Postgraduate Certificate
Mental Health Social Work
(Mental Health Officer) Award in the School of Social Work and Social Policy
at the University of Strathclyde in Partnership with Glasgow Caledonian University
and the Learning Network West

Information Pack 2017/18
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Postgraduate Certificate Mental Health Social Work
(Mental Health Officer) Award

Introduction to Information Pack

This pack contains information about, and forms for, an application to the Joint Programme of the School of Social Work and Social Policy at the University of Strathclyde, Glasgow Caledonian University and the Learning Network West - Post Graduate Certificate Mental Health Social Work (MHO Award).

It contains the following:

1. Programme Information
2. Programme and Assessment Schedule (including dates for programme)
3. Entry Requirements and Selection process
4. Professional Registration Requirements
5. Information for Operational Managers/Area Managers/Head of Services

A full application is required for each individual seeking a place on the Programme. Applications should be submitted in the first instance, according to the agreed procedures for each partner authority, in time to be forwarded to the Course Secretary on or before 17th March 2017.

There are two parts to the application process. Firstly, you must complete the University online application via (Pegasus) using the following link

https://www.strath.ac.uk/courses/postgraduatetaught/mentalhealthsocialwork/

After completing the Pegasus application, the application pack accompanying this application information should be completed electronically. The application pack must be signed, scanned and uploaded to your Pegasus application.

A complete application will constitute the following: -

- a Nomination Form provided by an Area/Operational Manager (not a first line manager)
- a Post-graduate Application Form and Course Specific Application Form completed by the candidate
- an Agency Report and Undertaking of Release Form from the candidate’s immediate line manager/supervisor
- a confirmation of practice assessor allocation form
- a confirmation of payment of student fee on local authority headed paper
All of the above can be found in the application pack accompanying this information.

Any enquires should be directed to the PG Admissions team at the University at
hass-pgt-enquiries@strath.ac.uk or by telephone on 0141 444 8600
1. Programme Information

The Postgraduate Certificate in Mental Health Social Work (Mental Health Officer) Award is the award that prepares experienced, qualified, Scottish Social Services Council (SSSC) registered, social workers to undertake the statutory role of Mental Health Officer. As such it is only available to those qualified social workers currently employed by local authorities.

The primary purpose of this Award is to train local authority employed, qualified, and registered social workers for appointment to the role of Mental Health Officer, as defined in Section 32 of the Mental Health (Care and Treatment) (Scotland) Act 2003, and as qualified by the direction of the Scottish Ministers (Requirements for appointment as Mental Health Officers) Direction (January 2009).

It is assumed that students come to the course with some understanding of the framework within which Mental Health Services are provided. On that basis, the course is grounded in developing a clear understanding of the Mental Health Officer roles and responsibilities within the context of the Scottish Social Services Council Standards Framework.

In 2007, the SSSC published a new set of standards and practice competencies for MHO training, which stated that the Award must be provided by a University, within a programme provider partnership, delivered at SCQF Level 11, which equates with Masters level, and be approved by the SSSC as a Specialist Course.

Consequently a partnership involving University of Strathclyde, Glasgow Caledonian University and the 13 local authorities in the West of Scotland, represented by the Learning Network West, was established to develop and deliver the new Postgraduate Certificate in Mental Health Social Work (MHO) Award.

The University of Strathclyde (UofS) is the administering University for the Award, and consequently students will be registered with UofS for the duration of the award, and will be subject to their rules and requirements.

The programme structure is integrative, reflecting the complexity of the MHO role in practice and the interconnectedness of the 4 Learning Foci as set out in the SE/SSSC approved Standards Framework for this Specialist Post Qualifying Social Work Award. Achievement of this award gives registered social workers eligibility to be appointed by statutory sector employers as an MHO.

The rationale for the subdivision of this M Level (SCQF Level 11) award into two modules, each of 30 credits, is to bed the specialist function of the MHO in the registered social worker role of care and support across the range of perspectives focused on mental well being, and the assessment and management of need, care, and risk across the relevant legislative and policy frameworks.
The Postgraduate Certificate in Mental Health Social Work (Mental Health Officers) Award is taught over the period of an academic year, normally late August to June, over two modules. This requires a student to attend for 15 days of direct teaching/contact time per module (30 days across the two modules) during term time, with additional work to be completed as directed, and self-directed learning. In addition, students will also be required to undertake programme directed assessed practice learning in each of the modules. As a 60 credit, SCQF Level 11, postgraduate Certificate course, the time commitment is a minimum of 600 hours of study, practice learning and assessment within an academic year. Students are required to have time to attend these sessions during term time and to have agreed study time out with term time to complete the course.

Each module within the programme is separately assessed. The minimum students must achieve at the end of the Module 1 is a Pass in Assessed Practice, to be eligible to progress to Module 2 within the same academic year. Thus failure to pass assessed practice Module 1 would effectively mean a candidate would be unable to complete the award within that academic year and would potentially rejoin the next cohort. (Further details are provided in the Module Outlines, Appendix and in the Programme and Assessment Schedule below).

Students who complete their coursework to the satisfaction of the Examiners will receive the Postgraduate Certificate in Mental Health Social Work (Mental Health Officer) Award. In addition they will have the option of undertaking additional modules, within both University of Strathclyde and Glasgow Caledonian University, to build on their Postgraduate Certificate, leading towards a Postgraduate Diploma or Masters degree, or the opportunity of transferring 60 Credits from the Post-graduate Certificate course to another Masters Framework.

**Role of the Employing Authority**

Unlike most education programmes, studying for the MHO Award requires very active and continuous involvement from the employing authority, from both colleagues of the candidate and local/operational managers. The immediate supervisor of the candidate is critical to the training process, which demands of his/her time and energy. Key to this will be the provision of a Practice Assessor for the candidate. This member of staff must be a registered social worker and experienced MHO (who has undergone a relevant training programme) to fulfill the Practice assessor role, which is detailed below in Section 7 – Practice Learning and Practice Assessment in the MHO Programme.
2. Programme and assessment schedule.

