

## Introduction to the Mental Capacity Act 2005

The following is an example of a session plan that we delivered by Skills for Care in 2015. Further training materials are available from Skills for Care's free [Learn from Others](#) resource.

Time	Session	Activity
	Preparation	Check that the content of the resources used are: <ul style="list-style-type: none"> <li>• Current</li> <li>• Valid</li> <li>• Authentic</li> <li>• Sufficient</li> </ul>
15 mins	<p><b>Ice Breaker</b></p> <p>Discussion &amp; Feedback</p> <p>Aim(s): Record what your broad purpose or general intention of the Ice Breaker is</p> <p>Objective(s): Record specifically what you expect the individual to be able to do, show or say following the Ice Breaker</p>	<p><b>Pairs / small groups/ large groups</b></p> <p>Getting here today: what decisions did I have to make</p> <ul style="list-style-type: none"> <li>• From the moment of waking identify the decisions you made to enable you to be here, e.g. shall I go to work today or shall I stay in bed? Write in a list</li> <li>• Hand list to the next person and then each one look at the new list to see if the same or different</li> <li>• Option to do another 'pass on' so would have looked at self and 2 others</li> <li>• Gain feedback from group</li> </ul> <p>NB: Further develop this activity by exploring in pairs or larger group other people making these decisions for you</p> <p>Online sources of free icebreakers:</p> <ul style="list-style-type: none"> <li>• <a href="#">About.com</a>: Icebreakers</li> <li>• <a href="#">Business Balls</a>: Team-building games, ice-breakers and energisers</li> <li>• <a href="#">Dick Barton</a>: Free downloads</li> <li>• <a href="#">Educational Consulting</a>: Icebreakers</li> <li>• <a href="#">Group Games</a>: Icebreaker games</li> <li>• <a href="#">Icebreakers.ws</a>: Icebreakers, games and group activities</li> <li>• <a href="#">I-tech</a>: Icebreaker activities</li> <li>• <a href="#">Reproline</a>: Icebreakers &amp; introductions</li> <li>• <a href="#">TrainerBase</a>: Icebreakers, warm ups and warm downs</li> </ul>

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		<ul style="list-style-type: none"> <li>• <a href="#">Trainer Bubble</a>: Energisers, icebreakers &amp; games</li> <li>• <a href="#">Ultimate Camp Resource</a>: Icebreakers</li> </ul>
<p>20 mins</p>	<p><b><u>Overview of MCA 2005</u></b></p> <p>Reading, Discussion &amp; Feedback</p> <p>Aim(s): Record what your broad purpose or general intention of the Overview is</p> <p>Objective(s): Record specifically what you expect the individual to be able to do, show or say following the Overview</p>	<p><b>Individual/ pairs / small groups read and discuss:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Care Certificate Standard 9 workbook, p12 – 13</a></li> <li>• <a href="#">Care Certificate Standard 3 workbook, P1-2</a></li> <li>• <a href="#">SCIE's At a glance 5: Mental Capacity Act 2005</a></li> </ul> <p>Can give quiz before or after reading and discussion:</p> <h3>Quick quiz</h3> <p>Answer yes or no to the following questions</p> <ol style="list-style-type: none"> <li>1. Is there a 'best' way to assess capacity to make a decision?</li> <li>2. Can a person's capacity to make a particular decision be affected by any of the following:             <ol style="list-style-type: none"> <li>a. stroke</li> <li>b. alcohol</li> <li>c. fever</li> <li>d. mental illness</li> <li>e. drug misuse?</li> </ol> </li> <li>3. Does a person's capacity to make a particular decision always stay the same?</li> <li>4. Can you tell a person's capacity to make a particular decision by the way they look?</li> <li>5. Can you tell a person's capacity to make a decision by the way they behave?</li> <li>6. Does the person who can act as an attorney under a Lasting Power of Attorney have to be a solicitor?</li> <li>7. Can a valid and applicable advance decision to refuse life-saving treatment be ignored?</li> <li>8. Can a social worker, on their own, decide if a person who lacks capacity to make a particular decision should be given medical treatment?</li> <li>9. Is a decision maker, or informal carer, for a person who lacks capacity to make a decision entitled to every item of information about the person who lacks capacity?</li> </ol> <p>NB: Question 2 is where answer is Yes, all others are No</p>
<p>10-20 mins (7 mins video + feedback &amp; discussion time)</p>	<p><b>Different aspects of the MCA - respecting decisions: Video Activity</b></p> <p>Aim(s): Record what your broad purpose or general intention of respecting decisions video and</p>	<p><b>Individual/ pairs / small groups/ large groups</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SCIE's Respecting right to make unwise decision video</a></li> </ul> <p>Having watched video now complete activity 9.6b in:</p> <ul style="list-style-type: none"> <li>• <a href="#">Care Certificate Standard 9 workbook, p25</a></li> </ul>

