UNIT 2: Problems, disorders and populations

Module: Adult Mental Health

Module co-ordinator: Dr Imogen Hobbis

2016-17 (2014+15 Cohort i.e. Years 2&3)
Aims and learning objectives of the module:

The Adult Mental Health Module is taught across all three years. The teaching will be integrated with relevant sessions from other modules (particularly Core Competencies in Unit 1 and all four modules in Unit 3). The module aims to equip trainees with the knowledge and skills to work effectively with individuals with mental health problems, their carers and other professionals. By the end of the module, trainees will be able to: assess the needs and preferences of people with mental health diagnoses; use appropriate psychometric tools and outcome measures; formulate problems taking account of an individual’s physical health, disabilities, sensory difficulties and experience of health services; evaluate understand factors that promote resilience and recovery; and recognise and address discriminatory attitudes and practice. They will be aware of NICE guidelines and evidence-based psychological approaches for working with mental health disorders and will have a basic knowledge of psychopharmacological approaches.

Year 2 (2015 Cohort)

1. Evidence-based practice with personality disorder (half-day)
   - To present the key characteristics and symptoms associated with a range of anxiety and depression presentations
   - To reflect on the use and utility of the diagnostic term Personality Disorder
   - To develop an awareness of NICE guidelines, and treatment approaches with gathering evidence
   - To consider the extent to which working with someone with PD is different to working with any other diagnosis
   - To consider how integrating ideas can help individuals and teams work with personality disorder
   - To reflect on the use and utility of the term Personality Disorder
   - To develop an awareness of NICE guidelines, and treatment approaches with gathering evidence
   - To consider the extent to which working with someone with PD is different to working with any other diagnosis
   - To consider how integrating ideas can help individuals and teams work with personality disorder
   - To look at personality disorder across the lifespan

2. Psychosis (1 day)
   - To introduce psychological models of psychosis, their underlying concepts and their relationship to more medical models of schizophrenia.
   - To review the evidence base for psychological interventions in psychosis and key research studies informing theoretical developments.
   - To practice specific engagement skills relevant to psychosis and to understand the theoretical rationale for these.
   - To look at psychosis across the lifespan

3. Dissociation (½ day)
- To introduce the symptoms of dissociation within a transdiagnostic framework
- To understand how to recognise and assess dissociation
- To consider theoretical approaches and evidence-based practice to work with these presentations

4. Eating disorders – adults and young people (1/2 day)
- To present the key characteristics and symptoms associated with a range of eating disorder presentations
- To introduce assessment tools and NICE guidelines
- To consider theoretical approaches and evidence-based practice to work with this presentation
- To look at eating disorders across the lifespan

Year 3 (2014 Cohort)

5. Adult survivors of child sexual abuse (1/2 day)
- To discuss issues around safe therapeutic disclosure
- To outline common sequelae of sexual abuse
- To outline therapeutic considerations in working with people with these experiences
- To remind trainees of the safeguarding framework surrounding this work (child and vulnerable adult)

Year 1

6. Introduction to anxiety and depression (half day)
- To present the key characteristics and symptoms associated with a range of anxiety and depression presentations
- To highlight some of the major assessment considerations including psychometric tools
- To outline theoretical perspectives
- To look at depression and anxiety across the lifespan
- To introduce NICE guidelines and evidence-based practice when working with depression

7. Psychopharmacology (half-day)
- To describe psychiatric medication in the treatment of psychosis (anti-psychotic medications/neuroleptics)
- To describe psychiatric mediation in the treatment of mood disorders (tricyclics, SSRIs and MAOIs inhibitors)
- To present the psychiatric medication in the treatment of anxiety presentations (Anxiolytics)

Teaching sessions from other modules which have significant content related to this module:

Year 1 curriculum for 2016 intake is being revised in line with the curriculum update. These historical details are for information only.
CRITICAL PSYCHOLOGY
Social Context of Clinical Psychology (Year 1, ½ day)

CBT:
CBT for Depression (Year 1, ¾ day)
CBT for Anxiety (Year 1, ½ day)
Panic: Theory, presentation, assessment and intervention (Year 1, ½ day)
Social Anxiety Disorder (Year 1, ½ day)
CBT for OCD (Year 1, ½ day)
CBT for Generalised Anxiety Disorder (Year 1, ½ day)
CBT for PTSD (Year 1, ½ day)

CAT:
Applying the CAT model to personality disorders (Year 2, 1 day)
CAT and adult survivors of CSA (Year 3, 1 day)
CAT in Eating Disorders (Year 3, ½ day)

Additional Learning resources
UEA TV podcast about a service user (Tom Shakespeare and Amanda Green)

Key references:


See also NICE guidelines on “mental health and behavioural conditions” for: Anxiety; Bipolar Disorder; Depression; Eating disorders; Personality Disorders; Psychosis and schizophrenia; Self-Harm.

These can be found at:

http://www.nice.org.uk/guidancemenu/conditions-and-diseases/mental-health-and-behavioural-conditions

See also DCP documents on current thinking in relation to specific disorders.

On psychosis and schizophrenia:


On bipolar disorder:


On diagnosis:


HCPC (2015) standards of proficiency covered by the module:

2. Be able to practice within the legal and ethical boundaries of their profession
3. Be able to maintain fitness to practice
5. Be aware of the impact of culture, equality and diversity on practice
7. Understand the importance of and be able to maintain confidentiality
8. Be able to communicate effectively
9. Be able to work appropriately with others
11. Be able to reflect on and review practice
12. Be able to assure the quality of their practice
13. Understand the key concepts of the knowledge base relevant to their profession
14. Be able to draw on appropriate knowledge and skills to inform practice
15. Understand the need to establish and maintain a safe practice environment