Module 1 – University of Strathclyde (School of Social Work and Social Policy)

Induction Event Monday 21st August 2017

Week One Teaching Monday 28th August to 1st September 2017

Week Two Teaching Monday 4th September to 8th September 2017

Week Three Teaching Monday 23rd October to 27th October 2017

Recall Day Thursday 23rd November 2017

Shadow Report Assignment Submission Friday 10th November 2017

Practice Assessment submission (including Practice Assessor Report and Candidate 1000 word reflective commentary) Friday 15th December 2017

Critical Analysis of Practice Assignment Thursday 4th January 2018

Standardisation Meeting to determine progression/eligibility to move on to Module 2 (Minimum - Pass in Assessed Practice) Monday 15th January 2018

Module 2 – Glasgow Caledonian University

*Subject to final confirmation*

Induction Programme Monday 22nd January 2018

Week One Teaching Monday 29th January to 2nd February 2018

Week Two Teaching Monday 12th February to 16th February 2018

Week Three Teaching Monday 19th March to 23rd March 2018

Shadow Report Assignment submission Friday 9th April 2018

Critical Analysis of Practice Assignment and Practice Assessment submissions Friday 25th May 2018
3. **Entry Requirements and Selection Process**

[Drawn from the SSSC Standards Framework for the MHO Award, the SSSC Specialist Course Requirements and the University of Strathclyde Post-graduate Admissions Policy]

**Applicants must:**

1. Be nominated by their employing local authority, which will undertake to provide the candidate with support and appropriate learning opportunities.

2. Hold a professional social work qualification recognised by SSSC. These are the BA Hons. Social Work, the Diploma in Social Work (DipSW), the Certificate of Qualification in Social Work (CQSW) together with its predecessor qualifications, and the Certificate in Social Service (CSS). If trained abroad a letter of comparability with the CQSW or a letter of verification issued by SSSC (or one of the other registering Councils in the UK) will be required.

3. Normally have a minimum of 2 years post qualifying experience and be able to demonstrate that they have improved and extended the level of competence acquired at the point of qualification.

4. Satisfy the programme provider that (s)he has the capacity to achieve the MHO Standards to be competently demonstrated for eligibility to be appointed as an MHO and to achieve the award at SCQF Level 11 by:
   - critically reviewing her/his professional development since qualification as a social worker, including issues of effective communication with adults who have individual communication support needs, and working with professional tensions, challenges and conflicts. This should include evidence from workload of challenging discrimination and demonstrating an understanding of what is meant by this.
   - analysing interest in, and motivation for, undertaking mental health work including the extensive networking and collaborative practice involved.
   - showing developed skills in empowering clients particularly in relation to developing their understanding of their rights including to legal support and advocacy, and their views about how their needs may be more effectively met through complex decision making processes.
   - Exploring current awareness of the MHO role, the complexity of the power/control issues involved and how (s)he would use Mental Health Officer training in your current work setting.

Selection for the programme is a collaborative process across the provider partnership and consists of application and selection decision phases. These will verify each applicant's eligibility in relation to registration as a social worker with the SSSC; experience, preparedness and capacity for the specialist role; and eligibility for
the programme of study within the universities. In some instances applicants may be invited for interview where further information is required.

The process will also provide feedback to each applicant and agency about any further preparation or experience necessary before the programme commences. Final decision with regard to acceptance onto the course within the parameters of the minimum standards described, lies with the Joint Course Management Committee
4. **Professional Registration**

All candidates must be registered on the social worker section of the SSSC. Find below further details of the professional registration requirements related to application for, and achievement of, this specialist award. The Standards and practice competences to achieve the Mental Health Officer Award SSSC (October 2007) states:

‘The primary purpose of the award is to train local-authority employed, qualified, registered social workers for appointment to the role of Mental Health Officer as defined in Section 32 of the Mental Health (Care and Treatment) (Scotland) Act 2003 and as qualified by the Direction of Scottish Ministers.’

As you will know from the application materials you received, prior to selection for the course, professional registration (as a social worker), with the SSSC, is a prerequisite for registration as a member of the course.

In addition to this, you are required to maintain your SSSC registration as a social worker throughout the course to be eligible to achieve the Pg Cert Mental Health Social Work (Mental Health Officer) Award.

If for any reason your SSSC registration is not maintained, or is withdrawn, SSSC rules require that your eligibility for this specialist award is also withdrawn, and so you will not be allowed to complete the course.

Therefore:

1. Throughout the course you will be under an obligation to report immediately to the Course Director and to your employer any information that may be relevant to your continued SSSC registration. Where relevant, the University’s internal disciplinary procedure may also be invoked.

2. Where the Course Director receives information from any source concerning the conduct of a student registered on the Pg Cert Mental Health Social Work (MHO) Award Course, such that, if established, this information might call into question the social worker’s eligibility for continued registration with the SSSC, the Course Director will ensure that the basis of this information is investigated. Circumstances likely to trigger such an investigation would include an allegation that e.g. the student had committed a criminal offence; or had committed an act of academic or other form of dishonesty; or had conducted her/himself in a damaging or dangerous way towards self or others; etc.

3. The investigation will respect the student’s right to due process, and will include an opportunity for the student to present her/his account and/or explanation of the circumstances being reported. As part of the investigation the Course Director will require the student to provide her/him with a factual statement clarifying her/his account of the circumstances being reported. Where following this investigation there remains the possibility that the SSSC may wish to review the student’s registration, the Course Director will send a factual report
to the Council and to the employer for their consideration, outlining the information received, the nature of the investigation undertaken and the results of that investigation. This, together with (where applicable) the outcome of any university or employing authority disciplinary proceedings, will be sent to the Council promptly for their consideration.

