T-LEVELS | **Institute for Apprenticeships & Technical Education**

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Mental Health Team

Assignment 1 - Pass

Guide standard exemplification materials

NCFE
CACHE

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Supporting the Mental Health Team

Assignment 1

Contents

Introduction

The material within this document relates to the Supporting the Mental Health Team occupational specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a pass or distinction grade.

The examiner commentary is provided to detail the judgements examiners will undertake when examining the student work. This is not intended to replace the information within the qualification specification and providers must refer to this for the content.

In assignment 1, the student must interrogate and select relevant information to respond to the tasks in ways typical to the workplace. By adopting a problem-based inquiry approach, the student is placed at the centre of decision making regarding an individual's care in a scenario designed to be as realistic as possible.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

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.

Student evidence

Alex is depressed, withdrawn and doesn't sleep most nights. Alex is also irritable and restless and doesn't want to do anything. Alex is not taking care of herself and drinks too much alcohol. Alex isn't caring for her daughter and doesn't take her to school or get up in the morning. Alex has said that she used to be happy but not anymore.

SBAR tool:

Situation section:

Alex lives with her partner Beverly and daughter Katy, who is 5 years old. Alex recently had a cycling accident which left her with paraplegia and is also severely depressed. Alex doesn't have much motivation and doesn't sleep well. The district nurse recently visited Alex and commented:

"...my last visit she was unkempt, sluggish, irritable, unwilling to engage, and restless. I noticed empty wine bottles, but Alex says it is not a problem as she and Beverly have always enjoyed a bottle of wine". (from district nurse referral letter, item A).

Background section:

Before Alex's cycling accident she was a successful family solicitor. She is depressed and takes citalopram 20mg once daily and paracetamol 1g 2 tablets to be taken 4 times daily as required for pain. Her current weight = 62Kg and has remained stable since discharge. Alex also uses a urinary catheter.

The OT assessment has recommended house adaptions to support Alex's mobility.

Assessments section:

Alex feels worthless and doesn't think she is a good mother and isn't earning any money. Alex lacks motivation and doesn't get her daughter Katy dressed for school. Alex is very depressed and needs some support and help to get her through this difficult time.

Recommendation section:

1. Work

With support and encouragement, a plan needs to be put in place to help Alex return to work. This would make her feel better and be able to earn money.

2. Therapy

Alex should start CBT so she can make some changes and get back to a normal life. Alex should have CBT every week for as long as she needs it.

3. Exercise

With support Alex should start doing exercise again. Exercise is really important to help you feel better and make you physically stronger. This is important for Alex after her accident and her depression.

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

Student evidence

I have identified the following goals, actions, barriers, and responsible persons for Alex and put them in her goal plan:

Alex's goals	Actions	Barriers	Responsibility
1.Healthy sleep pattern	Download sleep app and listen every night	Lack of motivation to do it	Alex and Beverly
	Exercise for a minimum of 45 minutes a day		Alex and physio
2.House renovations	Design and plan renovations	Motivation	Alex and Beverly
	Go shopping for materials		Alex, Beverly and Katy
3.Back to work	Contact HR to discuss return to work	Sleep/exhaustion	Alex and HR
	Meet with colleagues for lunch	Confidence	Alex and colleagues

My suggestions are based on Alex's strengths**:**

- organised
- committed (family and work)

And Alex's achievements:

- organised
- relationship with Beverly
- solicitor

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.

Student evidence

I recommend 2 treatment options:

- self-help resources (self-help manual/physical programme)
- talking therapy (cognitive behavioural therapy)

The advantages of self-help resources:

- increases confidence
- can be around your needs
- 'you' know what's best for you

The disadvantages of self-help resources:

- you have to be self-motivated
- limited support

Self-help resources could be good for Alex. A self-help manual would help Alex be motivated. Alex could create a self-help manual with her partner Beverly. In Alex's manual she could have things like; make dinner, take Katy to school and do some exercise. Alex needs to get fit to help herself. Physical activity is very important for everybody and is good for your mental health. This would help Alex get out of the house. The main challenge will be for Alex to be able to motivate herself.