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	<p>discussion is</p> <p>Objective(s): Record specifically what you expect the individual to be able to do, show or say following respecting decisions video and discussion</p>	
<p>10-20 mins (7 mins video + feedback &amp; discussion time)</p>	<p><b>Different aspects of the MCA – contributing to an IMCA assessment: Video Activity</b></p> <p>Aim(s): Record what your broad purpose or general intention of contributing to an IMCA assessment video and discussion is</p> <p>Objective(s): Record specifically what you expect the individual to be able to do, show or say following the contributing to an IMCA assessment video and discussion</p>	<p><b>Individual/ pairs / small groups/ large groups</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SCIE’s Role of the Independent Mental Capacity Advocate video</a></li> </ul> <p>Having watched video now complete activity 9.6c &amp;9.6d in:</p> <ul style="list-style-type: none"> <li>• <a href="#">Care Certificate Standard 9 workbook, p26-27</a></li> </ul>
<p>15-30mins</p>	<p><b>Different aspects of the MCA: Case Studies</b></p> <p>Aim(s): Record what your broad purpose or general intention of the case studies are</p> <p>Objective(s):</p>	<p><b>Individual/ pairs / small groups</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Learner Workbook: Awareness of the Mental Capacity Act 2001 (MCA01) Level 3 (access via Learn from Others free “Learning Materials” section)</a></li> </ul> <p>Review case studies and training materials p.9 scenario 1 ‘Doreen’ - consent p.13 scenario 2 ‘Jo’ – unwise decisions / safeguarding p.17 scenario 3 ‘Mrs Brown’ – capacity</p>

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	Record specifically what you expect the individual to be able to do, show or say following the case studies	Having read scenarios now complete activity 3.2b&c in; <ul style="list-style-type: none"> <li>• <a href="#">Care Certificate Standard 3 workbook p11</a></li> </ul>
15-30mins	<p><b>Different aspects of the MCA: Your own case studies</b></p> <p>Aim(s): Record what your broad purpose or general intention of the case studies are</p> <p>Objective(s): Record specifically what you expect the individual to be able to do, show or say following the case studies</p>	<p><b>Individual/ pairs / small groups</b></p> <p>Having identified your own scenarios now complete activity 3.2a in;</p> <ul style="list-style-type: none"> <li>• <a href="#">Care Certificate Standard 3 workbook p10-11</a></li> </ul>
20-30mins Each module	<p>All aspects of the MCA</p> <p>e-Learning modules</p> <p>Aim(s): Record what your broad purpose or general intention of the e-learning module is</p> <p>Objective(s): Record specifically what you expect the individual to be able to do, show or say following the e-learning module</p>	<ul style="list-style-type: none"> <li>• <a href="#">SCIE's e-Learning: Mental Capacity Act</a></li> </ul>
	Aide memoire	Skills for Care has produced a pocket sized guide containing the five key principles;

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		<ul style="list-style-type: none"><li>• <a href="#">Mental Capacity Act card</a></li></ul>
	Evaluation	<p>Both individual and facilitator evaluate each session if done separately or as a whole if delivered as one session:</p> <ul style="list-style-type: none"><li>• Were the outcomes successfully achieved?</li><li>• Do any improvements need to be made?</li><li>• What difference has this made to the individual's thinking and practice</li><li>• What further learning is required?</li></ul>

## Resources

- [Care Certificate Workbooks and presentations](#)
- [DH MCA training material](#)
- [SCIE resources](#)
- [Learn from Others](#)
- [Recommendations for CQC Providers Guide – section 5](#)