4. Depending on the nature of the referral to the Course Director, the student may be suspended from the course, pending the outcome of the Council’s review of her/his professional registration.

5. Where as a result of such a referral or for any other reason a student’s professional registration is withdrawn, s/he will no longer be eligible for the Postgraduate Certificate Mental Health Social Work (Mental Health Officer) Award.
5. **Postgraduate Application Process – University of Strathclyde**

The University of Strathclyde Postgraduate Programme application form should be completed online at:

https://www.strath.ac.uk/courses/postgraduatetaught/mentalhealthsocialwork/

Please remember you are applying for entry in **2017/18**.

If you scroll to the bottom of the page, you will see the application boxes, if you could please click on the “Apply “ button on the following box

"**Mental Health Social Work**

You must also include two referees and a note of their email address in order that references can be obtained.

Please ensure the application pack containing the following documents is then attached to your Pegasus application.

1. **Course Specific Candidate Application Form**
2. **Agency Report from Line Manager**
3. **Nomination Form**
4. **Undertaking of Release Form**
5. **Confirmation of Practice Assessor allocated**
6. **Confirmation of payment of fee on local authority letterhead**
7. **One passport sized photograph**

All documentation must be original copies with signatures as indicated; these should then be scanned and uploaded to your Pegasus account.

When you have completed your Pegasus application form and uploaded the application pack you will be issued with a user name and password. Keep this in a safe place and you can use this to track your application. All communication is via email using the University’s web portal.

Please remember that your application cannot progress to selection stage without all documents being uploaded to your Pegasus account. Failure to supply the requested information may result in a delay to your application that can impact on your Registration and commencement on the programme.
6. Information for Operational Managers/Area Managers/Head of Services

The provision of sufficient Mental Health Officers (MHOs), to fulfill their prescribed role, is a major statutory duty of local authorities. MHOs play an integral and significant role in relation to the protection of the health, safety and welfare of people vulnerable because of mental disorder; the safeguarding of their rights and freedoms; the protection of the health, safety, welfare, finances and property of adults with incapacity; duties to the court and to public protection in relation to work with mentally disordered persons within the criminal justice system. In exercising authority under the legislation, MHOs carry individual and accountable professional responsibility for the independent decisions, which they must take.

The MHO award, designated by Scottish Government, and approved by the SSSC, aims to ensure that social workers gain and can demonstrate the applied knowledge, competences and values needed in meeting the developing complexity of the functions and duties of MHOs, and particular skills in relation to mental health social work. The programme demands a significant effort from the candidate (minimum 600 hours of study and practice learning delivered at SCQF Level 11, equivalent to Masters) and will impact on the work place for up to a year over an academic session. It demands effort from the line manager, the provision of a practice assessor (who must be a registered social worker and accredited MHO, identified at the time of the candidates application), contribution from service users/ carers and colleagues to facilitate practice/learning opportunities, and will impact on workloads to free up the candidate and her/his Practice Assessor to complete the Programme requirements.

The Postgraduate MHO Award can only provide the specialist skills and knowledge to candidates who are already performing at a good professional level. In selecting candidates it is important to consider their:

- general competence as a social worker
- performance in written work
- ability to assert the social work perspective in a multi-agency context
- credibility with other professions and agencies
- level of professional independence and appropriate use of supervision
- experience of statutory work and complex case work
- experience of working with individuals with mental health problems and/or learning disabilities
- present awareness of the MHO role and the power/control issues
- Commitment to learning

Local Authorities, as partners in the joint programme, are required to ensure continuing professional development for the candidate to practice in mental health social work, and to provide access to consultation and supervision from qualified and experienced senior officers.

During the programme, and for a time after, this may require different supervision arrangements from those already in place for the worker.
As partners in the joint award, local authorities are represented within, and participate in, all aspects and systems within the programme management. This participation involves nominating and releasing appropriate staff to various programme functions as well as those required to support an authority’s individual candidates in a particular cohort.

In order to assist the Programme with selection of the most appropriate candidates, Managers (Team/Operational) are asked to complete a Nomination Form as part of the candidate’s application. This form is contained within the application pack.
7. Practice Learning and Practice Assessment within the MHO Programme

As indicated in the Information Sections of this Pack [Sections 1 & 6] the role of employing authorities of applicants is critical in this programme as MHO practice is the central focus of the award. The SSSC Standards Framework against which candidates are assessed sets out the ‘standards to be competently demonstrated in and of practice’.

The Modular Structure of the Programme [Attached as Appendix] is integrative and the teaching and learning approaches of the programme [detailed in each module outline] reflect the complexity of the MHO role in practice and the interconnectedness of the four learning foci of the Standards Framework. It also sets out learning outcomes related to the Standards to be competently demonstrated in each module. Thus the programme design is built on the mixing or blending of several dimensions, which are interdependent within the whole. Key among these dimensions for consideration by employing agencies and applicants are Personal Learning Plans. Independent learning and practice learning are vital components and must be developed and provided for each applicant to the programme within the time period for each module.

This involves providing relevant opportunities and experiences for candidates and specifically the provision of a Practice Assessor who must be a registered social worker, and an accredited MHO with an interest in the education and development of others. The Practice Assessor must be identified at the time of the candidates application in order to ensure that the candidate can begin work as soon as they are accepted onto the programme. The table below sets out the key criteria, functions, role and collaborative network essential for each candidate and practice assessor.

Each Module Outline details the applied practice learning with service users, within practice contexts and associated independent learning tasks and projects relevant to the focus, Learning Outcomes and Assessment of that module.

