

Liverpool John Moores University

Title: ENGAGEMENT AND ASSESSMENT OF PATIENTS WITH
COMMON MENTAL HEALTH PROBLEMS
Status: Definitive
Code: **6114PQHEAL** (117551)
Version Start Date: 01-08-2015
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:** 91
Total Learning Hours: 150 **Private Study:** 59

Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Lecture	15
Practical	30
Seminar	15
Workshop	30

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	1000 word Written Analytical Reflection. This component must be passed- 40% Pass mark	50	
Exam	AS2	Exam. This component must be passed- 40% Pass mark	50	1

Competency	Practice
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Aims

Develop knowledge, skills and competence required to undertake a safe and effective patient-centred assessment, including the accurate assessment of risk, in order to develop a collaborative treatment plan.

Demonstrate knowledge of and competence to engage and establish therapeutic alliances with people with common mental disorders

Gain knowledge of mental health disorders and evidence based therapeutic options available in order to support patients to make informed treatment choices

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically analyse concepts of mental health and mental illness, diagnostic category systems in mental health and a range of social, medical and psychological explanatory models.
- 2 Analyse and be competent in using 'common factors' to effectively engage patients, gather information and build a therapeutic alliance with people with common mental health problems.
- 3 Analyse and be competent in gathering and evaluating patient-centred information to arrive at a succinct and collaborative definition of the person's main mental health difficulties and the impact this has on their daily living.
- 4 Analyse and be competent in recognising patterns of symptoms consistent with diagnostic categories of mental disorder to assess risk to self and others posed by patients.
- 5 Analyse and be competent in the use of standardised symptom assessment tools and appropriate psychometric instruments in problem recognition and effective decision making.
- 6 Analyse and be competent in sharing evidence based information about treatment choices with patients when making decisions about their care.
- 7 Understand patients attitude to a range of mental health treatments.
- 8 Be competent in accurate and appropriate recording of interviews and assessments.

Learning Outcomes of Assessments

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

Essay	1	2	3	4	5	6	7	8
EXAM	1	2	3	4	5	6	7	
Practice	1	2	3	4	5	6	7	8

Outline Syllabus

Concepts of mental health and mental disorders. Patient centred interviewing. Information gathering. Therapeutic relationship building. Managing risk. Problems statements. Collaborative decision making. Setting goals. Outcome measures. Documentation and recording of information. Clinical case management and clinical Supervision. Introduction to low intensity interventions - evidence based psychological interventions and medication management. incidence, prevalence and presentation of common mental health problems. Evidence based treatment choices.

Learning Activities

A range of learning activities will be used for module delivery including lectures, seminars, case discussion groups, experiential learning sessions, video role-play, reflective practice, formative skills assessment, Practice based learning, guided reading and independent study

Notes

This module runs as part of the undergraduate programme: Improving Access to Psychological Therapies. The student must have 120 level 4 and 5 academic credits or demonstrate equivalent portfolio evidence.

Some learning outcomes are assessed in both theory and practice. When assessed in practice, only the practice aspect of the learning outcome is included in the Practice Skills Assessment Document (PSAD).

All assessments must be passed independently to achieve the credits for the module. The Portfolio and Practice assessments are pass/fail awards and are none point bearing.