Occupational specialism assessment (OSA)

Supporting the Mental Health Team

Assignment 1

Case study

T Level Technical Qualification in Health

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Mark scheme

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Contents

About this document

This mark scheme has been written by the assessment writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a student

- information on how individual marks are to be awarded

- the allocated performance outcomes and total marks for each question

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.

Reward students positively, giving credit for what they have shown, rather than what they might have omitted.

Utilise the whole mark range and always award full marks when the response merits them.

Be prepared to award zero marks if the student's response has no creditworthy material.

Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.

The marks awarded for each response should be clearly and legibly recorded.

If you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner.

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a student's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the assessment objectives, so as not to over/under credit a response. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement either, that students must cover all of the indicative content to be awarded full marks.

Scenario

You are a mental health support worker and you are asked to assist in the care of Alex Smith who was discharged from hospital 6 weeks ago.

The community mental health nurse (CMHN) has received a referral for Alex Smith from the district nurse. You were present when the CMHN held a meeting.

The resources you need are:

- item A: district nurse referral letter
- item B: transcript of first meeting between Alex with community mental health nurse (CMHN) for initial assessment
- item C: note from Beverly (Alex's partner)
- item D: SBAR assessment tool
- item E: wellbeing plan
- item F: recovery plan
- item G: MIND campaigns for better mental health
- item H: transcript of a therapy session between Alex and CMHN
- item I: alcohol use disorders identification test _ Primary Care (AUDIT_PC)
- item J: relapse prevention plan template

Task 1: assessment of the patient/situation

Scenario

At the CMHN meeting you recently attended where a referral was received for Alex Smith, Alex's partner could not be present at that initial meeting, but she left a note.

The CMHN has given you access to the district nurse referral letter (item A); the transcript of the first meeting between Alex and the CMHN for initial assessment (item B); and the note from Beverly, Alex's partner (item C).

Task

The CMHN asks you to use the information to:

- give the CMHN a summary of Alex's emotional state

- complete the situation – background – assessment – recommendation sections of the SBAR tool (item D)

Once you have completed the SBAR tool (item D) in accordance with professional codes and agreed ways of working, you should identify 3 recommendations and justify your choices.

(20 marks)

Band	Mark	Descriptor
4	16–20	An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the assessment. Student provides an answer that: • demonstrates excellent accuracy, detail, and balanced analysis of evidence-based care in the context of the case study • includes fully complete and accurate documentation within the template guidance • makes recommendations that are reasoned, well-considered and contextualised • demonstrates detailed understanding of evidence-based principles and standards, including codes of conduct in mental health care • presents justification that reflects a highly comprehensive decision-making strategy, which clearly reflects the issues in the case study

Band	Mark	Descriptor
3	11–15	A good, coherent response overall that is focused on the key demands of the assessment. Student provides an answer that: • demonstrates an accurate analysis of evidence-based care in the context of the case study • includes completed documentation within the template guidance. There may be 1 or 2 minor errors • makes recommendations that are logical and mostly contextualised • demonstrates good understanding of evidence-based principles and standards, including codes of conduct in mental health care • presents justification that reflects an identifiable decision-making strategy, which reflects the issues in the case study
2	6–10	An adequate response overall that is focused on some of the key demands of the assessment. Student provides an answer that: • demonstrates an analysis with satisfactory detail of evidence-based care in the context of the case study. There may be occasional errors that do not impede understanding • includes completed documentation with frequent errors in content and in the use of the template guidance • makes recommendations that are inconsistently contextualised • demonstrates satisfactory understanding of evidence-based principles and standards, including codes of conduct in mental health care • presents justification that reflects a moderate decision-making strategy, which reflects the issues in the case study
1	1–5	A basic response overall with little focus on the key demands of the assessment. Student provides an answer that: • demonstrates a basic, superficial analysis of evidence-based care in the context of the case study • includes partially completed documentation • makes recommendations that are weak and uncontextualised in places • demonstrates tenuous understanding of evidence-based principles and standards, including codes of conduct in mental health care • presents limited justification that reflects a vague decision-making strategy which demonstrates limited application to the issues in the case study
	0	No creditworthy material.