The Course Coordinator within the Programme Team has specific liaison/coordination functions across both module structures in relation to employing authorities, candidates and their support teams.
## PROCESS OF ASSESSMENT OF PRACTICE COMPONENT

<table>
<thead>
<tr>
<th>Eligibility – Practice Assessor Role</th>
<th>Key functions</th>
<th>Related networking roles</th>
<th>Assessment against MHO Standards</th>
<th>QA candidate experience</th>
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<tr>
<td><strong>Required</strong></td>
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<tr>
<td>• SSSC Registered Social Worker</td>
<td>• Identification and coordination of practice learning opportunities</td>
<td>• Line manager(s) from whom pieces of work and opportunities are accessed</td>
<td>• Supervision sessions with candidate and practice, reports, analysis and learning discussed</td>
<td>• Head of MHO Services</td>
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<tr>
<td>• Appointed MHO</td>
<td>• Regular Supervision sessions (2 per month) focused on application of course learning to applied practice tasks as set out in each module</td>
<td>• Staff who are mentoring the candidate in relation to pieces of work or shadowing opportunities</td>
<td>• Feedback from those holding related roles</td>
<td>• Programme Assessment Structures</td>
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<tr>
<td>• Completed 3days compulsory practice assessor training</td>
<td>• Formative assessment and developmental feedback to candidate on a regular basis</td>
<td>• Course Coordinator and Programme Team</td>
<td>• Direct Observation of practice situation(s) related to Module Outcomes and Standards</td>
<td>• Joint Course Management Committee</td>
</tr>
<tr>
<td>• Experience of range of MHO functions and settings across relevant legislation</td>
<td>• Assessment functions/reports (detailed in column 4)</td>
<td>• Roles and organisations with whom candidate is involved in relation to work with service users and carers</td>
<td>• Assessment of competence in relation to Standards to be competently demonstrated</td>
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Assessment

Assessment of the learning areas/activities will be focused on the Learning Outcomes, which embed the relevant professional standards. Twenty total student effort hours preparation time, and involvement of agency practice assessors and course teaching staff, has been allowed within the hours distribution of each module. In relation to the proposed two module structure, each module will be separately assessed. Successful completion of the practice component of Module 1 will be the minimum requirement for progression to Module 2, and this is part of programme regulations.

Assessment will be informed by the learning outcomes, be integrative, and demonstrably test the candidate’s critical understanding of the complexity of the MHO role and the interconnectedness of the four learning foci within each module. The tri-partite approach to module assessment is detailed within each Module Outline.

Each of the three components need to be passed for the successful completion of the module. Practice assessment necessarily will be undertaken by appropriate practitioners i.e. practice assessors, and bringing together the three components for each of the two modules helps demonstrate the coherence of the programme.

The assessment process, aligned with the tri-partite assessment strategy of each module, maintains the importance of practice and assessment of practice in a programme leading to a specialist award prescribed by Scottish Government and the SSSC. This determines a strong, qualitative role of Practice Assessor. The practice assessor report and Pass/Fail recommendation has equal status to the assessment recommendations related to each of the other two elements of the strategy.

Briefing/Induction sessions are held by the programme provider partnership for those nominated to undertake the role of Practice Assessor for each candidate. These sessions are devised around, materials developed by the MHO National Advisory Group for this purpose, and for use by each of the three programmes in Scotland.
APPENDIX: MODULE OUTLINES

The following pages contain descriptors of the modules on the course. These descriptors offer a basic outline of learning outcomes, essential content and indicative reading. The modules themselves will be supplemented with more specific information, including more journal based reading, as they are delivered. This information will be web based and available through the University’s Learn Online Services. Students will be introduced to Learn Online at the start of semester one.

Module Title – Module 1

Module One – Mental Health Officer - Theory and Practice (I)

<table>
<thead>
<tr>
<th>Code</th>
<th>SCQF Level</th>
<th>Credit Points</th>
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<tr>
<td>L5962</td>
<td>11</td>
<td>30</td>
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This is module 1 of the Post Graduate Certificate Mental Health Social Work (MHO Award).

Learning Outcomes

On successful completion of this core module candidates will be able to:

- Apply extensive critical knowledge and understanding of mental health and wellbeing and mental disorders, including perceptions of and potential improvements in mental wellbeing, key symptoms, causal factors, potential stereotyping and impact on people’s lives, in engagement with individuals, families and carers;
- Make a comprehensive assessment of complex need and manage planned and unplanned risk within the relevant legislative and policy frameworks in collaboration with appropriate other disciplines and organisations;
- Demonstrate ethical and professional practice in applying the principles of the primary legislation to the actions and decisions which an MHO would make in practice, including to aspects of compulsion and associated codes of practice;
- Demonstrate critical and developed awareness of respective roles, responsibilities, accountabilities and complex inter-relationships in the context of relevant legislation and in managing professional tensions, dilemmas and conflicts.

Key/Transferable Skills

Work on this module will contribute towards the development in students of the following key/transferable skills

- Write clearly, correctly and concisely for a range of contexts (including report writing) and for different audiences
- Co-ordinate and take leading roles in tasks
- Develop a critical understanding of need, care and risk in the context of the specific role.
• Develop a critical integration of research, practice evidence and understanding of legal and policy issues in practice
• Develop an understanding of the complexity of specialist role and tensions including dilemmas arising from collaborative practice (roles and organisations)
• Maximising focus on the needs and rights of those who use services within the parameters of powers
• Understanding the duties in professional, ethical practice
• Use strategies for achieving realistic solutions to a range of problem types
• Undertake a risk assessment
• Research and manage a wide range of information
• Collaborate in learning and share information
• Negotiate in a professional context
• Reflect on, and record, own work and skills
• Take an ethical approach in actions

Outline of Module (Module Content)

Primary Legislative Context

Currently the Mental Health (Care and Treatment) (Scot) Act 2003, including other associated legislation.

Indicative Content Headings:

Mental wellbeing
• Scotland’s mental health and well being;
• Promoting mental health;
• Culture and diversity;
• Myths, attitude and stigma;
• Social models of mental well-being, including the concept of recovery and the range of perceptions of and approaches to care, support, treatment and improvement;
• Policy and provision including the involvement of service users and carers in planning and decision making;
• Suicide and suicide prevention;
• Dual continuum (improving mental health and well-being while treating mental illness);
• Core mental health policy.

