong work identity. On the other hand, Norway's specialization programs have the positive aspect of not having students decide their preferred nursing field quite so early. Instead they can specialize later with higher education studies if they so choose. However, more research into this topic could be beneficial due to its scale.

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