

## Liverpool John Moores University

Title: Improving Access to Psychological Therapies: Employment Advisor Training  
Status: Definitive  
Code: **4000IAPT** (126515)  
Version Start Date: 01-08-2021  
Owning School/Faculty: Psychology  
Teaching School/Faculty: Psychology

Team	Leader
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**Academic Level:** FHEQ4      **Credit Value:** 0      **Total Delivered Hours:** 270

### Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Online	90
Tutorial	180

**Grading Basis:** Pass/Not Pass

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	AS1	Reflective Essay	50	
Portfolio	AS2	(WAD) Recorded Skills Assessment and Clinical Portfolio	50	

Competency	Practice
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### Aims

*The EA is responsible for co-ordinating the package of care to ensure that therapy and employment advice are provided to support the individual to improve their mental health and improve their employment situation. The EA will work closely with the PWP or HIT treating a client and will agree goals and action plans with both the client and his/her clinician. The EA will then work directly with Jobcentre Plus, employers, trade unions and employment agencies to keep people in employment or*

*to secure employment opportunities. The EA will provide clients with advice about the reasonable adjustment, graduated return to work, access to work and other mechanisms to support individuals and employers to support people in work*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Describe mental health conditions in the context of Primary and Secondary NHS IAPT services and the impact of these on individual day to day functioning and motivation in relation to employment.
- 2 Differentiate between 'good' and 'bad' work and explain the impact of 'good and 'bad' work on individual mental health and wellbeing
- 3 Clarify the relevance and application of Employment Legislation, Disability Legislation and the General Data Protection Regulation (2018) to role of External Advisor in IAPT services.
- 4 Show awareness of the conditions required for entitlement to common state benefits, relevant sources of advice on benefits and knowledge of appeals processes that will assist clients engaged with Employment Advisors.
- 5 Apply relevant safeguarding, risk management and de-escalation policies, procedures and techniques to ensure the safety of practitioners and clients in IAPT Employment Advisor practice.
- 6 Clarify the roles of therapists in integrated IAPT services (e.g. PWP and HIT) to ensure that Employment Advisors participate effectively in collaborative working, care planning, conferencing, and escalation processes.
- 7 Describe how to work effectively and in line with NHS confidentiality and consent guidance with clients using basic and advanced IAG interviewing techniques, engagement techniques, communication skills and action planning skills
- 8 Work effectively with the relevant client groups in the role of Employment Advisor in IAPT services.
- 9 Work with relevant professionals and departments within employing agencies on behalf of clients clarifying and escalating breaches of Employment or Disability Rights legislation.
- 10 Identify external organisations that can provide support, advice and guidance to clients and utilise these organisations when appropriate for clients.
- 11 Describe your Local Labour Market with reference to how it functions, the factors that influence it, where there is growth and demand so that appropriate advice can be given to clients about seeking work, rates of pay, types of work etc.
- 12 Describe and utilise appropriate communication skills to present information to a variety of audiences about IAPT services.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

practice assessment	1	2	4	5	6	7	8	9	10	11	12	
portfolio	1	2	3	4	5	6	7	8	9	10	12	
Practice	1	2	3	4	5	6	7	8	9	10	11	12

## Outline Syllabus

- Explain why it is important that a collaborative approach should be taken between the adviser, therapist and client
- Through (potentially role play) demonstrate and ability to:
  - Employ techniques to develop a good working relationship (warmth, trust and rapport) with the client
  - Structure the conversation at a pace suitable for the client
  - Empathise with and listen to the client in a non-judgemental and supportive manner
  - Effectively question the client to establish their aspirations and needs
  - Empower the client to take responsibility for and agree decisions and subsequent actions identified during the intervention
  - Identify and address any concerns or scepticism, in a non-defensive manner that the client may have about the intervention
- tools required to establish a client's employment needs in IAPT and associated services
  - Explain how mental health assessment methods are utilised in the workplace and employment services Explain how appropriate cases are identified in the workplace and employment services In the context of a mental health service demonstrate or describe the ability (possibly through role play) to:
    - Undertake an assessment of individual employment needs
    - Determine employment support needs (in the context of a mental health problem)
    - Explain why it is important to work collaboratively with therapists to identify and articulate a client's barriers to work.
    - Illustrate how you would develop an employment intervention in collaboration with IAPT therapists, the client, the employer and other support organisations to address the client's employment needs
    - Test, interpret and review a care plan with IAPT therapists, the client, the employer and other support organisations and make/suggest adjustments if required
    - Name the legislation relevant to disability, the workplace and disclosure of information
    - Identify the legal and moral responsibilities associated with the legislation relevant to disability, the workplace and disclosure of information
    - List the penalties for non-compliance with the legislation relevant to disability, the workplace and disclosure of information
    - Explain what is meant by informed choice and how a client would be supported in deciding what information and how much is disclosed to a third party i.e. in disclosing a mental health condition to a potential employer on a job application
    - Explain what to look for in the identification of a client's risk to themselves or others
    - Describe the process to follow should you be concerned that a client is at risk of suicide or self-harm
    - Describe the process to follow should you identify that a client poses a risk to others, including yourself and colleagues
    - Describe the different conversations that you would have with a client where they or you have identified a risk of suicide or self-harm based on the current mind set of the client
- List a range of employment interventions relevant to clients with mental health needs