Mental disorder
• Legal definition: component elements (mental illness, personality disorder, learning disability);
• Making a diagnosis and key diagnostic categories;
• Symptoms and causal factors;
• Co-morbidity;
• Complex and acute illness;
• Functional and organic;
• Signs, symptoms, issues;
• Diagnosis and prognosis;
• Mental disorder in children and young people;
• Mental disorder in adults and older people;
• Families, partnerships and carers;
• Affect on welfare, finances, relationships, etc

**Powers and Duties**
Mental Health (Care and Treatment) (Scotland) Act 2003
Adult Support and Protection (Scotland) Act 2007

• Scope, background and context;
• Principles;
• Codes of practice;
• Key roles and responsibilities (agencies and practitioners),
  o Agencies (health and local authority)
  o MHO designation and duties
  o Mental Health Tribunal;
• Key rights and duties,
  e.g. advocacy; assessment; duty to inquire;
• Statutory conditions for compulsory care;
• Significantly impaired ability to make decisions;
• Assessment of capacity or relationship with incapacity;
• Designated MHO role and relevant events;
• Compulsory powers
  o Short-term detention;
  o Emergency detention;
  o Compulsory treatment order;
  o Warrants to enter premises, assess, medical records;
  o Removal orders;
  o Links with other legislation;
• Police powers;
• Overview – people with mental disorder involved in criminal proceedings;
• Offences under the Act;
• Social circumstances and other statutory reports – designated MHO role;
• Treatment and care (voluntary and compulsory);
• Part 16 – safeguarded Medical Treatment
• Advance statements;
• Named persons;
• Care and support services.
• Responsibilities under the Adult Support and Protection (Scotland) Act (2007)

**Collaborative working**
• Roles and contributions of individuals with whom an MHO will normally work in relation to their role within the MHCTSA: e.g. approved medical practitioners, responsible medical officers, general practitioners, community psychiatric nurses, Police;
• Functions and contribution of organisations usually involved in the work of the MHO: e.g. Mental Health Tribunal, Mental Welfare Commission;
• Key agencies and practitioners involved in collaborative processes of making applications, detentions, and warrants;
• Engagement within local authority e.g. community care;
• Engagement with partnership agencies, e.g. Community Mental Health Teams [CMHT], Community Health Partnerships [CHP], specialist services, interpreters, etc.

Assessment and management of need, care and risk
• Differing perspectives and frameworks contributing to holistic assessment of need:
  o health care and community care assessments; proposed care plans and working care plans, obtaining specialist assessment;
• Nature of risk:
  o to person, public, and liberty of individual; immediate, deteriorating, to families, carers, children, public;
• Range of factors, perspectives and frameworks that impinge on assessment and increase or reduce levels of risk:
  o barriers, poor communication, poor sharing of information, confidentially issues, data protection, etc, relevant Mental Welfare Commission [MWC] deficiency in care inquiries;
• Widely used risk assessment and risk management tools:
  o including multi-disciplinary approaches to risk assessment and management;
• Local and national policy in relation to integrated assessment and management of care and risk:
  o National framework for care management; Joint Improvement Team [JIT] guidance; Joint Futures, single shared assessment; care programme approach;
• Risk in relation to conditions for compulsion under the 2003 Act:
  o General conditions (health, safety, welfare,) s33 (ill treatment, neglect, deficiency in care, to property); part 21 offences (sexual offences etc).
  o Risk in relation to the 2007 Act

Learning and Teaching Approaches

The approach to teaching and learning is integrative, reflecting the complexity of the MHO role in practice and the interconnectedness of the 4 Learning Foci as set out in the SE/SSSC approved Standards Framework for this Specialist Post Qualifying Social Work Award. The constructive alignment of direct learning/specialist inputs (including participation of service users and carers) supported by directed learning by individuals and groups, independent learning where candidates take responsibility for choosing from focused activities, resources and opportunities to develop their understanding through guided examples and within practice learning opportunities and practice learning focused on the Standards to be competently demonstrated within each module. This mixing or blending of teaching and learning strategies may be distinguished into several dimensions, which will be interdependent within the whole.

• Personal learning plans: developed collaboratively by each candidate’s learning team to meet individual experience, learning and development needs from the point of identification as a potential candidate through selection and preparation and throughout the programme [3.2 Admissions Policy].
• Direct learning: delivered within 15 days and providing candidates with specialist inputs relating to legislation and the MHO role, an important way towards equipping social workers, acting as mental health officers, to meet the ever-increasing complexity of the role and demands thereof. The direct learning will emphasize the development of qualities of criticality, integration, professional competence, complex problem solving, ethical decision-making etc., to meet the Standards Framework. It will be up to date, relative to the increasing demands, stimulating, and requiring commitment by candidates, tutors, and visiting specialists/experts/practitioners/service users and carers. In addition there are directed learning aspects (in preparation for teaching contact) - directed learning by candidates, individually or in groups, obtaining and reading relative papers, e-learning examples, articles, guidance and legislation.

• Independent learning: delivered within a minimum of 15 days, and requiring candidates, at masters level study, to take individual responsibility for their learning and development - an essential approach to equipping social workers, acting as mental health officers, to meet the ever-increasing complexity of the role and demands thereof. This component offers a range of learning activities, e.g. role-play on a mental health tribunal hearing, integrating direct learning inputs e.g. a compulsory treatment order application.

• Practice learning, delivered within approximately 20 days and providing candidates with relative and relevant experience of practice settings and opportunities to work with service users and carers affected by severe and enduring mental disorder. The content, standards, guidance about minimum opportunities is provided within the overall programme design and managed by agency partners. The Practice Learning component corresponds with the module learning outcomes and is assessed at the end of each module in relation to the specified Standards to be competently demonstrated within that module.

