MODULE SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Module name</th>
<th>Risk Assessment &amp; Management in Mental Health across the life span</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>APM031</td>
</tr>
<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Division of Nursing</td>
</tr>
<tr>
<td>UK credits</td>
<td>15 Credits</td>
</tr>
<tr>
<td>ECTS</td>
<td>7.5</td>
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<tr>
<td>Level</td>
<td>7</td>
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MODULE SUMMARY

Module outline and aims

Safety is at the centre of all good health care. This is particularly important in mental health but it is also more sensitive and challenging. Patient autonomy has to be considered alongside public safety. A good therapeutic relationship must include both sympathetic support and objective assessment of risk. The overall aim of this module is support you in the development of a deep understanding of ‘clinical judgement’ in regard to risk.

In this module you will critically examine the evidence base surrounding risk assessment that identifies predictability; systemic approaches; vulnerability for the child, adult and older adult; dangerous and suicidal behaviours; person centred interventions. A significant emphasis within this module will focus on:

- positive risk management
- collaboration with the service user and others involved in care
- the importance of recognising and building on the service user’s strengths
- the organisation’s role in risk management alongside the individual practitioner’s

You will participate in reflective practice seminars where risk assessment, containment, and professional leadership will be evaluated through practice presentations to understand the emotional impact of the work on staff

Content outline

You will develop a greater knowledge and depth of understanding of risk assessment and management in mental health enabling you to apply sound ethical leadership and clinical judgement. A wider socio-economic, cultural and political perspective will be considered when identifying the origins of ‘risk’ and a strong emphasis will be placed on a person & family centred approach for the promotion of high quality, compassionate,
effective and ethical practice.

The challenges that certain risk presents to clinical leadership will be examined and analysed, such as suicide and self-harm risk; forensic risk; substance misuse and dual diagnosis; violence and aggression. Additionally, you will explore issues promoting the identification and application of safeguarding and protection of vulnerable children, young people and adults at risk of abuse.

To undertake this module you must be a registered Mental Health Nurse with at least two years clinical experience.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:
- Critically analyse the evidence base surrounding systematic approaches to risk such as (enhanced) Care Programme Approach (CPA); Risk assessment tools in particular risk of self harm and suicide; multiple risk assessments; risks of violence, sexual violence and anti-social and offending behaviours.
- Critically evaluate and have a theoretical understanding of existing policy and legislation regarding mental health care (Mental Health Act); safeguarding and child protection legislation (Children Act 2006), the Vulnerable Adult and how this legislation relates to risk assessment and care planning.
- Critically appraise the wider social economic, political and cultural aspects surrounding the origins of risk.
- Consider and understand ‘Duty of Care’ and patient safety all within existing health and safety regulations.

Skills:
- Critically explore the need for and process of assessing risk in the mental health setting and generate appropriate solutions in harm reduction.
- Critically consider the supportive professional relationship with service users and their carers building on strengths within the role of collaborative care planning.
- Demonstrate a capacity for collaborative risk planning that may involve managing and leading inter-professional and multi agency teams.
- Establish and sustain a safe clinical environment that supports junior staff and that benefits service users, carers and colleagues.
- Develop and apply ethical practice that is underpinned by knowledge and understanding of existing human rights legislation.
- Demonstrate a capacity for honest self reflection and encourage professional forthright communication within their team for the promotion of safe clinical judgement.
- To recognise and address the emotional impact of the work on staff and to promote awareness of this throughout the organisation.

Values and attitudes:
- Promote across the clinical service area the involvement of those with experience of mental health services and the organisations that represent them.
- Preserve the balance between working collaboratively and maintaining safe
- Professional boundaries, preventing the risk of enmeshment and dangerousness through effective supervisory practice
- Apply culturally sensitive leadership and respect for difference and diversity across the professional team and clinical environment
- Uphold the values of both person centred and family centred practice.

**HOW WILL I LEARN?**

This module is delivered over 7 study days through a series of interactive teaching sessions with an emphasis on group activities. Case studies and work examples will be discussed all along the module within the lectures and the reflective practice seminars. Selected Journal Articles will be reviewed in the Journal Groups to complement the lecture series and enhance critical analysis skills. Learning will take place via a mix of lectures, group activities and discussions, allowing for both teacher-mediated and peer-led input, encouraging critical thinking and analysis; also developing communication and group-working skills.

Teaching sessions are supplemented by self-directed study which allows you both to gain a deeper understanding of the subject generally, and to pursue topics which are of particular interest to you in greater detail.

Teaching and learning are facilitated by Moodle, the University’s online Virtual Learning Environment.

**Teaching pattern:**

<table>
<thead>
<tr>
<th>Teaching component</th>
<th>Teaching type</th>
<th>Contact hours (scheduled)</th>
<th>Self-directed study hours (independent)</th>
<th>Placement hours</th>
<th>Total student learning hours</th>
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</thead>
<tbody>
<tr>
<td>Mental Health</td>
<td>Seminar</td>
<td>14 hours</td>
<td>61 hours</td>
<td>0</td>
<td>75 hours</td>
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<tr>
<td>Mental Health</td>
<td>Lecture</td>
<td>14 hours</td>
<td>61 hours</td>
<td>0</td>
<td>75 hours</td>
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</table>

**Totals:** 28 Hours 122 hours 0 150 hours

**WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?**

**Assessment**

3000 word literature review of between 4 and 6 peer reviewed journal papers critically evaluating and analysing the practice based evidence surrounding one area of risk assessment and management within mental health nursing practice. Group tutorial support will be offered where you will be encouraged to present your assignment plan for discussion.
### Assessment pattern:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Assessment type</th>
<th>Weighting</th>
<th>Minimum qualifying mark</th>
<th>Pass/Fail?</th>
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<tbody>
<tr>
<td>3000 word essay</td>
<td>Written Assignment including essay</td>
<td>100%</td>
<td>50%</td>
<td>N/A</td>
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### Assessment description

This assessment provides you with an opportunity to undertake a 3,000-word literature review to critically examine and draw upon appropriate literature to demonstrate your understanding and knowledge of one aspect of risk assessment and management in mental health practice demonstrating the knowledge, skills and values referred to in the module specification.

Between 4 and 6 peer reviewed journal articles need to be identified in regard to your chosen topic area.

### Assessment Criteria

Information on the above module assessment criteria and grade-related criteria can be found on the module space in Moodle.

### Feedback on assessment

Following an assessment, you will be given your marks and feedback in line with the assessment regulations and policy. More information on the timing and type of feedback that will be provided for each assessment will be available from the module leader.

### Assessment Regulations

The Pass mark for the module is 50%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

### INDICATIVE READING LIST

Begum, N., (2005) I’m not asking to live like the queen: The vision of service users (or potential service users) and carers who are seldom heard on the future of social care for adults in England. SCIE Consultation Response.


Woods, Phil, Kettles, Alyson, (2009). Risk assessment and management in mental health nursing. Wiley Online Library EBS; Wiley InterScience (Online service)

Further resources will be available on the Module Moodle site

Version: 1.0
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For use from: September 2016
Appendix: see [http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,12051/href,JACS3.html/](http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,12051/href,JACS3.html/) for the full list of JACS codes and descriptions

### CODES

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<th>Description</th>
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<table>
<thead>
<tr>
<th>JACS Code</th>
<th>Description</th>
<th>Percentage (%)</th>
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<td>Mental health Nursing</td>
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