

***Anytown  
University***

## **Module Specification**

**For**

**Care Co-ordination and the Care Programme Approach  
in mental health services**

***Date: 30/04/2009***

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## Section 1: Basic Module Data

<b>Module Title</b>	Care co-ordination and the Care Programme Approach in mental health services
<b>Faculty</b>	Health Sciences
<b>Department</b>	Any dept
<b>Programme(s) in which this module appears:</b>	
<b>Code:</b>	
<b>Credit Rating:</b>	15
<b>Level:</b>	6
<b>Pre-requisites:</b>	Health or social care professional qualification For example, nursing, occupational therapy, social work, medicine
<b>Co-requisites:</b>	None
<b>Barred Combinations:</b>	
<b>Module Co-ordinator:</b>	

## Section 2: Module Synopsis

Changes to the Care Programme Approach (CPA) in mental health were introduced in England in 2008 following wide consultation and the publication of revised guidelines from the Department of Health<sup>1</sup>. This module will enable the existing workforce to adapt to these changes and help prepare future care co-ordinators to work with the refocused CPA.

The aim is to enable health and social care professionals to develop the knowledge and skills necessary to carry out the role of a care co-ordinator competently.

The aims of the module are to :

- provide students with the knowledge and skills needed for competent and confident practice in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments.
- enable students to achieve identified competences through a programme of study that acknowledges and builds on their previous academic and professional achievements.
- develop the critical, analytical and evaluative powers of the students in relation to co-ordinating mental health services

## Section 3: Outline Syllabus

Personalisation, values and the CPA  
Refocusing the CPA  
Role, responsibilities and authority of a care co-ordinator  
Transition points in care  
Comprehensive assessment  
Managing risk effectively  
Care planning  
Whole system approach  
Outcomes, evaluation and review

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<sup>1</sup> Department of Health 2008 Refocusing the Care Programme Approach. Policy and positive practice guidance. london

## **Section 4: Learning Outcomes**

At the end of this module participants will be able to:

- articulate how national policy and values based practice frames the role of the care co-ordinator in a refocused CPA
- reflect on their strengths and areas for further development as a care co-ordinator
- in partnership with service users, colleagues and significant others, co-ordinate a comprehensive assessment, formulation, plan and review of care
- assess, document and communicate levels of risk to self and others, including the risk of crisis situations occurring with individuals, families and carers
- evaluate the role of the care coordinator in managing, navigating and enabling a whole systems approach
- organise and review the effectiveness of health and social care interventions and renegotiate the goals, strengths and plan as appropriate.

The transferable skills for this module are literacy, problem solving, decision making, critical, evaluative, synthetic skills, presentation, communication and report writing, time management, delegation and team working

## **Section 5: Learning and Teaching Strategy/Methods**

A variety of learning and teaching strategies will be used. These methods will take account of the fact that students are in a position to accept considerable responsibility for their own learning. The acquisition of outcomes will take place through a combination of problem based learning, presentations, skills based workshops, narratives and case study triggers, discussion groups, student led seminars and tutorials.

CCAWI has produced a national learning resource manual and DVD for the refocused CPA. This widely used resource was funded by the Department of Health and will guide the learning for the module.

<http://www.lincoln.ac.uk/cpa.htm>

## **Section 6: Assessment strategy**

### Assessment plan

The nature of the aims and outcomes of this module requires an assessment strategy that enables students to demonstrate applied knowledge, values and competences. The assessment tasks provide students with the opportunity to apply and critically review their capacity to apply these attributes in their practice.

### Assessment methods

There are two parts to this assessment:

Part 1. A critical evaluation of their own care co-ordination (2500 words). Students are required to reflect on their function as a care co-ordinator and analyse the elements covered on the course in relation to their own performance. This task challenges them to integrate reflective and critical writing. They will use the literature and anonymised examples from their practice to substantiate their evaluation.

Part 2. the work based assessment of care co-ordinator competencies. Students will collect evidence from their work context to demonstrate that they meet the standards described in nationally agreed competence statements (DH 2007). A suitably qualified and experienced work based assessor will consider this evidence with support from the university.

### Assessment schedule

Students will have six months to collect evidence and demonstrate their competence (part 2). The evaluation (part 1) will be submitted at the mid-point following completion of the course i.e. at three months.

## **Section 7: Relationship to Professional Body**

None

## **Section 8: Indicative Reading**

Care Programme Approach Association (CPAA) 2008 The CPA and care standards handbook 3<sup>rd</sup> Ed . CPAA Chesterfield. [www.cpa.co.uk](http://www.cpa.co.uk)

Centre for Clinical and Academic Innovation (CCAWI) 2008 Refocusing the care programme approach. A learning resource for care co-ordinators. University of Lincoln.

CSIP 2006 Our choices in mental health: a framework for improving choice for people who use mental health services and their carers.

CSIP / NIMHE 2008 3 keys to a shared approach in mental health assessment

Department of Health 2004 The Ten Essential Shared Capabilities - A framework for the whole mental health workforce NIMHE/Department of Health London

Department of Health 2005 Building bridges: A guide to arrangements for interagency working for the care of severely mentally ill people. London

Department of Health 2006 CNO Review of Mental Health Nursing 'from values to action'. London

Department of Health 2006 Direct payments for people with mental health problems: A guide to action. London

Department of Health 2006 Our Health, Our Care, Our Say – a new direction for community services. London

Department of Health 2007 Best practice in managing risk: Principles and evidence for best practice in the assessment and management of risk to self and others in Mental Health Services. <http://www.nimhe.csip.org.uk/risk>

Department of Health 2007 Capabilities for inclusive practice. London

Department of Health 2007 care programme approach: Care co-ordination, core functions and competences. London

Department of Health 2007 Human rights in healthcare – a framework for local action. London

Department of Health 2007 Independence, choice and risk: A guide to best practice in supported decision making. London

Department of Health 2007 Mental Health: New ways of working for everyone. Developing and maintaining a capable and flexible workforce. London

Department of Health 2007 Putting people first: a shared vision and commitment to the transformation of adult social care. London

Department of Health 2008 High quality for all. Next stage review final report. Lord Darzi

Department of Health 2008 Refocusing the Care Programme Approach: Policy and positive practice guidance. London [www.dh.gov.uk/publications](http://www.dh.gov.uk/publications)

Department of Health 2009 Common assessment framework for adults: A consultation on proposals to improve information sharing around multi-disciplinary assessment and care planning.

Jackson C & Hill K 2006 Mental health today. A handbook pp. 45-55. Pavilion Pub. Brighton

Office of the Deputy Prime Minister 2004 Mental health and social exclusion: Social exclusion report.

Partners in care 2004 Carers and confidentiality in mental health.  
[www.partnersincare.co.uk](http://www.partnersincare.co.uk)

Richards, N. & Coulter, A. (2008) Is the NHS becoming more patient-centred? Trends from the national surveys of NHS patients in England 2002-07 Picker Institute. Oxford

Seedhouse, D. 2005 Values Based Decision Making for the caring Professions. Wiley. London

Shepherd G, Boardman J & Slade M 2008 Making recovery a reality. Sainsbury Centre for Mental Health

Social Care Institute for Excellence (SCIE) 2008 Personalisation: A rough guide.  
[www.scie.org.uk](http://www.scie.org.uk)

Thornicroft, G. 2006 Shunned: Discrimination against people with mental illness. Oxford: Oxford University Press

**Positive practice links**

CPAA website at [www.cpa.co.uk](http://www.cpa.co.uk)

[www.nimhe.csip.org.uk/cpapp](http://www.nimhe.csip.org.uk/cpapp)