The emphasis in practice learning with service users, carers, partners and families, is to provide a quality based service, not simply to meet the procedural / technical requirements of the practice experience or of completing independent learning tasks; this is what will be assessed.

a) Applied practice learning with a service user with either acute, severe, or enduring mental illness, including joint work with a health care practitioner, e.g. community psychiatric nurse or consultant psychiatrist (mental illness).

Associated Independent learning task

In respect of the practice learning experience of working with a service user with mental illness, providing an analysis of what is meant by ‘mental disorder’ describing how particular mental disorders affect particular groups, e.g. young people, adults, and older people.

b) Relevant applied practice within practice contexts:
i. Practitioner experience of a Compulsory Treatment Order: e.g.: a) Attending a Mental Health Tribunal hearing; or b) Responding to non-compliance; and

ii. Practice experience of compulsory powers, either: a) a short-term detention, or an emergency detention, or a S35 activity; or b) experience of relevant clinical, joint or specialist or national settings, e.g. medium secure unit, mental welfare commission, community mental health team, mental health tribunal; and

**Associated Independent Learning Projects:**

a) To complete a shadow Social Circumstances Report,

b) To complete a shadow Compulsory Treatment Order application.

**Assessment Methods**

The assessment of each module will have three components:

1. Practice assessment of the Standards to be competently demonstrated in relation to the module. This component is divided into two sections:

   **Section One**
   
   To be completed by the candidate providing:
   
   (a) a brief summary of the work and learning opportunities the candidate has undertaken during the module
   
   (b) a reflective commentary on her/his learning over the whole module (1,000 words)

   **Section Two**

   The Practice Assessor Report evaluating the candidate’s practice against the Standards to be competently demonstrated in relation to the module. Evidence will include feedback from service users and carers, feedback from MHOs the candidate shadows and other professionals, the candidate’s reflective log, supervision, formal and informal direct observations, product evidence such as shadow SCR and CTO’s

2. Assessment of knowledge and understanding. This will be assignment based and is focused on reflection of the completion of a specified report, this may vary year on year. (2,000 words)

3. Critical analysis of practice with particular focus on critical thinking and decision-making processes and will be drawn from direct work within the candidate’s practice learning related to the module. (3,000 words)

Each of the three components must be passed for the successful completion of the module. Practice assessment necessarily will be undertaken by appropriate practitioners i.e. practice assessors.

The assessment process aligned with the tri-partite assessment strategy of each module maintains the importance of practice and assessment of practice in a
modular programme leading to a specialist award prescribed by Scottish Government and the SSSC. This determines a strong, qualitative role of Practice Assessor.

The practice assessor report and Pass/Fail recommendation has equal status to the assessment recommendations related to each of the other two elements of the strategy.

This method will assess candidates in relation to the Module Learning Outcomes and the [SSSC] Standards to be competently demonstrated [Appendix 1]

1.1, 1.2, 1.4, 1.5, 1.6, 1.7;
2.1, 2.2, 2.3, 2.5, 2.6, 2.7;
3.1, 3.2, 3.3, 3.4, 3.5;
4.1, 4.2, 4.3, 4.4;

**Supplementary Information (Pattern of Delivery)**

Module 1 will run on a part-time basis through Semester 1. It will consist of lectures, group learning, directed learning, practice learning and independent learning as detailed above.

**Resources**

Lectures and small group activities utilise a range of knowledge and skills from staff within the School of Social Work and Social Policy, Glasgow Caledonian University and agency-based practitioners and experts from the field of Law, Medicine and Mental Health service provision. Appropriate staff within employing agencies will provide tutorial support and practice learning support.

**Regulations**

This is a compulsory module dedicated for use within the Postgraduate Certificate in Mental Health Social Work (Mental Health Officers Award). It will not be available as an elective.
### Indicative Reading

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
</tr>
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<tbody>
<tr>
<td>Parker, J. and</td>
<td><em>Social Work Practice – Assessment,</em></td>
<td>Learning Matters</td>
</tr>
<tr>
<td>Author and Year</td>
<td>Title and Edition</td>
<td>Publisher</td>
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<tr>
<td>Tew J (2011)</td>
<td>Social Approaches to Mental Distress</td>
<td>Palgrave MacMillan</td>
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**Web-sites**

Scottish Government
[www.scotland.gov.uk](http://www.scotland.gov.uk)
Information regarding case law-mental health and adults with incapacity
www.scotcourts.gov.uk

Mental Welfare Commission
www.mwcscot.org.uk

Mental Health Tribunal for Scotland
www.mhtscot.org

Scottish Statutory Instruments
www.opsi.gov.uk

Social Work Policy
www.socialworkscotland.org.uk

Scottish Recovery Network
www.scottishrecovery.net
Also consider looking at voluntary organisations and advocacy services websites. Some examples might include:

SAMH (Scottish Association for Mental Health)
www.samh.org.uk

GAMH (Glasgow Association for Mental Health
www.gamh.org.uk

Enable
www.enable.org.uk

Scottish Independent Advocacy Alliance
www.siaa.org.uk

Hearing Voices Network
www.hearing-voices.org
Module Title: Module 2

Module Two – Mental Health Officer – Theory and Practice (II)

<table>
<thead>
<tr>
<th>Code</th>
<th>SCQF Level</th>
<th>Credit Points</th>
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<td>L5963</td>
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Rationale

This is the second module of the Post Graduate Certificate Mental Health Social Work (MHO Award). The course document explains the need for and purpose of this new joint award and details the rationale for allocation of the hours across the programme and within each module. Successful achievement of Module is a prerequisite for study of this module.

