

## Theoretical Principles Underpinning Professional Management of Complex Behaviours in Health and Social Care settings

Module Details	
Module Code:	n/a
Full Title:	Theoretical Principles Underpinning Professional Management of Complex Behaviours in Health and Social Care settings <b>APPROVED</b>
Valid From::	Semester 1 - 2021/22 ( September 2021 )
Language of Instruction:	English
Duration:	1 Semester
Credits::	10
Module Owner::	Geraldine O'Connor
Departments:	Nursing Midwifery & Early Years
Module Description:	The aim of this module is to provide learners, from all health and social care disciplines and settings, with the opportunity to develop the knowledge necessary to understand the theoretical principles underpinning the professional management of complex behaviours within diverse health and social care contexts.

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Critically discuss the relationship between communication and complex behaviours.
MLO2	Critically review evidence and research from a broad range of sources, in order to explore complex behaviours in health and social care contexts from multiple perspectives.
MLO3	Critically discuss the contextual understanding of complex behaviours, including aggression and violence, specific to health and social care contexts.
MLO4	Evaluate the phases of escalation and demonstrate the ability to critically assess and respond effectively with stage specific strategies which meet the needs of the person experiencing distress.
MLO5	Critically review the principles of dynamic risk assessment relating to complex behaviours within health and social care contexts.
MLO6	Critically appraise subject and teaching literature to broaden subject knowledge and to support teaching practice.
MLO7	Critically apply module material in situations involving lone working.
Pre-requisite learning	
<b>Module Recommendations</b> <i>This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).</i>	
No recommendations listed	

Module Indicative Content
<b>COMMUNICATION AND BEHAVIOUR</b> Theories of communication; barriers to communication; and functional communication difficulties Behaviour as communication; challenging behaviour within diverse health and social care contexts. Behaviour as manifestation of unmet needs. Functional assessment of behaviour; positive behaviour support
<b>COMPLEX BEHAVIOURS WITHIN HEALTH AND SOCIAL CARE CONTEXTS:</b> Typologies of complex behaviour including aggression and violence within health and social care contexts. Contextual understanding of factors associated with different manifestations of complex behaviours including aggression and violence, specifically within care contexts. Role of stress, frustration and cognition associated with complex behaviours. Application of contextual understanding to proactively prevent potential conflict and behavioural escalation. Relationship between trauma and complex behaviours: trauma informed care
<b>PSYCHOLOGICAL UNDERSTANDING OF CONFLICT AND COMPLEX BEHAVIOURS AGGRESSION AND VIOLENCE</b> Theories of stress, appraisal and coping. Conflict management and negotiation: definition, recognition and assessment of conflict stages Stage specific interventions to resolve/manage conflict. Negotiation as a process, approaches, strategies and effective negotiation skills. Psychosocial perspectives on aggression and violence : Instinct theory, frustration-aggression hypothesis, aggressive cue theory, excitation-transfer theory, social learning theory, deindividuation theory, social constructivist explanation of aggression. Instrumental aggression; Group and team dynamics: Group dynamics and group cohesion, stages of group formation and development of group cohesion. Use of team interventions, role of team leader and team members, communication within the team. Therapeutic use of self: Self awareness, attribution theory, attitude formation and influence, stereotyping, and prejudice, Management of personal fear. Transference/countertransference issues, Importance of reflective practice and role of clinical supervision. Staff and service user support: recognition of stressors, impact of victimization, and role as witness.
<b>RECOGNITION AND ASSESSMENT OF BEHAVIOURAL ESCALATION.</b> 'Stage' models of behavioural escalation. Verbal and non-verbal manifestations of each phase. Cognitive and physiological alterations during escalation. Needs of the individual during each phase and stage specific interventions that may support the person to ameliorate their distress, and/or to behaviourally deescalate. Employing a trauma informed approach and strategies in responding to escalation. Evidence based methods of risk appraisal and dynamic risk assessment.
<b>RESPONDING TO NEEDS OF PERSON EXPERIENCING DISTRESS/ESCALATION</b> Communication as interventions and skills: Non verbal communication including acknowledging alterations in perception, need for personal space, use of body posture and facial expression, positioning, and proximity that may be employed to deescalate aggression and violence. Verbal and paraverbal communication including purposeful and effective use of volume, tone, rhythm, clarity, brevity, and simplicity De-escalation as intervention: theories and practice. Role purpose and function of assisting others in attempts to de-escalate. Experiences of verbal de-escalation and physical containment interventions as perceived by service users and the implication of these perceptions on practice Debriefing: role and function of 'therapeutic, stress, and operational debrief(s)' Management of impact, stress, and burnout associated with encountering complex behaviours.
<b>DYNAMIC RISK ASSESSMENT</b> Dynamic versus actuarial risk assessment; Risk appraisal client specific cognitive, communicative, verbal; postural, motor activity, spatial behaviours. Principles of prevention/spatial awareness /position/posture/proximity in preservation of personal safety Service specific policies and procedures for preservation of personal safety.
<b>LONE WORKING</b> Application of course learning in situations of 'lone working' including dynamic risk assessment/appraisal policies procedures protocols and practice of proactive and responsive personal safety strategies.