Advantages of CBT:

- improves coping skills
- helps you manage your problems

Disadvantages of CBT:

- you need to be committed
- you may not trust the person

CBT would be good for Alex. Alex has a negative attitude and negative thoughts. These negative thoughts are having an impact on Alex's behaviour. For example, not taking Katy to school. CBT would help Alex change these negative thoughts. Then she would behave more positively. Alex would then be more confident and be able to get her life back. The biggest problem is if Alex does not trust or like the therapist she is seeing. If Alex doesn't like or trust the therapist she is seeing, then she is not going to talk honestly about how she feels. If she doesn't do this, there is no point to CBT.

Task 4: evaluation/monitoring effectiveness/clinical effectiveness

Scenario

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).

Task

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.

Student evidence

Alex's alcohol use disorders identification test (item I):

1	3	
2	1	
3	0	
4	2	
5	4	Part 1 score: 10
6	1	
7	0	
8	2	
9	0	
10	0	Part 2 score: 3
Overall score	13 indicates increasing risk	

Alex's relapse prevention plan (item J):

Indicators that others might know things are not going well for Alex:

- stop getting Katy dressed for school
- drink more alcohol
- stop exercising

Coping mechanisms that have worked Alex:

- writing imaginary letters to dad
- cycling

What others can do to help Alex:

- remind Alex that she is doing well

- ask Alex if she would like to go for coffee

Why the plan is beneficial:

- the plan reminds Alex of the important things in life
- the plan can be shared with other people

How the plan can be more effective:

- more things can be added: I would add another activity for Alex to do, like a cooking class
- the plan would be good for Alex, this will help her get better. Alex needs support to help her do the things she wants to do in life. If she could start doing more things with Katy this would make her feel better, and Katy too.

Examiner commentary

The student demonstrated some knowledge of mental health in relation to the task demands. The student's response is limited but appropriate to the tasks. The student made recommendations which are relevant but lack breadth and depth.

The student demonstrated an adequate amount of knowledge and understanding of the emotional state of the case study. This was evidenced through the situation, background, assessment and recommendation (SBAR) tool. They were able to identify a level of understanding that identified the situation and background of the case study. The student demonstrated an understanding of the assessment and made a recommendation that was linked to the assessment. The student was also able to demonstrate some understanding of treatment options and recovery/relapse plans. This was evidenced through relevant goals, actions and knowledge of mental health treatments which support mental health recovery.

The student was able to identify appropriate recommendations throughout the tasks including treatment options for mental health. The student was able to identify 1 or 2 goals and actions that demonstrated relevance to the case study. The goals were relevant to the case study and identified at least one appropriate action for each goal. There was a clear link between goals and actions.

The student had an adequate understanding of holistic approaches to mental health and was able to evidence this in the relapse prevention plan. The student also made reference to any barriers to support their identification of any goals they had identified.

The student was able to sufficiently identify treatment options for depression which are consistent with the resources provided. The student was able to identify some advantages and disadvantages to treatment options.

The student was able to demonstrate an adequate understanding of a holistic approach to mental health. This was demonstrated in the recovery plan where some relevant and appropriate actions were identified.

Overall grade descriptors

The performance outcomes form the basis of the overall grading descriptors for pass and distinction grades.

These grading descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications, the threshold competence requirements of the role and have been validated with employers within the sector to describe achievement appropriate to the role.

Grade	Demonstration of attainment

Pass	A pass grade student can:
	
