University of the West of England BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Working with a Person Experiencing Mental Health Crisis				
Module Code	UZZRX9-20-3		Level	3	Version	1
Owning Faculty	Health and Applied Sciences		Field	Mental Health and Learning Disabilities	
Contributes towards	BSc (Hons) Specialist Practice BSc (Hons) Professional Development MSc Specialist Practice MSc Advanced Practice				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Project module
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	CPD or standalone- for those working in intensive or crisis teams or looking towards working in those teams	
Valid From	September 2015		Valid to	September 2021	

CAP Approval Date	2 June 2015

Part 2: Learning and Teaching
Learning Outcomes

- Critique the importance of developing a working alliance with service users, families and carers examining factors that inhibit engagement (Component A)

- Critically examine principles of recovery and social inclusion (Component A)

- Critically reflect on inter-professional working and reducing assumptions on collaboratively reducing a crisis (Component A)

- Critically evaluate the complexity of managing a service user caseload (Component A)

- Discuss challenges and possibilities in using documentation to assist a

	service user (Component A)
Syllabus Outline	**The vulnerable adult** - includes service users presenting with complexities of life events and inequalities alongside various substance misuses
	Carers, friends and family – burden of care and assessment
	Reflective Practice – increasing capabilities in novel situations; professional self-care
	Whole team working - collaboration over various sectors
	Working with complexity - Challenging resources and utilisation
	New technologies - Adapting communication as guided by Mental Health Crisis Care Concordat
Contact Hours	48 hours
Teaching and Learning Methods	Seminars, action learning sets, critical review of research and policy and critical reflection. Additionally there will be emphasis on social media for distant learning and emphasise on students collaborating online to develop study.
Reading Strategy	**Core readings** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the library. Module guides will also reflect the range of reading to be carried out. **Further readings** Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature. **Access and skills** Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library. Students will be directed to reading which is available in a number of formats. The expectation is that students will read widely by identifying relevant material using module handbook, library catalogue and resources.
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. Relevancy of information may change prior to beginning the module; however this will be taken into account by there being a contemporary reading list available when starting the module. **Links:** **Listening to experience:** **http://www.mind.org.uk/media/211306/listening_to_experience_web.pdf**

Mental Health Crisis Care Concordat:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/281242/36353_Mental_Health_Crisis_accessible.pdf

What is co-production:
http://personcentredcare.health.org.uk/sites/default/files/resources/what_is_co-production.pdf

Books:

Hall, A., Wren, M. & Kirby, S.D. (2013) *Care planning in mental health: promoting recovery.* Chichester: Wiley Blackwell,

Johnson, S., Needle, J., Bindman, J, P. and Thornicroft, G. (Eds.) (2008) *Crisis Resolution and Home Treatment in Mental Health.* Cambridge: Cambridge University Press.

Pilgrim, D. & McCranie, A. (2013) *Recovery and mental health: a critical sociological account.* Basingstoke: Palgrave Macmillan

Robertson, M.D. & Walter, G. (2014) *Ethics and mental health: the patient, profession, and community.* Boca Raton: Taylor & Francis

Journal Articles:

Davis, H. (2015) Social complexity theory for sense seeking: unearthing leadership mindsets for unknowable and uncertain times. Emergence: Complexity and Organization, 17(1), pp. 1-15

Ellis, C. & Hodge, S.L. 2014, "Introduction of the Home Treatment Accreditation Scheme: a welcome development: policy context and Crisis Resolution and Home Treatment Service history in England", Journal of psychiatric and mental health nursing, vol. 21, no. 2, pp. 180.

Gregory, M. and Thompson, A. (2013) From here to recovery: One service user's journey through a mental health crisis: Some reflections on experience, policy and practice. *Journal of social work practice.* 27(4) pp. 455-470.

Hannigan, B. (2013) Connections and consequences in complex systems: Insights from a case study of the emergence and local impact of crisis resolution and home treatment services. *Social science & medicine.* 93, pp. 212-219.

Hannigan, B. (2014) There's a lot of tasks that can be done by any': Findings from an ethnographic study into work and organisation in UK community crisis resolution and home treatment services. *Health.* 18(4) pp. 406-421.

Hepworth, I. & McGowan, L. (2015) Understanding the management of people seeking voluntary psychiatric hospitalization who do not meet the criteria for inpatient admission: a qualitative study of mental health liaison nurses working in accident and emergency departments in the north of England. Archives of Psychiatric Nursing. 29(1) pp. 26-32.

Rhodes, P. & Giles, S.J. (2014) ""Risky Business": a critical analysis of the role of crisis resolution and home treatment teams. Journal of Mental Health. 23(3) pp. 130-134.

Wheeler, C., Lloyd-Evans, B., Churchard, A., Fitzgerald, C., Fullarton, K., Mosse,

	L., Paterson, B., Zugaro, C.G. and Johnson, S. (2015) Implementation of the Crisis Resolution Team model in adult mental health settings: a systematic review. *BMC psychiatry*. 15(1) pp. 74.

Part 3: Assessment

Assessment Strategy	**Assessment will be 1 component, a written assignment guided by student's construction of their own case study.**

Identify final assessment component and element	**Component A**	
% weighting between components A and B (Standard modules only)	**A:** **100%**	

First Sit	
Component A **Description of each element**	**Element weighting**
1. 3000 word written assignment	**100%**

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. 3000 word written assignment	**100%**

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.