

Liverpool John Moores University

Title: THE CARE & MANAGEMENT OF INDIVIDUALS DIAGNOSED WITH A PERSONALITY DISORDER
Status: Definitive but changes made
Code: **6012PQHEAL** (100531)
Version Start Date: 01-08-2018

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
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Academic Level: FHEQ6 **Credit Value:** 15 **Total Delivered Hours:** 30

Total Learning Hours: 150 **Private Study:** 120

Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Lecture	6
Tutorial	3
Workshop	21

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	Case study	The 3500 word summative assignment, which is 100% of the mark, is a reflective case study	100	

Aims

To enable the learner as a critically reflective practitioner when working with individuals with a diagnosis of personality disorder to explore and apply to their practice effective assessment and management strategies that takes in to account

the issue of social inclusion

Learning Outcomes

After completing the module the student should be able to:

- 1 Identify and analyse their own learning needs in relation to the core skills and knowledge required to effectively assess and manage the clinical care of individuals diagnosed with a personality disorder
- 2 Formulate and critically review a clinical risk management plan, which is designed specifically for the effective management of individuals diagnosed with a personality disorder
- 3 Critically evaluate the effectiveness of psychological interventions in relation to a chosen personality disorder
- 4 Critically analyse and critically evaluate the potential impact of social exclusion on the effective management of individuals diagnosed with a personality disorder

Learning Outcomes of Assessments

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

ESSAY	1	2	3	4
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Outline Syllabus

Directed individual & group learning activities will critically reflect on the therapeutic management of individuals diagnosed with a personality disorder. The following topic areas will provide a general learning framework for the module; barriers to caring for individuals with a personality disorder, personality disorder as a medical classification and a contested term, behaviours associated with personality disorders, personality disorders in a historical perspective, personality disorders and 'causal factors', the 'self concept' and personality disorders, the ethical, moral and legal context of caring for individuals with a personality disorder, criminality and challenging behaviours, the evidence-base for psychological interventions in personality disorders, risk management in personality disorders, and personality disorder and social exclusion

Learning Activities

A range of learning activities will be used for module delivery, including problem-based learning, lectures, discussions, workshops, a group tutorial and self-directed study

Notes

The CPD programme engenders the process of development through promoting the opportunity for learners to focus on developing the skills and knowledge required for

the assessment and management of individuals diagnosed with a personality disorder. The programme also actively encourages learners to adopt a socially inclusive approach to their work with individuals who have a diagnosis of personality disorder. On completion students will be awarded a Certificate of Professional Development. Candidates must demonstrate their ability to study at level 6, they should also have the required work-based learning opportunities and commitment to embark on the programme.

The Quality Assurance Agency's (QAA) academic infrastructure has guided the development of the programme and the programmes assessment strategy is underpinned by the principles, objectives and goals of the LJMU Learning, Teaching and Assessing (LTA) Strategy (2009). All programmes leading to LJMU awards operate within the University's Academic Framework. Full details are available from <http://www.ljmu.ac.uk/Quality/120020.htm>

The programme is informed by NIMHE (2003) Personality Disorder: No longer a diagnosis of exclusion.

The programme leader will ensure that academic support is available for students on the programme and will also ensure that students have all the information necessary to support them throughout the programme.

A module handbook/programme handbook will be for the CPD programme. The Programme Leader's contact details will be made available to students through the module/programme handbook. The assessment for this programme is a 3500 word summative assignment, which is 100% of the mark, this is a reflective case study. Details of the assessment process are contained in the Student Programme Handbook.

Students will be supported throughout the Programme by the Programme Leader: who will also act as Personal Tutor to the students. Any student requiring additional support will be able to meet with the Programme Leader at a mutually agreeable time.

Further indicative readings will be provided by pathway leaders/academic facilitators.

1. The module learning outcomes and relevant subject benchmark statements are in line with the QAA framework for higher education qualifications in England, Wales and Northern Ireland. The module is aligned to the Level 6 descriptors for a Level 6 Higher Education Qualification.

2. The module is delivered over one semester.

3. The criteria for admission to the module is that candidates are currently working as a registered professional in a relevant area of practice. Ideally candidates will have studied at degree (level 6) however if this is not the case the applicants skills and professional experience will be discussed to allow the module leader to assess capability to study at level 6

4. The final award is a Continuing Professional Development – THE CARE & MANAGEMENT OF INDIVIDUALS DIAGNOSED WITH A PERSONALITY DISORDER.

5. The students have access to Blackboard and the University's other range of electronic support such as access to the electronic library facilities. 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.The programme is assessed and run in line with the Academic Framework 2013-14 <http://www.ljmu.ac.uk/eaqs/121984.htm>

7.Attendance is required throughout the module and will be monitored as required by HENW.

8.Module written in 2011

9.The methods for improving the quality and standards of learning are as follows:

- Annual monitoring Review
- Feedback from the students and Boards of Study
- Reports from External Examiner
- Ensuring the module reflects the values of the current teaching and learning strategy

10.This is a stand-alone CPD. Feeds into the BSc Health and Social Care. An appropriately qualified external examiner will be selected from the team that examine the BSc Health and Social Care.