Module Assessment	
Assessment Breakdown	%
Course Work	40.00%
Project	60.00%
Module Special Regulation	

## Assessments

Part Time On Campus			
Course Work			
Assessment Type	Short Answer Questions	% of Total Mark	40
Marks Out Of	100	Pass Mark	40
Timing	n/a	Learning Outcome	1,2,3,4,5,7
Duration in minutes	0		
Assessment Description			
2 hour examination with MCQ and short answer questions covering breadth of course material			
Project			
Assessment Type	Project	% of Total Mark	60
Marks Out Of	100	Pass Mark	40
Timing	n/a	Learning Outcome	1,2,3,4,6
Duration in minutes	0		
Assessment Description			
2000 word assignment providing student with opportunity to critically appraise course material with emphasis on application in care settings.			
No Practical			
No Final Examination			
Reassessment Requirement			
A repeat examination			
Reassessment of this module will consist of a repeat examination. It is possible that there will also be a requirement to be reassessed in a coursework element.			
Reassessment Description			
The student will be provided with the opportunity to repeat components of assessment.			

## Module Workload

This module has no Full Time On Campus workload.

### Workload: Part Time On Campus

<i>Workload Type</i>	<i>Contact Type</i>	<i>Workload Description</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>	<i>Hours</i>
Lecture	Contact	No Description	Every Second Week	3.00	6
Online Contact	Contact	Blended Learning	Once per semester	1.20	18
Practical	Contact	Teaching practice in a service setting	Once per semester	1.20	18
Directed Reading	Non Contact	No Description	Once per semester	3.20	48
Independent Study	Non Contact	No Description	Once per semester	7.33	110
				Total Weekly Learner Workload	15.93
				Total Weekly Contact Hours	5.40

## Module Resources

### Recommended Book Resources

Breakwell G. (1997), Coping with aggressive behaviour, British Psychological Society, London.  
Bowie V. Fisher B. Cooper C.. (2005), Workplace Violence. Issues trends and strategies, Willan publishing, Devon.  
Richter D & Whittington R. (2006), Violence in Mental Health Settings: Causes, Consequences, Management., Springer, New York.

### Supplementary Book Resources

LoBiondo-Wood G. and Haber J.. (2018), Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice, 9th. Elsevier, St. Louis, Missouri, [ISBN: 9780323431316].  
Polit D.F. and Beck C.T.. (2018), Essentials of Nursing Research: Appraising Evidence for Nursing Practice, 9th. Wolters Kluwer, Philadelphia, [ISBN: 1496351290].  
Bryman A.. (2016), Social Research Methods, 5th. Oxford University Press, Oxford, [ISBN: 0199689458].  
Bastable S.B.. (2019), Nurse as Educator: Principles of Teaching and Learning for Nursing Practice, 5th. Jone & Bartlett Learning, Burlington, [ISBN: 1284127206].  
O'Connor A.B.. (2014), Clinical Instruction & Evaluation: A Teaching Resource, 3rd. Jones & Bartlett Learning, Burlington, [ISBN: 0763772240].  
Lalor K. and Share P.. (2013), Applied Social Care: An Introduction for Students in Ireland, 3rd. Gill and McMillen, Ireland, [ISBN: 9780717156238].

### Recommended Article/Paper Resources

Health and Safety Authority of Ireland. (2006), Guidance Document for the Healthcare Sector - How to develop and implement a Safety and Health Management System., Health and Safety Authority of Ireland. Dublin.  
McKenna K. (2008), Linking Service and Safety: Together creating safer places of service., Health Service Executive Dublin.  
NICE Guideline NG10. (2015), Violence and Aggression Short-term management in mental health, health and community settings., British Psychological Society and The Royal College of Psychiatrists., London.

*This module does not have any other resources*