Learning Outcomes

On successful completion of this module candidates will be able to:

- Apply extensive critical knowledge and understanding of mental wellbeing and mental disorders and the range of care, support and treatments to the potential outcomes for vulnerable people at risk of being subject to the powers of the specific legislation;
- Apply critical integrated knowledge to MHO practice in carrying out the MHO role in the contexts of the Adults with Incapacity (Scotland) Act 2000, The Criminal Procedures (Scot) Act 1995,
- Apply lawful interpretations of capacity and incapacity in relation to powers under the legislation;
- Apply extensive critical knowledge and understanding of mental disorder in relation to offending behaviour, in work with mentally disordered people in the criminal justice system;
- Consult about assessment of risk with the person, their family and other professionals, and address the rights of that individual and others involved in complex statutory processes.

Key/Transferable Skills

Work on this module will contribute towards the development in students of the following key/transferable skills:

- Write clearly, correctly and concisely for a range of contexts (including report writing) and for different audiences
- Co-ordinate and take leading roles in tasks
- Develop a critical understanding of need, care and risk in the context of the specific role.
- Develop a critical integration of research, practice evidence and understanding of legal and policy issues in practice
- Develop an understanding of the complexity of the specialist role and tensions including dilemmas arising from collaborative practice (roles and organisations)
- Maximise focus on the needs and rights of those who use services within the parameters of the powers
- Understanding the duties in professional, ethical practice
• Use strategies for achieving realistic solutions to a range of problem types
• Research and manage a wide range of information
• Undertake a risk assessment
• Collaborate in learning and share information
• Negotiate in a professional context
• Reflect on, and record, own work and skills
• Take an ethical approach in actions

Outline of Module (Module Content)

Secondary Legislative Context

Currently—the Adults with Incapacity (Scot) Act 2000 [AWI] and other associated legislation including the Criminal Procedures Scotland Act 1995.

Indicative Content Headings:

Mental wellbeing and mental disorder
• Promoting and sustaining mental health and wellbeing with and for people with incapacity;
• Policy and provision including partnership with local health authorities and with service users and carers;
• Mental disorder and incapacity e.g. dementia, acquired brain injury, and learning disability;
• Diagnosis, prognosis and differing perspectives and models;
• Range of care, support and treatment including the concept of recovery, the promotion of individual rights and advocacy;
• Management and rehabilitation;
• Incapacity of children and young people.

Powers and Duties:
The Adults with Incapacity (Scotland) Act 2000 and other relevant legislation.
• Scope, background and context;
• Principles;
• Codes of practice;
• Key roles and responsibilities (agencies and practitioners),
  • Agencies (health and local authority)
  • MHO duties
  • Sheriff Court;
• Key rights and duties,
  • e.g. advocacy and duty to inquire
  • Provisions
  • Power of attorney
  • Funds and accounts
  • Medical treatment
  • Intervention and guardianship orders;
• The scope of formal and informal arrangements, duties and rights;
• Statutory reports;
• Supervising welfare proxies.
• Crossing the Acts,
  ▪ for people with mental disorder in need of care and treatment, protection of adult welfare and finances, and adults at risk of harm;
• People with mentally disorder in relation to the Criminal Procedures (Scotland) Act 1995 and 2003 Act amendments.
  • Policy and national context;
  • Care pathway and Multi agency public protection arrangements [Mappa];
  • Reports – MHO Court Report and Social Circumstances Report
  • Powers and provisions:
    ▪ Assessment and Treatment Orders;
    ▪ Compulsion orders [CO];
    ▪ Compulsion order with restriction orders [CORO]
• Appeals;
• Supervision of CORO;
• Statutory assessments and reports.

Collaborative working
• Roles and contributions of individuals with whom an MHO will normally work in relation to:
  a) the core AWIA role: e.g. approved medical practitioners, general practitioners, community learning disability nurses;
  b) the core role in criminal proceedings: e.g. forensic psychiatrists, approved medical practitioners, community forensic nurses;
  c) crossing legislation for people with mental disorder (2003/2000/2007 Acts);
• Functions and contribution of organisations usually involved in the work of the MHO: e.g. Sheriff Court, Office of the Public Guardian [OPG], Mental Welfare Commission [MWC];
• Key agencies and practitioners involved in collaborative processes of making applications, obtaining orders and warrants;
• Engagement within local authority e.g. community care, and partnership agencies, e.g. Community Learning Disability Teams [CLDT], Community Older Persons Teams [COPT], specialist services, interpreters, etc.

Assessment and management of need, care and risk
• Assessment of incapacity, harm to adults at risk, and those who may fall into the criminal justice system;
• Differing perspectives and frameworks contributing to holistic assessment of need;
• Assessment of need, risk of harm from others, to health, welfare, property, to others, community care assessments; obtaining specialist assessment;
• Care planning, adult protection plans;
• Perspectives and frameworks that impinge on assessment and increase or reduce levels of risk: relevant MWC deficiency in care inquiries;
• Widely used risk assessment and risk management tools: to include Joint Improvement Team [JIT] risk assessment formats and adult protection plans and including multi-disciplinary approaches to risk assessment and management;
• Risk in relation to conditions for compulsion under the 2000 Act: Welfare and finances, s10 (risk to personal welfare);
• The range of assessments required for and by the Court under 1995, 2000, and 2007 Acts.

**Learning and Teaching Approaches**

The approach to teaching and learning is integrative, reflecting the complexity of the MHO role in practice and the interconnectedness of the 4 Learning Foci as set out in the SE/SSSC approved Standards Framework for this Specialist Post Qualifying Social Work Award. The constructive alignment of direct learning/specialist inputs (including service users and carers) supported by directed learning by individuals and groups, independent learning where candidates take responsibility for choosing from focused activities, resources and opportunities to develop their understanding through guided examples and within practice learning opportunities and practice learning focused on the Standards to be competently demonstrated within each module. This mixing or blending of teaching and learning strategies may be distinguished into several dimensions which will be interdependent within the whole.

