

Unit 122: Understand Mental Health Interventions

Level:	3
Unit type:	Optional
Credit value:	4
Guided learning hours:	14

Unit Aim

This unit covers the knowledge relating to mental health interventions and factors which underpin choice of mental health interventions.

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence* document. Detailed information can be found in *Annexe A* of the qualification specification.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the needs of individuals with mental health conditions	1.1 Explain the key principles for working with an individual to identify their needs
	1.2 Explain how a person with mental health conditions may have needs in common as well as individual needs
	1.3 Describe the range, complexity and inter-related nature of different needs of individuals with mental health conditions
	1.4 Explain how diversity and difference may influence the identification of needs
2 Understand the strengths and limitations of the main interventions in mental health	2.1 Describe the argument for and against the main physical interventions that are used within the mental health system
	2.2 Explain the strengths and limitations of other interventions that may be available to individuals with mental health conditions

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p>2.3 Explain the strength and limitations of the main forms of service interventions in mental health</p> <p>2.4 Explain how an individual with mental health conditions may access a range of intervention options in their local area</p> <p>2.5 Explain the barriers that an individual with mental health conditions may face in accessing a range of intervention options in their local area</p> <p>2.6 Explain the benefits of early intervention</p>
<p>3 Know the key principles and factors that underpin the choice of mental health interventions</p>	<p>3.1 Identify factors that may underpin the choice of intervention from the point of view of:</p> <ul style="list-style-type: none"> • service users • mental health practitioners <p>3.2 Explain the importance of applying key principles to select the most appropriate interventions:</p> <ul style="list-style-type: none"> • individuality of experiences, needs and wants • evidence based practice • avoiding unwanted effects • equality of opportunity • promoting social inclusion • a collaborative approach • sharing information • the role of family and wider systems of support • strengthening networks of support • anticipating setbacks and promoting problem solving • focusing on recovery

Additional information

Exemplification of terms used in assessment criteria:

Main physical interventions:

- Drug treatment
- Electro-convulsive therapy.

Key principles include:

- Individualised and needs-led not service-led approach
- Person centred
- Promoting self-direction
- Focusing on strengths, hope and recovery.

Different needs include:

- Physical needs
- Practical and financial needs
- Social needs
- Psychological needs
- Cultural needs
- Spiritual needs
- Behavioural needs.

Diversity and difference includes:

- Gender
- Age
- Culture
- Beliefs
- Sexual orientation
- Social class
- Ability.

Additional information

Other interventions include:

- Complementary/alternative approaches for example acupuncture, reflexology
- 'Food and mood'
- Self-management approaches
- Talking therapies
- Arts therapies
- Peer support
- Social prescribing (e.g. bibliotherapy, green gyms)
- Work, education and volunteering
- Spiritual support
- Occupational therapy.

Main forms of service interventions include:

- In-patient treatment
- Home treatment
- Crisis services
- Assertive outreach.

Barriers include:

- Service or professional bias
- Financial barriers
- Equalities issues
- Availability
- Physical access.

Additional information about the unit

Applying key principles includes:

- Individuality of experiences, needs and wants
- Evidence based practice
- Avoiding unwanted effects
- Equality of opportunity
- Promoting social inclusion
- A collaborative approach
- Sharing information
- The role of family and wider systems of support
- Strengthening networks of support
- Anticipating setbacks and promoting problem solving
- Focusing on recovery.