

## Liverpool John Moores University

Title: EVIDENCE-BASED LOW INTENSITY INTERVENTIONS FOR PRIMARY MENTAL HEALTH CARE  
Status: Definitive  
Code: **7007PQHEAL** (106970)  
Version Start Date: 01-08-2014  
Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
Karen Rea	Y

**Academic Level:** FHEQ7      **Credit Value:** 20.00      **Total Delivered Hours:** 60.00  
**Total Learning Hours:** 200      **Private Study:** 140

### Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	15.000
Seminar	30.000
Tutorial	3.000
Workshop	12.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	Essay	Written case study	100.0	

Competency	Practice
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### Aims

*Enhance their critical knowledge and evaluation of the management and delivery of evidence based low intensity psychological and pharmacological interventions for common mental health disorders within primary mental health care*

*Demonstrate critical knowledge, skills and competence necessary to function as safe, effective facilitators of low intensity psychological interventions and to support of medication concordance for people with common mental health disorders*

*Demonstrate competence in delivering low-intensity interventions using a range of methods including face-to-face contact, telephone and electronic communication*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Critically evaluate a range of low intensity evidence-based interventions and strategies to assist patients manage their psychological distress
- 2 Demonstrate critical knowledge of and competence in the continued application of skills necessary to develop and maintain collaborative therapeutic alliances with patients, including dealing with issues and events that threaten the alliance
- 3 Demonstrate an indepth understanding of and competence in a range of low intensity, brief evidence-based psychological interventions for common mental health problems, in particular CBT based approaches, via a range of methods including face-to-face, telephone and electronic communication
- 4 Critically evaluate a range of case management and stepped care protocols relevant in primary care
- 5 Demonstrate competence in accurate recording of interviews, clinical assessment/measurements
- 6 Demonstrate critical knowledge of and competence in supporting people with medication to help them optimise their use of pharmacological treatment and minimise any adverse effects
- 7 Demonstrate critical knowledge of and competence in gathering patient-centred information on employment needs, well-being and social inclusion
- 8 Demonstrate critical knowledge of and competence in using process and outcome supervision to assist in the delivery of low-intensity psychological and/or pharmacological treatment programmes

## **Learning Outcomes of Assessments**

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

Case Study	1	2	3	4	5	8		
Practice		2	3		5	6	7	8

## **Outline Syllabus**

*Evidence based low intensity interventions for anxiety and depression - working with cognitions, exposure, CBT based facilitated self help. Management of risk. Maintaining therapeutic alliances. panic disorder. Social phobia. Social anxiety and worry about health. Telephone working. Medication management. working with worry and obsessions. working with low self esteem. Methods of delivery. Decision making. Complexity. Use of outcome measures. Brief, time limited interventions*

## Learning Activities

Teaching/learning strategies utilised include lectures, case discussions and groupwork, experiential workshops, video roleplay. A particular feature of this module is the use of practical skills sessions using standardised role-plays and structured feedback to reflect on clinical skills development. The application of knowledge and clinical skills is monitored through clinical supervision

## References

<b>Course Material</b>	Book
<b>Author</b>	Curwen, B., Palmer, S. and Ruddell, P.
<b>Publishing Year</b>	2000
<b>Title</b>	Brief Cognitive Behaviour Therapy. London: SAGE Publications.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	National Institute of Clinical Excellence.
<b>Publishing Year</b>	2007
<b>Title</b>	Anxiety (Amended): Management of anxiety (panic disorder, with or without agoraphobia, and generalised anxiety disorder) in adults in primary, secondary and community care.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London: National Institute of Clinical Excellence.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Roth, A. and Pilling, S.
<b>Publishing Year</b>	2007
<b>Title</b>	The competences required to deliver effective cognitive and behavioural therapy for people with depression and with anxiety disorders. London: Department of Health.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Simons, G.
<b>Publishing Year</b>	2004
<b>Title</b>	Telephone psychotherapy and telephone care

	management for primary care patients starting antidepressant treatment: a randomised controlled trial. Journal of American Medical Association, 292, p. 935 – 942.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Wells, A.
<b>Publishing Year</b>	2007
<b>Title</b>	Cognitive Therapy for Anxiety Disorders: A Practical Manual and Conceptual Guide. John Wiley & Sons, Chichester
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	
<b>ISBN</b>	

## Notes

This module can either run as part of the Post Graduate Certificate: Improving Access to Psychological Therapies or as a stand alone CPD. If part of the Post Graduate Certificate: Improving Access to Psychological Therapies the student must have an Honours Degree of 2:2 or above 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).

The following assessments are pass/fail and both components are required to be passed:

a telephone skills assessment (medication management) (Learning outcomes 2, 3, 5, 6, 7, 8)

practice skills assessment document (Learning outcomes 2, 3, 7)