

Liverpool John Moores University

Title: ENGAGEMENT AND ASSESSMENT OF PATIENTS WITH COMMON MENTAL HEALTH PROBLEMS
Status: Definitive
Code: **6200PQHEAL** (124123)
Version Start Date: 01-08-2021
Owning School/Faculty: Psychology
Teaching School/Faculty: Psychology

Team	Leader
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Academic Level: FHEQ6 **Credit Value:** 20 **Total Delivered Hours:** 90
Total Learning Hours: 200 **Private Study:** 110

Delivery Options

Course typically offered: S1 & S2 & Summer

Component	Contact Hours
Lecture	30
Practical	60

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	2500 word Written Analytical Reflection. This component must be passed	100	

Competency	Practice
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Aims

Psychological well Being Practitioners (PWPs) assess and support people with common mental health problems in the self- management of their recovery. To do so they must be able to undertake a range of patient-centred assessments and be able

to identify the main areas of concern relevant to the assessment undertaken. They need to have knowledge and competence to be able to apply these in a range of different assessment formats and settings. In all these assessments they need to be able to engage patients and establish an appropriate relationship whilst gathering information in a collaborative manner.

They must have knowledge of mental health disorders and the evidence-based therapeutic options available and be able to communicate this knowledge in a clear and unambiguous way so that people can make informed treatment choices. In addition, they must have knowledge of behaviour change models and how these can inform choice of goals and interventions. This module will, therefore, equip PWPs with a good understanding of the incidence, prevalence and presentation of common mental health problems and evidenced-based treatment choices. Skills teaching will develop PWPs' core 'common factors' competencies of active listening, engagement, alliance building, patient-centred information gathering, information giving and shared decision making.

Cultural competence for Psychological Wellbeing Practitioners will aim to develop trainees' ability to recognise their own reaction to people who are perceived to be different and values and beliefs about the issue of difference, so as to be able to work effectively with them.

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate knowledge, understanding and critical awareness of concepts of mental health and mental illness, diagnostic category systems in mental health and a range of social, medical and psychological explanatory models.
- 2 Demonstrate knowledge of, and competence in applying the principles, purposes and different types of assessment undertaken with people with common mental health disorders
- 3 Demonstrate knowledge of, and competence in using 'common factors' to engage patients, gather information, build a therapeutic alliance with people with common mental health problems, manage the emotional content of sessions and grasp the client's perspective or "world view".
- 4 Demonstrate knowledge of, and competence in 'patient-centred' information gathering 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.
- 5 Demonstrate knowledge of, and competence in recognising patterns of symptoms consistent with diagnostic categories of mental disorder from a patient centred interview.
- 6 Demonstrate knowledge of, and competence in accurate risk assessment to patient or others.
- 7 Demonstrate knowledge of, and competence in the use of standardised assessment tools including symptom and other psychometric instruments to aid problem recognition and definition and subsequent decision making.
- 8 Demonstrate knowledge, understanding and competence in using behaviour change models in identifying intervention goals and choice of appropriate interventions.
- 9 Demonstrate knowledge of, and competence in giving evidence-based information about treatment choices and in making shared decisions with patients.

- 10 Demonstrate competence in understanding the patients attitude to a range of mental health treatments including prescribed medication and evidence-based psychological treatments.
- 11 Demonstrate competence in accurate recording of interviews and questionnaire assessments using paper and electronic record keeping systems.

Learning Outcomes of Assessments

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

Essay	1	2	3	4	5	6	7	8	9	10	11
Practice	1	2	3	4	5	6	7	8	9	10	11

Outline Syllabus

Concepts of mental health and mental disorders. Patient centred interviewing and assessment including screening and triage assessment within an IAPT service. Information gathering to include - Provisional diagnostic assessment; mental health clustering assessment; psychometric assessment (using the IAPT standardised symptoms measures); problem focused assessment; and intervention planning assessment. Therapeutic relationship building to include:-core 'common factors' competencies of active listening, engagement, alliance building, patient-centred information gathering, information giving and shared decision making.

Assessing for and managing risk. Problem statements. Setting goals. 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

All assessments must be passed independently to achieve the credits for the module. Learning outcomes are assessed in both theory and practice.
 1) Skills assessment - standardised role-play scenario(s) where trainees are required to demonstrate skills in undertaking both triage within an IAPT service and problem focused assessments. This may be a single scenario, combining both triage within an IAPT service and problem focused assessments, or two shorter assessment scenarios. This (these) will be video-recorded and assessed by teaching

staff using standardised assessment measures. Marked as Pass/Fail (with 50% pass threshold)

2) Academic assignment: trainees should also provide a reflective critical analytical essay on their performance on the skills assessment. Graded (pass mark of 40%)

3) Successful completion of the following practice aspect of the learning outcomes, to be formatively assessed by means of a practice outcomes portfolio (Practice Skills Assessment Document). Marked as Pass/Fail (with 50% pass threshold):

- Demonstrates competency in undertaking and recording a range of assessment formats. This should include both triage within an IAPT service and problem focused assessments.
- Demonstrates experience and competence in the assessment of presenting problems across a range of problem descriptor including depression and two or more anxiety disorders.
- Demonstrates the common factor competencies necessary to engage patients across the range of assessment formats

These 3 learning outcomes will be summatively assessed in module 6202PQHEAL

The training programme requires trainees to learn from observation and skills practice under supervision while working in fully functioning IAPT services, as well as through the theoretical teaching, skills practice and practice-based learning directed by the Higher Education Institute. Trainees should complete a minimum of 80 clinical contact hours with patients (face-to-face or on the telephone) within an IAPT service as a requirement of their training and should undertake a minimum of 40 hours of supervision of which at least 20 hours should be case management supervision and at least 20 hours should be clinical skills supervision. These 80 clinical contact hours and 40 supervision hours are in addition to the 15-20 practice-based learning days directed by education providers. These requirements will be identified in the Practice Placement Skills document (PSAD). This module runs as part of the undergraduate CPD: Improving Access to Psychological Therapies and as a standalone CPD. The module learning outcomes align with the QAA framework for higher education qualifications in England, Wales and Northern Ireland. The module is aligned to Level 6 descriptors.

The module involves classroom attendance, which is further supported by a range of learning support opportunities and practice based learning. This course is both full time and lasts for 52 weeks and part time in which students have up to an additional 12 months to complete the programme.

The criteria for admission to the module require that candidates must have 120 credits at level 4 or 5 or demonstrate equivalent portfolio evidence.

The final award is a Continuing Professional Development –Engagement and Assessment of Patients with Common Mental Health Problems, 20 credits at Level 6. The students have access to a Blackboard site and the University's other range of electronic support such as access to the electronic library facilities. The module has continued to develop with an up to date Blackboard site reflecting contemporary reading lists, links to journal articles and 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 if this is viable. A module guide is also provided, which guides students to the wider range of support available to students.

The programme is assessed and run in line with the Academic Framework
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

100% Attendance is required throughout the module; although some learning material will be available through the Blackboard site.

Validated 2015/16

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

- Annual monitoring Review
- Liaison and feedback from the students
- Reports from 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

The approved intake month is flexible.

The programme codes are 36093 and 36091

These requirements will be identified in the Practice Placement Skills document (PSAD)