*including:*

- *Support services*
- *Interventions to support job-seeking*
- *Work place based interventions that help the client to return to work, remain in work or pursue alternative employment*
- *Support, advice and training for employers*
- *Support, advice and training for IAPT staff*
- *Other factors that impact on ability to work: housing, debt, relationships etc.*

*(Through role play) illustrate ability to:*

- *Explain your role to the client*
- *Help the client understand the focus of the intervention is the development of their employment related skills and knowledge in relation to any mental health problems they may have*
- *Provide a rationale for an employment intervention to the client in an encouraging and realistic manner*
- *Ensure that the client understands the nature of the intervention and steps going forward i.e. frequency of meetings or what they need to do*
- *Demonstrate your awareness of the importance of the client putting what has been learnt/agreed into practice between meetings and convey this to the client*
- *Building confidence, resilience and enhance the clients ability to make decisions about their future work*

*(Through role play) demonstrate an ability to:*

- *Encourage the client to generate their own goals*
- *Appraise the client's goals and turn abstract ideas into concrete actions*
- *Set SMART objectives for the client in relation to the identified goals*
- *Work with the client to ensure that the goal reflect the issues that the client presents*
- *Constructively challenge the client where goals are not realistic or achievable*
- *Clearly explain the purpose of the goals to the client*
- *Gain consensus and ownership of the goals from the client*
- *Describe issues that a client may present either implicitly or explicitly that could impact of the employment advice session*
- *Describe how a client may display signs (explicitly or non-verbally or by implication) that they have issues or concerns with the intervention*
- *Discuss methods of how you would adapt the intervention process once you recognised there were issues for the client*
- *Describe the methods you would employ to respond to and openly discuss feedback (explicit and non-verbal) from the client expressing concerns about important aspects of the intervention.*
- *Describe the importance of ensuring the client takes leadership and ownership of the employment support plan*
- *Explain how mental health conditions can have an impact on a client's ability to retain employment*
- *Identify the interventions that support job retention for those newly employed or who's employment is at risk due to the impact metal health conditions*
- *In collaboration with an IAPT therapist develop a work based programme/plan to*

*address a work place based psychological problem which will support job retention for those newly employed or who are at risk of becoming unemployed due to a mental health condition.*

- Describe how you would negotiate this plan with your client and work placed based staff/employers*
- Explain how you would work collaboratively i.e. with the client, therapists, work based staff, other employment support services and IAPT staff to help the client resolve difficulties in implementing agreed activities*
- Identify appropriate self-help and*
- self-monitoring products and support that can be used in group or individual settings*
- Describe how these self-help materials can be utilised in group and individual settings*
- Discuss how you would support your client to utilise these self-help/monitoring materials*
- Discuss how you would support your client to problem solve should they encounter any difficulties in using self-help/monitoring materials  
(Through role play) demonstrate an ability to:*
- Deliver employment advice and job seeking skills for people with employment and mental health needs in groups and to individuals  
(In both face to face and during telephone interventions):*
- Apply techniques to assist the client understand the rationale for completing homework and related tasks*
- Employ interviewing techniques to motivate and empower the client to undertake actions and related tasks*
- Employ problem solving techniques to assist the client to find solutions to any anticipated difficulties in carrying out tasks*
- Explain why it is important that meetings should be structured and planned in advance*
- Describe techniques which can be used to maintain adherence to an agreed agenda and pace the meeting appropriately*
- Identify the different the range of work place environments and employment services available within employers (HR, OHU) especially considering what might be available dependent on the size of employer*
- Identify the potential training needs of each employer*
- Assess the capacity of each employer to adapt to the mental health needs of employees*
- Describe relevant guidance and legislation that could be utilised to inform this training or adaptation i.e. reasonable adjustments in the workplace, access to benefits etc.*
- Identify support available to employers and employees (Job Centre Plus, Chambers of Commerce, Trade Unions)*
- Explain why a caseload may not function optimally and suggest how it could be adjusted to improve performance (SEA)*
- Describe how you would identify and escalate or address any problems of caseload management including, time management, workload and relationship issues with referrers*

