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| **UNIT SPECIFICATION** | | | | | | | | | | |
| **Unit title** **PROFESSIONAL USE OF THE DEPRIVATION OF LIBERTY SAFEGUARDS (DoLS)** | | | | | | | | | | |
| **Level** | | Level 7 | | Credit value | | 20 (10 ECTS) | | | | |
| **Is this a common unit?** | | | | No | | **Expected contact hours for unit** | | | | 30 |
| **Pre and co-requisites**  Successful completion of ‘The Mental Capacity Act 2005 in Practice.’  Only students who meet the Department of Health regulatory requirements for Best Interests Assessors can undertake this course | | | | | | | | | | |
| Aims To enable qualified health and social care practitioners to demonstrate they have enhanced knowledge and skills to advance their practice capability when working in complex situations.  The aim of this unit is to enable students to develop:   * A substantially advanced level of capability in working with people who use health and social care services, their carers and families; * Critical and analytical skills in systematically developing their own practice when working in complex situations; * The ability to work across organisational and professional settings in exercising professional judgment and responsibility; * Advanced capability in decision making and managing conflict and risk | | | | | | | | | | |
| **Intended learning outcomes (ILOs)**  Having completed this unit the student is expected to:   1. Critically evaluate and demonstrate an applied knowledge of the Mental Capacity Act 2005 and related Codes of Practice 2. Critically appraise the need to keep appropriate records and to provide clear and reasoned reports in accordance with legal requirements and good practice 3. Demonstrate the ability to work with vulnerable people in a manner consistent with the Key Capabilities for Best Interest Assessors | | | | | | | | | | |
| **Learning and teaching methods**  The taught component uses a variety of methods building on student’s professional experience, skills and knowledge. Learning and teaching methods include lectures, discussion groups, reflection on practice and guided independent study. Unit guides and specific reading materials will be designed to enable students to continue in the professional development of their existing knowledge base and maximise opportunities to advance their professional practice. Core text, and encouragement to read widely, will also provide foundation knowledge for students to analyse and advance their professional practice. Bournemouth University’s online learning resources will be used for student learning and support. Other sources of information will include programme handbook and regulations. | | | | | | | | | | |
| **Assessment** | | | | | | | | | | |
| **Formative assessment/feedback**  Guided study session materials are provided for each unit and they will be followed up with informal class discussions and group feedback on work undertaken. Students will have the opportunity to reflect on their work and discuss with peers. Quizzes and practice case studies will be used throughout and group feedback provided as an ongoing element of the programme. | | | | | | | | | | |
| **Summative assessment**  ILOs 1 to 3 will assessed via 100% coursework | | | | | | | **Indicative assessment**  BIA task - students must accompany and observe a practicing Best Interests Assessor undertaking at least one Deprivation of Liberty Safeguards assessment, participating in the process as far as possible. Students will write an accompanying critical reflection on the issues raised by this task and the decision-making process, including consideration of themselves as a learner in a professional role (3000 words). | | | |
| **Indicative unit content**  • The legislative framework for working with adults in circumstances where they may be deprived of their liberty  • Understanding what constitutes deprivation of liberty  • Understanding of and ability to decide whether authorisation of deprivation of liberty is necessary and appropriate  • Professional values and ethics in advancing human rights  • Critical reflection on complex practice  • Reviewing knowledge and theoretical frameworks relevant to professional practice  • Developing a systematic use of knowledge and skills to support problem solving in complex and unpredictable situations  • Understanding of and working with diversity  • Interprofessional and collaborative working in professional practice  • Key capabilities for Best Interests Assessors | | | | | | | | | | |
| **Indicative learning resources**  Brown, R., Barber, P., & Martin, D. 2009 The Mental Capacity Act. Second edition. A guide for practice. London: Sage.  Campbell, A. 2014. Interpreting the Deprivation of Liberty Safeguards legislation. Nursing and Residential Care. 16(1), 52-55.  Carpenter, J. et al. 2014. Deprivation of Liberty Safeguards: what determines the judgements of Best Interests Assessors? A factorial survey. Journal of Social Work. 14(6) 576-593.  Choudhury, T., Muscat, J. & Garbharran, U. 2014. Deprivation of Liberty Safeguards: treating vulnerable patients. Age and Ageing. 43. Supplement 1. 17.  Cottrell, S. 2003. Skills for success: the personal development planning handbook. Basingstoke: Palgrave.  Department for Constitutional Affairs 2005 Mental Capacity Act 2005 Code of Practice London: TSO  Griffith, R. 2014. District nurse’s crucial role in identifying unlawful deprivation of liberty. British Journal of Community Nursing. 19(5), 239-243.  Higgs, J., Richardson, B., and Dahlgren, M. eds. 2004. Developing practice knowledge for health professionals. Edinburgh: Butterworth.  House of Lords. 2014. Post legislative scrutiny of the Mental Capacity Act 2005. London: TSO  HM Government. 2014. Valuing every voice, respecting every right: Making the case for the Mental Capacity Act. London: TSO  Jones, R (Current Edition) Mental Capacity Act Manual London, Thomson/Sweet & Maxwell  Jones, R (Current Edition) Mental Health Act Manual London, Thomson/Sweet & Maxwell  Law Society, The. 2015. Deprivation of liberty: a practical guide. www.lawsociety.org.uk/support-services/advice/articles/deprivation-of-liberty  Letts, P., (Ed). 2010. Assessment of Mental Capacity 3rd edition. The British Medical Association and the Law Society. London: The Law Society.  Letts, P., Marin, M., Terrell, M., Ruck-Keene, A. 2012. Mental Capacity: Law and Practice. 2nd edition. Bristol: Jordans.  Mandelstam, M. 2013. Safeguarding Adults and the Law. 2nd edition. London: Jessica Kingsley Publishers.  Mantell, A & Scragg, T. 2011. Safeguarding Adults in Social Work.2nd edition. London: Sage.  Ministry of Justice. 2008. Mental Capacity Act 2005 Deprivation of Liberty Safeguards Code of Practice to supplement the main MCA 2005 Code of Practice. London TSO  Rolfe, G., Freshwater, D., and Jasper, M., 2001. Critical reflection for nursing and the helping professions; a user’s guide. Basingstoke: Palgrave | | | | | | | | | | |
| **Unit number** |  | | **Version number** | | 1.1 | | | **Date effective from** | Sep 2019 | |