Indicative content

- summarises Alex's emotional state

- completes the SBAR tool (item D) with relevant information in the summary of Alex's mental health situation section and the summary of the background to Alex's mental health situation identifying details such as

    o altered/low mood

    o altered thinking/negative thinking – Alex believes she is a burden, she is tearful, unhappy

    o poor sleep patterns

- completes the SBAR tool (item D) in accordance with professional codes and agreed ways of working

- justifies the actions identified in the 'recommendations' section of the SBAR tool (item D):

    o findings of the assessment are referred to the appropriate senior colleague, the CMHN, because the findings indicate that the patient is severely unwell

    o the mental health support worker is aware of the extent of the scope of their role

    o the mental health support worker recognises that further assessment of Alex's mental health is required urgently

    o recommendations are written in the recommendations section of SBAR tool

Accept other appropriate answers.

Task 2: goals/patient outcomes/planned outcomes

Scenario

Alex was asked to complete a wellbeing plan after the initial meeting (item E). You have been asked to follow this up.

Task

You need to consider Alex's situation from a holistic point of view and complete her recovery plan (item F).

You should identify 3 goals for Alex and recommend 2 actions for each goal that you have identified.

These actions should utilise Alex's strengths and achievements.

Identify which professionals are responsible for supporting Alex, taking into account any barriers Alex may need to overcome.

(20 marks)

Band	Mark	Descriptor
4	16–20	An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key goals and planned outcomes. Student provides an answer that: • demonstrates excellent accuracy, detail, and balanced analysis of evidence-based care in the context of the case study • includes fully complete and accurate documentation within the template guidance • includes an accurate and appropriate explanation that evidences excellent understanding of the goals and planned outcomes in the case study • presents a highly comprehensive decision-making strategy, which clearly reflects the needs in the case study • makes recommendations that are reasoned, well-considered and contextualised • demonstrates detailed understanding of the roles of mental health and multidisciplinary professionals

Band	Mark	Descriptor
3	11–15	A good, coherent response overall that is focused on the key goals. Student provides an answer that: • demonstrates accurate analysis of evidence-based care in the context of the case study • includes completed documentation, there may be 1 or 2 errors, including within the template guidance • includes an accurate and appropriate explanation that evidences a good understanding of the goals and planned outcomes in the case study • presents an identifiable decision-making strategy, which reflects the needs in the case study • makes recommendations that are logical and mostly contextualised • demonstrates good understanding of the roles of mental health and multidisciplinary professionals
2	6–10	An adequate response overall that is focused on some of the key goals and planned outcomes. Student provides an answer that: • demonstrates a satisfactory analysis of evidence-based care in the context of the case study • includes completed documentation, there may be a number of errors, including within the template guidance • includes an explanation that evidences a moderate understanding of the goals and outcomes in the case study • presents an identifiable decision-making strategy, which reflects the needs in the case study • makes recommendations that are inconsistent and poorly contextualised • demonstrates satisfactory understanding of the roles of mental health and multidisciplinary professionals

Band	Mark	Descriptor
1	1–5	A basic response overall with little focus on the key goals and planned outcomes. Student provides an answer that: • demonstrates a basic, superficial analysis of evidence-based care in the context of the case study • includes partially completed documentation, including within the template guidance • includes a partially accurate and appropriate explanation that evidences insufficient understanding of the goals and outcomes in the case study • presents a vague decision-making strategy, lacking in sufficient application to the issues in the case study • makes recommendations that are weak and uncontextualised • demonstrates tenuous understanding of the roles of mental health and multidisciplinary professionals
	0	No creditworthy material.

