

# T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

## Supporting the Mental Health Team

Assignment 2 - Practical activities Part 2

Assignment brief

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# Supporting the Mental Health Team

### Assignment brief

Assignment 2

Practical activities part 2

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# Assignment brief cover sheet

This assessment is for the following occupational specialism:

Practical activity assessment: Supporting the Mental Health Team

## Date

(date)

## Time allowed

2 hours 15 minutes

## Paper number

(paper number)

## Materials

For this assessment you must have:

- a black or blue ball-point pen

## Student instructions

- this assessment requires you to demonstrate the 4 practical activity scenarios contained within this booklet
- the practical activity scenarios within this booklet have been set up at different stations. You will move between these stations during the assessment
- you have up to 5 minutes when you get to a station to prepare for the practical activity scenario. You should use this time to carefully read each practical activity scenario, including any supporting information and familiarise yourself with the station
- you will have a maximum amount of time to complete the practical activity scenario. The time available is written at the beginning of each practical activity scenario. If you go over this time you will be asked by the assessor to move on to the next station
- fill in the boxes at the top of the next page

## Student information

- the marks available for each practical activity scenario are shown in brackets
- the marks for this assessment are broken down into scenario specific skills and underpinning skills:
  - 16 marks are available for scenario specific skills
  - you will be awarded a scenario specific skills mark for your performance in each practical activity scenario you demonstrate
  - 12 marks are available for underpinning skills
  - you will be awarded an underpinning skills mark for your performance across the practical activity scenarios you demonstrate
- The maximum mark for this assessment is 76

## Submission form

Please complete the detail below clearly and in BLOCK CAPITALS.

Student name	
Provider name	

Student number		Provider number	
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SAMPLE

# Practical activity scenario 1

This practical activity scenario requires you to:

OPA3: Observe and record an individual's verbal and non-verbal communication recognising how it may be relevant to the individual's condition

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 35 minutes.

## Brief

This is the first meeting you have with a new individual within an adult day service setting.

As part of the mental health team you will be supporting an individual with mental health issues on a weekly basis.

You need to help them build their confidence and social skills.

You have been asked to meet with the individual to introduce yourself and find out more about them before you start working together. The individual is waiting in the reception area of the day centre.

You have been allocated a room to have your meeting in, but you are not sure of the layout.

## Task

You are required to conduct a first meeting with the individual.

Using the grid in item A, devise a series of questions that will help you to find out information about the individual.

You have up to 10 minutes to prepare for the meeting and devise the questions, which should focus on the following objectives:

- 1) general introductory questions to help the individual feel comfortable
- 2) some information about their personal and social circumstances
- 3) establish what they would like to achieve from the weekly support with you

You have up to 10 minutes to complete the meeting. You should write the individual's responses in the space provided in item A.

You have up to 10 minutes to record observations of the individuals verbal and nonverbal communication and how it may be relevant to their condition.

(16 marks)

plus marks for underpinning skills – person-centred, holistic care and service frameworks and communication and effective relationships

## Supporting information

This practical activity scenario involves role play. The individual will be played by a member of staff.

You have been given a table to devise the questions, record the responses and overall observations of the individuals verbal and nonverbal communication (item A).

The individual is seated in the waiting area.

You have access to the follow equipment:

- an office, with 2 chairs and a table

- a clock

## **Performance outcome**

This practical activity scenario assesses:

PO1: Provide care and support to individuals with mental health conditions

PO2: Assist the mental health team with mental health tasks and therapeutic interventions

PO3: Promote mental wellbeing

SAMPLE

## Item A: questions for first meeting with the individual

Questions	Response

SAMPLE

**Observations of individuals verbal and nonverbal communication and how they may be relevant to the individual's condition**

SAMPLE



## Practical activity scenario 2

This practical activity scenario requires you to:

OPA6: Assist registered practitioners to implement strategies to support individuals with mental ill health

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 35 minutes.

### Brief

Mental health care provides a range of support groups and courses to help individuals manage emotions and behaviours.

Such groups include stress, anxiety and anger management.

An individual you have recently started supporting has been referred to an anger management course being run by the local NHS Trust.

### Task

Your line manager has given you some basic anger management course details (item B) to share with the individual.

Discuss this information with the individual and outline 3 anger management strategies that are typically used to help individuals understand and manage their feelings of anger.

You have up to 15 minutes to prepare and make notes before having the discussion with the individual.

You should use item C to write your notes.

You will then have up to 15 minutes for the discussion with the individual. The individual will be seated in the waiting area.

(16 marks)

plus marks for underpinning skills – person-centred, holistic care and service frameworks and health and safety and risk management

### Supporting information

This practical activity involves role play. The individual will be played by a member of staff.

You have been given details of an anger management course (item B) and a place to write your notes (item C).

You have access to the following equipment:

- a desk, with 2 chairs
- a clock

### Performance outcome

This practical activity scenario assesses:

PO1: Provide care and support to individuals with mental health conditions

PO2: Assist the mental health team with mental health tasks and therapeutic interventions

PO3: Promote mental wellbeing

## Item B: anger management course details

Day:	Tuesdays
Time:	6.30pm to 8.00pm
Number of sessions:	6
Place:	The Roland Centre (Conference Room)
Facilitators:	Rachel Beads and Andrew Wood

### Course outline

- Week 1 Welcome and introductions. What is anger (What does anger mean to me)?
- Week 2 What makes us angry? Identifying my personal triggers.
- Week 3 Responses to anger. How do I respond to anger?
- Week 4 The impact of anger (physical, emotional, relationships, communication).
- Week 5 Strategies to manage anger. A range of strategies will be explored.
- Week 6 Group ending and feedback. What am I taking away with me?

