

# VOLUME 9, ISSUE 2

Issue 2b, December 2020

## Papers

- 1. Physical Health Monitoring in Individuals with Severe Mental Illness: An Audit in General Practice in North London.**  
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- 2. Ontario's Postsecondary Cooperative Education in a National and a Global Context: a mixed-methods analysis**  
Qiang Zha, York University, Canada and Qing Wu, Wuhan University, China, pages 22 – 54.
- 3. Legal Safeguarding for Work-Based Learners in Creative Educational Models**  
Elda Nicolou-Walker, Middlesex University, UK, pages 55 – 72.
- 4. Self-reflexivity in transitional leadership training in the Healthcare Sector**  
Joan Camilleri, University of Malta, pages 73 – 104.
- 5. Impacts of service user involvement in mental health nurse training on management of aggression: a qualitative description research**  
Jane Obi-Udeaja, Catherine Kerr and Gordon Weller, Middlesex University, UK, pages 105 – 136.

## Dialogue and Debate

- 1. A 360 degree learning environment for university online teaching**  
Anthony 'Skip' Basiel, Queen Mary, University of London, UK and Mike Howarth, Middlesex University UK, pages 137 – 157.
- 2. The Dark Romanticism of Vivas: Practice Issues and Preparation**  
Adam Barnard and Matt Henn, Nottingham Trent University, UK, pages 158 – 179.

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### Dialogue and Debate

#### Enhancing Mental Health and Emotional Well-Being: The Impact of Practice-based Research

1. **Introduction** Sarah Corrie and Carol Costley, Middlesex University, UK pages 180 – 182.
2. **Webinar: Enhancing Mental Health and Emotional Well-Being for Students and Staff, a panel discussion**, pages 183 – 185.  
(Youtube link: <https://youtu.be/i4jEkg-WjvY> )

*Anca Alba, King's College London*

*Lucy Holland, Middlesex Student Union,*

*Carl Lyons, We Are Conscious, Middlesex staff coach*

The session is facilitated by Professors Sarah Corrie and Carol Costley, Middlesex University, UK.

3. **Posters;** Researchers in the areas of mental health and well-being:

**Introduction**, page 186.

**Shirley Allen** 'The professional development of early years teachers: recommendations for a curriculum for early years practice', pages 187 - 190.

**Dr Nicky Lambert** 'Feeling to Thought, Thought to Action: a Learning Journey', pages 191 -193.

**Herbert Mwebe** 'Monitoring Cardiovascular disease risk in people with serious mental illness (SMI) in inpatient mental health settings', pages 194 - 196.

**Karen Manville**, 'Canine Assisted Intervention – the impact of intervention duration on reducing anxiety, stress and depression in Higher Education students: a randomised control trial', pages 197.

**Jane Obi-Udeaja** 'Exploring the impact on practice when Service users are involved in staff training on the prevention and management of violence and aggression in local NHS mental health inpatient wards', pages 198 - 202.

4. **Extended Abstracts**

**Enhancing student emotional well-being and mental health: A working framework for integrated support**

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**Attending to Mental Health: Individuals, Systems and the Potential Contribution of the Professional Doctorate**

Vanja Orlans, Psychology Matters Ltd UK, pages 209 - 215.

**Challenges and contributions in supervising professional doctorates for experienced practitioners.**

David Lane, Professional Development Foundation, UK, pages 216 - 230.