	• communicate the relationship between person-centred care and health and safety requirements in healthcare delivery by:
	   ○ demonstrating working in a person-centred way, taking relevant and sufficient precautions to protect the safety and physical and mental wellbeing of individuals
	   ○ recognising and responding to relevant healthcare principles when implementing duty of care and candour, including demonstrating sufficient knowledge of safeguarding individuals and maintaining confidentiality
	   ○ following standards, codes of conduct and health and safety requirements/legislation to maintain a sufficiently safe working environment
	   ○ demonstrating use of an adequate range of techniques, equipment and resources safely to promote sufficient levels of cleanliness and decontamination required for satisfactory infection prevention and control
	• communicate knowledge of national and local structures, definitions of clinical interventions, the scope and limitations of their healthcare role within it, by:
	   ○ adequately following current best practice and codes of conduct across relevant boundaries, relevant to assisting with scenario specific, clinical and therapeutic interventions
	   ○ working adequately as part of a team to assist registered health professionals with delegated tasks and interventions, supporting individuals to meet their care and needs to a satisfactory standard, including maintaining individual's privacy and dignity and communicating effectively, contributing to handovers, seeking help, advice and information, and responding sufficiently to service users' views to maintain effective provision of services
	   ○ gathering sufficient evidence, contributing to, following and recording information in care plans/records relevant to tasks and interventions, structuring these sufficiently to allow understanding in line with local and national legislation and policies, preserving individuals' rights
	   ○ maintaining a record of professional development with evidence of using feedback to develop knowledge, skills, values and behaviours consistent with sufficient ability to reflect on practice and thereby improve performance adequately
	• communicate sufficiently reliable levels of knowledge of the physiological states that are commonly measured by healthcare support workers including why, when and what equipment/techniques are used by:
	   ○ working as part of a team to use relevant equipment effectively and safely and following correct monitoring processes
	   ○ calculating scores, reporting and differentiation of normal and abnormal results to the relevant registered professional
	   ○ applying knowledge of policy and good practice techniques when undertaking all

Grade	Demonstration of attainment
	physiological measurements, checking when uncertain and consistent with instructions and guidance

Distinction	A distinction grade student can:
	
	• communicate adeptly the relationship between person-centred care and health and safety requirements in healthcare delivery by:
	   o demonstrating flexible and constructive person-centred care, taking appropriate precautions reliably, making sound decisions to protect the safety and physical and mental wellbeing of individuals
	   o alertness and responsiveness to relevant healthcare principles when implementing duty of care and candour, including the demonstration of exceptional sensitivity and accurate knowledge of safeguarding individuals and maintaining confidentiality
	   o commitment to following all required standards, codes of conduct and health and safety requirements/legislation decisively to maintain a safe, healthy working environment
	   o demonstrating proficient use of an extensive range of techniques to promote optimum levels of cleanliness and decontamination required for effective infection prevention and control
	• communicate knowledge of national and local structures, definitions of clinical interventions, the scope and limitations of their healthcare role within it, by:
	   o following current best practice and agreed ways of working highly relevant to assisting with scenario specific, care-related tasks consistently and reliably, whilst fully supporting individuals to meet their care and needs including maintaining the individual's privacy and dignity to a high standard
	   o working adequately as part of a team to assist registered health professionals with delegated tasks and interventions, supporting individuals to meet their care and needs to a satisfactory standard, including maintaining individual's privacy and dignity and communicating effectively, contributing to handovers, seeking help, advice and information, and responding sufficiently to service users views to maintain effective provision of services
	   o gathering extensive evidence consistently, interpreting, contributing to, following and recording information in care plans/records highly relevant to tasks and interventions, structured accurately and legibly and in line with local and national policies, while preserving and promoting individuals' rights
	   o maintaining a record of professional development to develop knowledge, skills, values and behaviours consistent with ability to reflect on practice enthusiastically, using the feedback to initiate new learning and personal practice development to improve performance with developing proficiency
	• communicate exceptional levels of knowledge of the physiological states that are commonly measured by healthcare support workers including why, when and what equipment/techniques are used by:
	   o working as part of a team to use relevant equipment accurately and safely and consistently following correct monitoring processes
	   o calculating scores, reporting and differentiation of normal and abnormal results adeptly, consistently and reliably to the relevant registered professional
	   o applying knowledge of policy and good practice techniques proficiently when undertaking all physiological measurements, checking when uncertain, solving problems, and following

Grade	Demonstration of attainment
	instructions and guidance with energy and enthusiasm

Document information

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Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published final version.		June 2021
v1.1	NCFE rebrand		September 2021