Indicative content

- identifies Alex's goals such as being a good mother and spending more time with family

- recommends actions to support Alex achieving her goals such as improving family engagement, improving financial family support, and planning meaningful life goals

- completes Alex's recovery plans with a focus on her strengths such as family and friends support networks

- completes Alex's recovery plans with a focus on her achievements such as professional qualifications

- identifies the professionals who are responsible for supporting Alex such as GP, mental health nurse and occupational therapist – NB Students can identify appropriate family members, for example, Alex's partner, provided that they also discuss professionals who can support Alex

- considers Alex's barriers and how to overcome them such as her adherence to medications and other therapies

It may be that some answers related to goals are sometimes referred to in actions and vice-versa. This is common in practice and should not be unduly penalised unless it results in a chaotic organisation of ideas that are extremely difficult to interpret.

Task 3: care/treatment/support plan

Scenario

Following further assessment, Alex has been diagnosed with severe depression. She has voiced concerns about taking medication to treat her mental health condition. However, Alex is keen to engage in treatment that will support her current needs.

Task

Using the information from the MIND campaigns for better mental health (item G), recommend 2 different treatments for Alex that reflect her needs.

Explain the advantages and disadvantages of each treatment option.

(20 marks)

Band	Mark	Descriptor
4	16–20	An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of a support or care plan. Student provides an answer that: • demonstrates excellent accuracy, detail, and balanced analysis of the treatment options in the context of the case study • demonstrates accurate and appropriate understanding of treatment options in the context of the case study • presents a discussion that reflects a highly comprehensive decision-making strategy, which clearly reflects the issues in the case study • makes recommendations that are reasoned, well-considered and contextualised • demonstrates a detailed understanding of best practice and needs relevant to the case study
3	11–15	A good, coherent response overall that is focused on the key demands of a support or care plan: Student provides an answer that: • demonstrates accurate analysis of the treatment options in the context of the case study • demonstrates accurate and appropriate understanding of the treatment options in the context of the case study • presents a discussion that reflects an identifiable decision-making strategy, which reflects the issues in the case study • makes recommendations that are logical and mostly contextualised • demonstrates a good understanding of relevant best practice and needs relevant to the case study

Band	Mark	Descriptor
2	6–10	An adequate response overall that is focused on some of the key demands of the care or support plan. Student provides an answer that: • demonstrates a satisfactory analysis of the treatment options in the context of the case study • demonstrates moderate understanding of treatment options in the context of the case study • presents a discussion that reflects an identifiable decision-making strategy, which reflects the needs of the issues in the case study • makes recommendations that are inconsistent and poorly contextualised • demonstrates a satisfactory understanding of relevant best practice and needs in the case study
1	1–5	A basic response overall with little focus on the key demands of a support or care plan. Student provides an answer that: • demonstrates a limited analysis of the treatment options in the context of the case study • demonstrates partially accurate and appropriate understanding of treatment options in the context of the case study • presents a limited discussion that reflects an identifiable decision-making strategy, lacking in sufficient application to the issues in the case study • makes recommendations that are weak and uncontextualised • demonstrates a tenuous understanding of relevant best practice and needs in the case study
	0	No creditworthy material.

Indicative content

• recommends a treatment combining antidepressants and CBT.

• explains how antidepressants treatment tailors to Alex's needs and conforms to national guidelines best practice, justifying with evidence such as Alex has mentioned her mother was like a zombie when she took antidepressants. This may have been a reaction to the type of medication or mother's symptoms of illness and may have contributed to Alex's concerns about medication

• explains how CBT tailors to Alex's needs and conforms to national guidelines best practice, for example, identifying that follow-up required after the end of treatment for relapse prevention

NB The guidelines contain specific recommendations for patients with severe depression and a physical health problem, which is at variance with other forms of depression. Therefore, accuracy is imperative in relation to best practice conformation.