• Personal learning plans: developed collaboratively by each candidate’s learning team to meet individual experience, learning and development needs from the point of identification as a potential candidate through selection and preparation and throughout the programme [3.2 Admissions Policy].

• Direct learning: delivered within 15 days and providing candidates with specialist inputs relating to legislation and the MHO role, an important way towards equipping social workers, acting as mental health officers, to meet the ever-increasing complexity of the role and demands thereof. The direct learning will emphasise the development of qualities of criticality, integration, professional competence, complex problem solving, ethical decision-making etc., to meet the Standards Framework. It will be up to date, relative to the increasing demands, stimulating, and requiring commitment by candidates, tutors, and visiting specialists/experts/practitioners/service users and carers. In addition there are 30 hours for directed learning aspects (in preparation for teaching contact) - directed learning by candidates, individually or in groups, obtaining and reading relative papers, e-learning examples, articles, guidance, legislation, etc.

• Independent learning: delivered within a minimum 15 days, and requiring candidates, at masters level study, to take individual responsibility for their learning and development - an essential approach to equipping social workers, acting as mental health officers, to meet the ever-increasing complexity of the role and demands thereof. This component will offer a range of learning activities, e.g. role-play on a mental health tribunal hearing, integrating direct learning inputs e.g. a compulsory treatment order application.
• Practice learning, delivered within approximately 20 days and providing candidates with relative and relevant experience of practice settings and opportunities to work with service users and carers affected by severe and enduring mental disorder. The content, standards, guidance about minimum opportunities is provided within the overall programme design and managed by agency partners. The Practice Learning component corresponds with the module learning outcomes and is assessed at the end of each module in relation to the specified Standards to be competently demonstrated within that module.

The emphasis in practice learning with service users, carers, partners and families, is to provide a quality based service, not simply meeting the procedural / technical requirements of the practice experience or of completing independent learning tasks; this is what will be assessed.

a) Applied practice learning with a service user with incapacity because of mental disorder, including joint work with a health care practitioner, e.g. community learning disability or older person’s nurse or consultant psychiatrist (learning disability, cognitive damage, or forensic).

Associated Independent learning task

In respect of the practice learning experience of working with a service user with incapacity arising because of mental disorder, providing an analysis of what is meant by ‘incapacity’ describing how incapacity affects adults and older people.

b) Relevant applied practice within practice contexts:

i. Practitioner experience of Welfare Guardianship, e.g.: a) Attending a Court hearing; or b) AWIA case conference; or c) Supervision of private guardian; and
ii. Practice experience of Criminal Justice, either: a) supervision of a Compulsion Order (with or without Restriction Orders); or b) process/court hearing; or b) experience of relevant clinical, joint or specialist or national settings, e.g. medium secure unit, Court, mental welfare commission, community learning disability team, mental health tribunal, and:

Associated Independent Learning Projects

a) To complete a shadow Welfare Guardianship report (either private or local authority)

b) To complete a shadow Compulsion Order MHO report (if not available, a supervised non-practice based report).
Assessment Methods

The assessment of each module will have three components:

Practice assessment of the Standards to be competently demonstrated in relation to the module. This component is divided into two sections:

Section One
To be completed by the candidate providing:
(a) a brief summary of the work and learning opportunities the candidate has undertaken during the module
(b) a reflective commentary on her/his learning over the whole module (1,000 words)

Section Two
The Practice Assessor Report evaluating the candidate’s practice against the Standards to be competently demonstrated in relation to the module. Evidence will include feedback from service users and carers, feedback from MHOs the candidate shadows and other professionals, the candidate’s reflective log, supervision, formal and informal direct observations, product evidence such as shadow SCR and CTO’s

1. Assessment of knowledge and understanding. This will be assignment based and is focused on reflection of the completion of a specified report, this may vary year on year. (2,000 words)

2. Critical analysis of practice with particular focus on critical thinking and decision-making processes, drawn from direct work within the candidate’s practice learning related to the module. (3,000 words)

Each of the three components must be passed for the successful completion of the module. Practice assessment necessarily will be undertaken by appropriate practitioners i.e. practice assessors.

The assessment process aligned with the tri-partite assessment strategy of each module maintains the importance of practice and assessment of practice in a modular programme leading to a specialist award prescribed by Scottish Government and the SSSC (Regulatory body). This determines a strong, qualitative role of Practice Assessor.

The practice assessor report and Pass/Fail recommendation has equal status to the assessment recommendations related to each of the other two elements of the strategy.

This method will assess candidates in relation to the Module Learning Outcomes and the [SSSC] Standards to be competently demonstrated [Appendix 1]

1.2, 1.3, 1.4, 1.5, 1.6, 1.7 1.8;
2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7;
3.2, 3.3, 3.4, 3.5;
Supplementary Information (Pattern of Delivery)

Module 2 will run on a part-time basis through Semester 2. It will consist of lectures, group learning, directed learning, practice learning and independent learning as detailed above.

Resources

Lectures and small group activities utilise a range of knowledge and skills from staff within the GSSW, Glasgow Caledonian University and agency-based practitioners and experts from the field. Appropriate staff within employing agencies will provide tutorial support and practice learning support.

Regulations

This is a compulsory module dedicated for use within the Postgraduate Certificate in Mental Health Social Work (Mental Health Officers Award). It will not be available as an elective.
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<tr>
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<td><em>Crossing the Acts: The support and protection of adults at risk with mental disorder; across the Scottish legislative framework</em></td>
<td>BASW</td>
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Scottish Recovery Network  
[www.scottishrecovery.net](http://www.scottishrecovery.net)
Also consider looking at voluntary organisations and advocacy services websites. Some examples might include:

SAMH (Scottish Association for Mental Health)
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GAMH (Glasgow Association for Mental Health
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Enable
www.enable.org.uk

Scottish Independent Advocacy Alliance
www.siaa.org.uk

Hearing Voices Network
www.hearing-voices.org