- *Demonstrate an ability to use both paper and electronic based information systems for information gathering/review to inform case management*
- *Describe the basic structures of mental health services in primary and secondary care settings*
- *Explain the relationship between IAPT and the basic structures of mental health services in primary and secondary care settings*
- *Explain the relationship between IAPT and other employment services for people with mental health conditions*
- *Explain the relationship between other employment services for people with mental health conditions and the basic structures of mental health services in primary and secondary care settings*
- *Describe the key elements of IAPT assessment and triage systems*
- *Explain how the key elements of IAPT assessment and triage systems are applied in local protocols for both high intensity and low intensity interventions*
- *Identify the factors common to all IAPT therapeutic approaches*
- *Describe all the models of IAPT interventions*
- *Describe how IAPT therapeutic processes/models are employed in practice*
- *Describe all the IAPT therapies including self-help, behavioural activation, CBT, counselling, EMDR, IPT, dynamic interpersonal treatment, couple's therapy, behavioural couple's therapy and mindfulness based CBT*
- *Recognise the impact of a mental health condition on client's ability , find employment, remain in employment and return to employment*
- *Recognise the interaction of a mental health condition on a client's ability to, find employment, remain in employment and return to employment*
- *Recognise the impact of IAPT treatments on a client's ability to, find employment, remain in employment and return to employment*
- *Recognise the interaction of IAPT treatments on a client's ability to, find employment, remain in employment and return to employment*
- *Identify different models of joint working between employment advisers and mental health professionals in particular IAPT staff.*
- *Demonstrate an ability to work collaboratively with IAPT staff to develop and implement a care plan to address both psychological and employment needs*
- *Explain the purpose and objectives of outcome measurement*
- *Describe why outcome measurement is valuable in evaluation of service and client outcomes*
- *Describe the IAPT minimum data set*
- *Explain how the IAPT minimum data set is utilised in IAPT services*
- *Name commonly used questionnaires and rating scales for mental health and employment outcomes*
- *Interpret commonly used questionnaires and rating scales for mental health and employment outcomes*
- *Employ meaningful outcome measures that are targeted to an employment problem*
- *Distinguish if an outcome measure is relevant, valid and reliable*
- *Demonstrate the routine use and interpretation of outcome measures that establish a baseline and provide an indication of progress*

*(Through role play?) demonstrate an ability to:*

- *Explain the role of the employment adviser in the context of a mental health intervention*
- *Employ techniques to ensure the client understands the nature and timing of meetings*
- *Employ techniques to ensure the client understands the rationale of the mental health employment focussed intervention*

*Identify appropriate self-help materials*

*(Through role play?) demonstrate an ability to:*

- *Communicate effectively to the client about the delivery, implementation and monitoring of the employment related mental health intervention both face-to-face and on line*
- *Support the client to use self-help materials*
- *Support the client to problem solve any difficulties in utilising self-help materials*
  
- *Construct a structured agenda that is agreed with the client that focusses on significant issues and areas for development*
- *Employ strategies to pace the session to ensure all agenda items are fully addressed*
- *Employ strategies to maintain the client's focus on key issues*
- *Identify areas of conversation which could divert attention from the primary aim of the session and refocus the session on key issues*
- *Demonstrate the ability to change the focus of the session in response to the needs of the client identified during the conversation*
- *Describe the presenting issues and characteristics experienced by clients with physical health problems*
- *Discuss the concerns commonly experienced by clients with physical health problems*
- *Explain how physical and mental health problems can interact and impact on a person's ability to find, remain in or return to employment*
- *Recognise the impact of long term physical health conditions on the functional independence of the client*
- *Recognise the impact that long term physical health conditions can have on the client's quality of life, family structures and mental health*
- *Describe the link between positive adjustment to illness and positive emotional wellbeing*
- *Recognise that the relationship between psychological and physical health problems is critical when planning an intervention*
- *Recognise that mental health issues may not be the most effective focus of an intervention with a client with physical health concerns*
- *Describe the ways in which clients respond to physical illness*
- *Describe the relationship between physical illness and psychological factors in predicting a client's adjustment to that illness*

## Learning Activities

Quizzes, Webinars, Tutorials, Role Play and Skills Assessment, Essays.

## Notes

The student will be required to achieve a pass mark for both the reflective essay and the portfolio (including WAD and skills assessment)

The skills assessment will comprise the submission of a summatively assessed scenario based role play.

1. This is a professional course where the learning outcomes are mapped to agreed professional standards. Although the programme has nominally been assigned as level 4, this is for recording purposes only. The course is non-credit bearing and so does not take account of national qualification frameworks and benchmarks.
2. It will be delivered part time via distance learning.
3. The University has been commissioned to deliver the course on a closed-client basis. There are no other admissions criteria.
4. There is no formal award from the University.
5. The students will have access to a VLE site and the University's other range of electronic support such as access to the electronic library facilities. The module VLE site reflects contemporary reading lists and links to journal articles. The module VLE site also includes a number of presentations for students to access on areas such as critical writing and library support. The students also have access to the module leader through phone contact, emails and face to face meetings. A module guide is also provided, which guides students to the wider range of support available.
6. Participant engagement is required throughout the module.
7. As a non-credit bearing course, it is not subject to University validation processes.
8. The methods for improving the quality and standards of learning are as follows:
  - Continuous Monitoring and Enhancements (CME)
  - Liaison and feedback from the students
  - Reports from the External Examiner
  - Programme team ensuring the module reflects the values of the current teaching and learning strategy
  - Module leader updating knowledge and skills to ensure these remain current and relevant.
9. External Quality Assurance of this programme is carried out by Skills for Justice (SFJ). Liverpool John Moores University is an SFJ Approved Awards Centre (Centre Number 301).
10. The approved intake dates are flexible.
11. The programme code is 36195.