Assesment Brief

A 3,000 word assignment. The essay will consider the Care Process in the context of a chosen character based scenario, based on the stages of the life cycle. The actual and potential needs will be identified, interventions outlined and rationale given. A person-centred approach, informed by recovery philosophy, demonstrating collaborative working where the service user/carer's views are central and there is evidence of informed decision making and strengths based care. Dignity, privacy and confidentiality must be maintained. The safety of all must be considered, along with a plan to assess and manage actual and potential risk. Inter-professional working must be considered, including external and third sector agencies where appropriate. Evidence based care interventions must be demonstrated under pinned with critical appraisal (Level 7) along with relevant and up to date supportive literature. A clear coherent structure is required along with Harvard referencing throughout.

You will need to critically analyse and apply current theories, concepts and historic principles of nursing to the delivery of effective care in relation to the chosen scenario: Learning Outcome 1

You will need to critically discuss and demonstrate the ability to use collaborative therapeutic relationship and engagement skills to actively involve the service users in your chosen scenario in a person-centred way and support informed decision-making for the service user in the scenario: Learning Outcome 2

You will need to demonstrate knowledge and critically appraise a range of psychosocial and physical evidence-based interventions, in relation to your chosen scenario, and their application to current practice: Learning Outcome 3

The scenarios are complex and as such you need to demonstrate critical knowledge of inter agency working in meeting the needs of the service user in the chosen scenario. Consider beyond the MDT and Trust wide service to third sector and voluntary agencies in meeting these complex needs: Learning Outcome 4

You will need to demonstrate critically the application of evaluation and critical reflection on the influence of self on care delivery and outcomes. How do you give of yourself in this care process, respecting boundaries? How do your personal characteristics, and traits impact on the Care provided? Consider your age, gender, sexuality, ethnicity, morals: Learning Outcome 5

You will need to demonstrate the ability to promote clinical and research governance in relation to your chosen scenario by critically appraising available evidence. How do current national and local policies, and the realities of current service provision impact on the care process?: Learning Outcome 6

THIS IS A LEVEL 7 WRITING ASSESSMENT.

Daniel Scenario Personal History

Daniel is a 15-year-old person born and brought up in a rural village in the South of England. His family relocated to London due to the economic downturn. Daniel, an only child, lives with his mother and father. The family has found it difficult to settle into their new life and Daniel has found the adjustment difficult. Daniel has a history of good achievement with his studies. He also has a number of pets such as hamsters. He is hoping to go to university in the future to study sports science. He has developed a close relationship with Josh who he sees often. Since the move relationships in the family are fraught and strained. Parent’s squabble more and rarely spend time together. Father is more absent due to work commitments. Presenting complaint Six months ago mother noted changes in Daniel: he has become withdrawn; reluctant to engage in discussions; lost interest in his interests and his hobbies; has put on a lot of weight and neglecting his hygiene. He spends increasing amounts of time in his room, spending time on the internet and social media, constantly eating and sees less of Josh. Cruelty and neglect to his pets is noted and parents have to intervene. When cleaning his room mother found pornographic material featuring men. They assumed it was normal teenage angst but became more concerned two months ago when his teacher contacted and reported concerns with his school performance deteriorating, lack of engagement and truancy. When he is in class Daniel’s mind is elsewhere. Classmates are beginning to ridicule and mock him. Daniel has confided in Josh two weeks ago that “my family would be better off without me” and he was thinking about a “way out”. Josh informed Daniel’s mother who became upset. When this subject was approached with Daniel he stormed off. Through mothers perseverance Daniel has reluctantly agreed to see the GP but does not want the school to be involved. Daniel was seen by his GP and the input of the CAMHS(Child and Adolescent Mental Health Service)team has been requested. An assessment has been commenced. Daniel reluctantly agreed to see a nurse from the team at his home. Current home visit to see Daniel The nurse has met the family at their home and managed to see Daniel on his own. Father was late for the meeting and took over. Daniel admits he has been “picked on” at school and has experienced cyber bulling; he has found this upsetting and is frightened at school; he also mentions that he is not like other boys and has alluded to having disgusting and shameful thoughts. Daniel feels he cannot continue feeling the way he does and his future is mostly pessimistic and the thought of “not being here” has become more predominant. Daniel acknowledges the main thing stopping him is how upset his mother would be if he did take his own life.

All learning outcomes will be assessed

**References**

Baillie, L., 2017. An exploration of the 6Cs as a set of values for nursing practice. *British Journal of Nursing*, 26(10), pp.558-563.

Barrera, a., Attard, c. and Chaplin, r., 2019. *Oxford Textbook of Inpatient Psychiatry. Oxford Textbook in Psychiatry*. 1st ed. Oxford University Press.

Dougherty, l., Lister, s. and West-Oram, a., 2015. *The Royal Marsden Manual of Clinical Nursing Procedures*. 9th ed. Chichester: Willey Blackwell, p.783.

