

Module Details	
Module Title	Engagement and assessment of patients with common mental health problems (Level 6)
Module Code	PSY6014-B
Academic Year	2022/3
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 6

Contact Hours	
Type	Hours
Practical Classes or Workshops	57.5
Directed Study	142.5

Availability	
Occurrence	Location / Period
DLA	University of Bradford / Semester 2

Module Aims

Psychological Wellbeing Practitioners (PWP) assess and support people with common mental health problems in the self-management of their recovery. In this module trainees will learn how to undertake a range of patient-centred assessments and how to identify the main areas of concern relevant to the assessment undertaken. Knowledge and competence will be acquired to enable trainees 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 trainees will need to be able to engage patients and establish an appropriate relationship whilst gathering information in a collaborative manner.

Trainees will obtain 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, develop knowledge of the COM-B behaviour change model and how this can inform choice of goals and interventions. This module will equip trainees with a good understanding of the incidence, prevalence and presentation of common mental health problems and evidence-based treatment choices. Skills teaching will develop the trainees 'core common factors' competencies of active listening, engagement, alliance building, patient-centred information gathering, information giving and shared decision making.

The aim of this module is to develop core 'common factors' competencies in communication skills and collaborative working and, along with a good understanding of common mental health problems and evidence-based treatment choices, enabling trainees to apply these skills to undertake an effective low intensity CBT-based assessment and plan a collaborative treatment programme.

Outline Syllabus

The module content, module-specific learning objectives, style of delivery and assessment for this module are as informed by the UCL (2015) revised curriculum for the training of Psychological Wellbeing Practitioners to support the delivery of low intensity CBT associated with the Improving Access to Psychological Therapies programme. Teaching content will include:

KNOWLEDGE CONCERNING CORE COMPETENCIES, ASSESSMENT OF COMMON MENTAL HEALTH PROBLEMS

- Issues and ethical codes of conduct in relation to practice as a Psychological Wellbeing Practitioner
- Concepts of mental health and mental illness
- Diagnostic classification systems in mental health
- Patient-centred interviewing
- Social, medical and psychological explanatory models of mental health
- Recognition of patterns of symptoms and relate these to diagnostic categories of mental health difficulties
- Risk and risk assessment
- Standardised symptom assessment tools and psychometric instruments
- Treatment choices and shared decision making
- Patient attitude and effect on medication and psychological therapy treatment choice
- Electronic record-keeping systems
- Recording of interviews and pencil-based questionnaire assessments

INTENSIVE SKILLS PRACTICE

- Use of 'common factors' communication skills to effectively engage clients and develop and maintain an effective therapeutic alliance and engagement with the CBT self-help intervention process
- Patient-centred information gathering; deriving a collaborative definition of the client's main mental health difficulties and impact on daily living
- Recognising and assessing risk
- Use of standardised symptom assessment tools and psychometric instruments
- Managing the emotional content of sessions
- Appreciation and understanding of the patient's perspective or world view

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.

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LEARNING AND TEACHING

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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, role play, discussion groups, guided reading and independent study.

This module will monitor student progress while undergoing supervised placement and support students to obtain the required 80 clinical contact hours.

*The Clinical Practice Portfolio (CPP) runs throughout the duration of the programme. It has three distinct parts which are embedded within respective module:

- PYS7024 ? CPP Part 1
- PYS7023 ? CPP Part 2
- PYS7025 ? CPP Part 3

Trainees will attend portfolio development workshops with progress being monitored during one-to-one session with their designated PAT. Workshops are aimed to provide guidance on appropriate content/evidence to meet the portfolio outcomes of each module. Evidence will include coursework and in-class practical assessments, record of clinical practice and supervision hours, evidence of competence e.g. supervisor reports and clinical outcome achievements. The CPP will also evidence 100% course attendance.

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ASSESSMENT STRATEGY AND REGULATIONS

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The assessment of this module is in line with the PWP national curriculum, BPA accreditation criteria and with PWP subject leading Universities e.g. UCL who produced the PWP national curriculum in 2015, Sheffield and UCLAN.

All modules are core and therefore compulsory.

All modules must be successfully passed to achieve the award of Graduate Certificate IAPT Psychological Wellbeing Practitioner. There is no interim or alternate exit awards. However, trainees who do not complete the programme may apply to receive a Certificate of Continuing Education for successfully completed credits. Modules, assessments or elements of assessments are non-condonable.

A supplementary attempt to recover a failed position will be granted. Trainees who do not pass an element following a supplementary attempt will fail the module and not be eligible to continue on this programme.

Trainees are required to achieve 100% attendance.

Assessments will be marked at FHEQ level 6. Clinical practice assessments with a pass mark ⌈\$4 50%.

Academic writing assessments with a pass mark ⌈\$4 40%

The Clinical Practice Portfolio will be marked as a pass/fail.

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ASSESSMENT

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Assessment is by a clinical assessment of 45 minutes, an essay of up to 2000 words and part 1 of the Clinical Practice Portfolio.

ASSESSMENT 1: A video recorded standardised role-play scenario where trainees are required to demonstrate skills in engagement, information gathering, information giving and shared decision making in a problem-focused assessment. This video recording will be assessed by teaching staff using a standardised assessment measure. (LO 2-11) (Pass ⌈\$4 50%)

A PWP OSCE Panel will convene to discuss and confirm trainees' results to enable second attempts to be completed within semester 2 assessment window. This will ensure the continuing flow/delivery of the clinical and academic programme in line with national guidelines, NHS sponsors and IAPT services.

ASSESSMENT 2: An essay of up to 2000 words assessing knowledge-based outcomes. This assessment engages with LO 1-11. (Pass ⌈\$4 40%).

ASSESSMENT 3: Clinical Practice Portfolio (Part 1) is a combination of professional documents evidencing the trainee's clinical practice and competencies which meet the following portfolio outcomes. This assessment is marked pass/fail (LO 2-11) (see above*).

PO 1. Demonstrates competency in undertaking and recording a range of assessment formats. This should

include both triage and problem focused assessments.

PO 2. Demonstrates experience and competence in the assessment of presenting problems across a range of indicative diagnoses including depression and two or more anxiety disorders.

PO 3. Demonstrates the common factor competencies necessary to engage patients across the range of assessment formats.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Clinical Assessment	Video Recording (Must Pass at 50%)	50%
Summative	Coursework - Written	Academic Essay (Must Pass at 40%)	50%
Summative	Coursework	Clinical Practice Portfolio (Part 2) (pass/fail)	0%

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.

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