

Module Details	
Module Title	Engagement and assessment of patients with common mental health problems (Level 7)
Module Code	PSY7024-B
Academic Year	2020/1
Credits	20
School	School of Social Sciences
Subject Area	Psychology
FHEQ Level	FHEQ Level 7
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Practical Classes or Workshops	36
Directed Study	164

Availability	
Occurrence	Location / Period
DLA	University of Bradford / Semester 3

## Module Aims

This program is designed to assess and support people with common mental health problems in the self-management of their recovery. This module provides the skills and tools for students to 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. This module will provide the knowledge and competence to be able to apply these in a range of different assessment formats and settings. These different elements or types of assessment include screening/ triage assessment within an IAPT service; risk assessment; provisional diagnostic assessment; mental health clustering assessment; psychometric assessment (using the IAPT standardised symptoms measures); problem focused assessment; and intervention planning assessment. In all these assessments they need to be able to engage patients and establish an appropriate relationship whilst gathering information in a collaborative manner.

Students require a 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.

## Outline Syllabus

- \* Generic therapeutic competences
- \* Basic CBT competences
- \* Cognitive behavioural techniques and strategies
- \* The Cognitive triad
- \* Interventions
- \* assessment and formulation
- \* risk assessment
- \* treatment planning
- \* structuring sessions
- \* CBT models
- \* organisation and delivery of health and social care, including principles of stepped care
- \* note, record and report writing, maintaining and managing
- \* operating within guidelines for good practice and codes of practice
- \* ethical issues.

## Learning Outcomes

Outcome Number	Description
LO 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.
LO 2	Demonstrate knowledge of, and competence in applying the principles, purposes and different types of assessment undertaken with people with common mental health disorders.
LO 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".
LO 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.
LO 5	Demonstrate knowledge of, and competence in recognising patterns of symptoms consistent with diagnostic categories of mental disorder from a patient centred interview.
LO 6	Demonstrate knowledge of, and competence in accurate risk assessment to patients or others.
LO 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.
LO 8	Demonstrate knowledge, understanding and competence in using behaviour change models in identifying intervention goals and choice of appropriate interventions.
LO 9	Demonstrate knowledge of, and competence in giving evidence-based information about treatment choices and in making shared decisions with patients.
LO 10	Demonstrate competence in understanding the patient's attitude to a range of mental health treatments including prescribed medication and evidence-based psychological treatments.
LO 11	Demonstrate competence in accurate recording of interviews and questionnaire assessments using paper and electronic record keeping systems.

## Learning, Teaching and Assessment Strategy

Skills based competencies will be learnt through a combination of clinical simulation in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through supervised direct contact with patients in the workplace. Knowledge will be learnt through a combination of lectures, seminars, discussion groups, guided reading and independent study.

Assessment is by a clinical assessment of 30 minutes, an essay of up to 2000 words and a practice outcomes portfolio.

For assessment 1 trainees are required to submit a video or audio recording of a real or roleplay scenario to demonstrate skills in undertaking both triage within an IAPT service and problem focused assessments. This can be a recording of up to 30 minutes or two recordings of up to 15 minutes each. Assessment 1 is worth 40% of the overall mark. Action-based learning sessions allow for the discussion of any issues arising, and provides students with the ability to engage the material as well as engage with real case material. (LO 1-11).

For assessment 2 trainees are required to write an essay of up to 2000 words critically evaluating an assessment instrument and one risk assessment used in CBT client delivery. Assessment 2 is worth 30% of the overall mark. This assessment engages with LO 5, 6, 7, 10 & 11.

Assessment 3 is a combination of professional documents forming a practice outcomes portfolio. This portfolio will include coursework undertaken in sessions over the course of the module and will include in-class practice assessments. The portfolio will also include triage within an IAPT service, problem focused assessment, demonstration of assessment and a range of descriptors including depression and two or more anxiety disorders. This assessment is worth 30% of the overall mark and engages with LO 1-11.

### Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Clinical Assessment	Video recorded role-play scenario(s) demonstrating triage skills within an IAPT service and problem focused assessments	30 mins	40%
Summative	Coursework	Positives and negatives of utilising an assessment instrument in clinical practice (Essay, 2000 words)	N/A	40%
Summative	Coursework	Practice outcomes portfolio including practice assessments, demonstration of assessment & descriptors of mood disorders	N/A	20%

### Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

*Please note:*

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*