## Item C: notes

Use this page to make your notes before having a discussion with the individual.

SAMPLE

## Practical activity scenario 3

This practical activity scenario requires you to:

OPA7: Assist registered practitioners to implement appropriate and individual strategies to promote mental and physical wellbeing

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 35 minutes.

### Brief

In the UK, 1 in 6 people report experiencing a common mental health problem such as anxiety in any given week ([www.mind.org.uk](http://www.mind.org.uk), 2019).

The community mental health team run a monthly support class for service users who experience a range of anxiety disorders.

You have been supporting the lead mental health nurse with these support classes.

You work with individuals on a 1:1 basis and go through various interventions to help them understand how they can respond and cope with anxiety.

This is the third session with one of the individuals you have been working with. The individual is waiting outside the office where the 1:1 sessions are held.

### Task

Discuss with the individual about what anxiety is and how they can recognise the key signs and symptoms of anxiety. You should spend about 10 minutes on this task.

Following this discussion, briefly outline one simple strategy or technique that the individual can use to respond to and cope with anxiety. You should also talk the individual through it. You have up to 10 minutes on this task.

You have 5 minutes to prepare for these tasks and can use page 15 to make any notes.

After the discussion, you should complete the session summary form that will go in the individual's notes (item D). You have up to 5 minutes to complete this form.

(16 marks)

plus marks for underpinning skills – person-centred, holistic care and service frameworks and communication and effective relationships

### Supporting information

This practical activity scenario involves role play. The individual will be played by a member of staff who is unknown to the student.

You have access to the following equipment:

- 2 chairs - facing each other
- a clock

## **Performance outcome**

This practical activity scenario assesses:

PO1: Provide care and support to individuals with mental health conditions

PO2: Assist the mental health team with mental health tasks and therapeutic interventions

PO3: Promote mental wellbeing

SAMPLE

Use this page to make any notes before or during the discussion with the individual.

SAMPLE

## Item D: session summary form

<b>Name</b>		<b>Date of birth</b>	
-------------	--	----------------------	--

<b>Session number</b>		<b>Date</b>		<b>Support worker</b>	
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Focus of session (please tick those which apply)	Tick (✓)
Understanding anxiety	<input type="checkbox"/>
Understanding depression	<input type="checkbox"/>
Strategies to help cope with low mood	<input type="checkbox"/>
Anxiety strategies and techniques	<input type="checkbox"/>

Summary of information covered in today's session

Strategy/technique demonstrated/talked through with individual

**Client feedback on session/strategy**

--

**Summary of information covered in today's support worker recommendations for future sessions**

--

**Support worker signature**

**Date**



## Practical activity scenario 4

This practical activity scenario requires you to:

OPA9: Enable an individual to manage their condition through demonstrating the use of coping strategies and skills

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 30 minutes.

### Brief

As a mental health support worker your role will include helping individuals to manage their condition using coping strategies and skills to reduce self-harm behaviours.

There are a range of strategies that individuals can use, and it is important to assist individuals to find suitable strategies that may work for them.

### Task

You have been asked to complete a safety plan template (item E) with an individual who has disclosed they have started self-harming and wants some help with being able to stop and manage their self-harm urges. The individual's name, date of birth and age has already been completed in the safety plan (item E). You have been asked to check the information with the individual and complete the rest of the safety plan together.

Where you see a 'probe question required', this indicates that you should ask a question to help with clarification of the individual's response to the original question being asked.

You have 5 minutes to prepare for this task and 25 minutes with the individual.

(16 marks)

plus marks for underpinning skills – person-centred, holistic care and service frameworks and health and safety and risk management

### Supporting information

This practical activity scenario involves role play. The individual will be played by a member of staff.

You have been given a safety plan template (item E).

You have access to the following equipment:

- a table, with 2 chairs

### Performance outcome

This practical activity scenario assesses:

PO1: Provide care and support to individuals with mental health conditions

PO2: Assist the mental health team with mental health tasks and therapeutic interventions

PO3: Promote mental wellbeing

## Item E: safety plan

<b>Name</b>		<b>Date of birth</b>	24/05/2000	<b>Age</b>	20 years
-------------	--	----------------------	------------	------------	----------

<b>Date of meeting</b>		<b>Support worker</b>	
------------------------	--	-----------------------	--

Can you briefly outline/explain your self-harm? What do you do?

Blank response area for self-harm explanation.

How do you treat your wounds after you have self-harmed? (Where appropriate provide some basic information about the importance of wound care)

Blank response area for wound treatment information.

What are the warning triggers or signs that make me feel more out of control? (probe question required)

Blank response area for warning triggers or signs.

Coping strategies I can try to help with my self-harm urges.

You should give one example of a harm minimising technique/suggestion that the individual could try as an alternative to the self-harm behaviour.

You should ask the individual to identify 2 other strategies they could try.

What can I tell myself when I am feeling the need to self-harm?

Who can I call if I feel the need to talk to someone? (probe question required)

What could others do that would help?

--

Support worker signature	Date

SAMPLE

## Document information

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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
v1.1	NCFE rebrand		September 2021
v1.2	OS review Feb 23		February 2023
v1.3	Sample added as a watermark.	November 2023	20 November 2023