- explains the advantages and disadvantages of medication, such as it can be given with other therapy treatments

- explains the advantages and disadvantages of CBT such as risk of side effects, which are potentially hazardous because of Alex's concurrent physical disabilities, for example, muscle weakness, nausea, anxiety, and panic attacks

- explains the advantages of CBT, such as delivery is flexible, for example face to face, telephone, skype, group settings, virtual reality or avatar – this flexibility may help with access for Alex as a wheelchair user, or be altered to reflect her developing goals, social re-engagement, ability to self-learn

- explains the disadvantages of CBT, such as requiring a high level of motivation from the individual – it may be difficult initially for Alex who is struggling with feelings of hopelessness, but there is evidence that Alex has a history of high motivation

Accept other appropriate answers.

Task 4: evaluation/monitoring effectiveness/clinical effectiveness

Alex began her treatment for severe depression 4 months ago. She is making progress and is working with you and the community mental health nurse (CMHN) on plans to support her long-term health. Alex and the CMHN had a therapy session in your presence (item H). In this meeting, Alex started to complete the relapse prevention plan entitled 'how I know when things are not going well' (item J).

The CMHN asks you to:

- complete the alcohol use disorders identification test (item I)

- complete the relapse prevention plan (item J)

Using the notes from Alex and CMHN's therapy session (item H) and other materials in the case study, explain why the plan could be beneficial and how it could be more effective.

(20 marks)

Band	Mark	Descriptor
4	16–20	An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the evaluation. Student provides an answer that: • demonstrates excellent accuracy, detail, and balanced analysis of evidence-based care in the context of the case study • includes fully complete and accurate documentation within the template guidance • includes an accurate and appropriate explanation that evidences excellent understanding of the needs of the evaluation • makes recommendations that are reasoned, well-considered and contextualised • demonstrates detailed understanding of person-centred care principles and standards
3	11–15	A good, coherent response overall that is focused on the key demands of the evaluation. Student provides an answer that: • demonstrates an accurate analysis of evidence-based care in the context of the case study • includes complete and accurate documentation. There may be 1 or 2 errors, including within the template guidance • includes an accurate and appropriate explanation that evidences good understanding of the needs of the evaluation • makes recommendations that are logical and mostly contextualised • demonstrates good understanding of person-centred care principles and standards

Band	Mark	Descriptor
2	6–10	An adequate response overall that is focused on the key demands of the evaluation. Student provides an answer that: • demonstrates a satisfactory analysis of evidence-based care in the context of the case study • includes completed documentation. There may be a number of errors, including within the template guidance • includes an explanation that evidences moderate understanding of the needs of the evaluation • makes recommendations that are inconsistent and poorly contextualised • demonstrates satisfactory understanding of person-centred care principles and standards
1	1–5	A basic response overall with little focus on the key demands of the evaluation. Student provides an answer that: • demonstrates a basic, superficial analysis of evidence-based care in the context of the case study • includes partially completed documentation, including within the template guidance • includes partially accurate and appropriate explanation that evidences a limited understanding of the needs of the evaluation • makes recommendations that are weak and uncontextualised • demonstrates tenuous understanding of person-centred care principles and standards
	0	No creditworthy material.

Indicative content

- completes the alcohol use disorders identification test (item J):
  - audit – C scores are calculated as follows:
    - part 1 = 11
    - part 2 = 3
    - total score = 14
  - risk indicator is identified as 'increasing risk'
- completes the remainder of the relapse prevention plan (item K) – explains why the relapse prevention plan could be beneficial, for example, it could be used to identify baselines like current alcohol intake, sleep patterns, and indicators of deterioration
- explains how the relapse prevention plan could be more effective, for example, it could be used to identify baselines, for example, current alcohol intake, sleep patterns, and indicators of deterioration

- explains how the relapse prevention plan could be more effective, for example it could support Alex to build self-efficacy, self-monitor her wellbeing and her progress

Accept other appropriate answers.

Performance outcome grid

Question	C-PO1	C-PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total
1	1	2	3	8	3	3	20
2	9	0	0	8	0	4	20
3	4	0	0	0	12	4	20
4	2	2	3	5	0	8	20
Total	16	4	6	21	15	18	80
% weighting	20	5	7.5	26.25	18.75	22.5	100

Document information

Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Post approval, updated for publication		January 2021