England.nhs.uk. 2019. [online] Available at: <<https://www.england.nhs.uk/wp-content/uploads/2017/04/gender-development-service-children-adolescents.pdf>> [Accessed 21 May 2020].

Files.digital.nhs.uk. 2020. [online] Available at: <<https://files.digital.nhs.uk/A6/EA7D58/MHCYP%202017%20Summary.pdf>> [Accessed 16 May 2020].

Finning, K., Ford, T., Moore, D. and Ukoumunne, O., 2020. Emotional disorder and absence from school: findings from the 2004 British Child and Adolescent Mental Health Survey. *European Child & Adolescent Psychiatry*, 29(2), pp.187-198.

Galderisi, S., Heinz, A., Kastrup, M., Beezhold, J. and Sartorius, N., 2015. Toward a new definition of mental health. *World Psychiatry*, 14(2), pp.231-233.

Gmc-uk.org. 2020. *Principles of Confidentiality*. [online] Available at: <<https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/0-18-years/principles-of-confidentiality>> [Accessed 21 May 2020].

GOV.UK. 2020. *Income Support*. [online] Available at: <<https://www.gov.uk/income-support>> [Accessed 13 May 2020].

Hargraves, I., Montori, V., Brito, J., Kunneman, M., Shaw, K., LaVecchia, C., Wilson, M., Walker, L. and Thorsteinsdottir, B., 2019. Purposeful SDM: A problem-based approach to caring for patients with shared decision making. *Patient Education and Counseling*, 102(10), pp.1786-1792.

Health, I., Smart, C., Auburn, T. and Macmillan, P., 2020. *Interprofessional Care and Mental Health - A Discursive Exploration of Team Meeting Practices | Cordet Smart | Palgrave Macmillan*. [online] Palgrave.com. Available at: <<https://www.palgrave.com/gp/book/9783319982274>> [Accessed 21 May 2020].

Kaltiala-Heino, R., Bergman, H., Työläjärvi, M. and Frisen, L., 2018. Gender dysphoria in adolescence: current perspectives. *Adolescent Health, Medicine and Therapeutics*, Volume 9, pp.31-41.

Kurebayashi, Y., 2018. Comparison of factors predicting nursing skills between general and psychiatric nurses. *Perspectives in Psychiatric Care*, 55(2), pp.183-189.

McKinnon, J., 2018. In their shoes: An ontological perspective on empathy in nursing practice. *Journal of Clinical Nursing*, 27(21-22), pp.3882-3893.

Moray.gov.uk. 2020. *What Is an Educational Psychologist? - Moray Council*. [online] Available at: <<http://www.moray.gov.uk/moray_standard/page_89022.html>> [Accessed 16 May 2020].

nhs.uk. 2020. *Cognitive Behavioural Therapy (CBT)*. [online] Available at: <<https://www.nhs.uk/conditions/cognitive-behavioural-therapy-cbt/>> [Accessed 15 May 2020].

Nmc.org.uk. 2018. *The Code: Professional Standards of Practice and Behaviour For Nurses, Midwives and Nursing Associates*. [online] Available at: <<https://www.nmc.org.uk/standards/code/>> [Accessed 21 May 2020].

Norton, A. and Tan, T., 2019. The relationship between licensed mental health counselors’ political ideology and counseling theory preference. *American Journal of Orthopsychiatry*, 89(1), pp.86-94.

Pilgrim, D., 2017. *Key Concepts in Mental Health*. 4th ed. London: Sage, p.67.

Poole, L., Knight, T., Toumbourou, J., Lubman, D., Bertino, M. and Lewis, A., 2017. A Randomized Controlled Trial of the Impact of a Family-Based Adolescent Depression Intervention on both Youth and Parent Mental Health Outcomes. *Journal of Abnormal Child Psychology*, 46(1), pp.169-181.

smith, l. and mee, s., 2017. patient advocacy: breaking down barriers and challenging decision. *nursing times*, 113(1), pp.54-56.

Solomon, M., 2019. Becoming comfortable with chaos: making collaborative multi-agency working work. *Emotional and Behavioural Difficulties*, 24(4), pp.391-404.

Squires, A., 2017. Evidence-based approaches to breaking down language barriers. *Nursing*, 47(9), pp.34-40.

TJ, T. and WJ, U., 2020. *Nursing Admission Assessment and Examination*. [online] PubMed. Available at: <<https://www.ncbi.nlm.nih.gov/pubmed/29630263>> [Accessed 21 May 2020].

Turner, J., Brown, J. and Carpenter, D., 2018. Telephone-based CBT and the therapeutic relationship: The views and experiences of IAPT practitioners in a low-intensity service. *Journal of Psychiatric and Mental Health Nursing*, 25(5-6), pp.285-296.

Younas, A., Rasheed, S., Sundus, A. and Inayat, S., 2019. Nurses' perspectives of self‐awareness in nursing practice: A descriptive qualitative study. *Nursing & Health Sciences*,.