



Our Programmes:

# Mental Health Practice



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- AMHP Refreshers
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# Learning Outline:

## *Mental Health Conditions*



Mental health issues affect one in four of the population at some point in their lives, yet there is still much misunderstanding and stigma associated with these conditions.

Mental health influences how we think and feel about ourselves, about our future and about others and how we interpret events. It affects our capacity to learn, to communicate and to form, sustain and end relationships. It also influences our ability to cope with change, transition and life events.

This one-day course has been specifically designed to provide a foundation level of understanding and awareness

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- A greater understanding of mental health, mental wellbeing and mental health conditions
- To explore issues regarding mental health in terms of need and risk
- To promote awareness and discussion of key issues such as jargon, stereotypes, stigma and diversity
- To equip delegates with the skills and confidence to challenge negative perceptions of mental health within the work environment
- Increased confidence in identifying early signs of emerging mental health difficulties
- How to manage an individual's mental health difficulties appropriately within a service environment
- An increased understanding of professional boundaries and knowing when to seek specialist support

# Learning Outline:

## *Risk & Risk Management for Mental Health Practice*



Risk assessment is a core part of the social work role, and practitioners are required to make complex decisions in pressurised situations on a regular basis. While not every decision will prevent the worst from happening, it is vital that Mental Health Social Workers (MHSW) are defensible in their assessments, able to apply it to the frameworks they need to work within, and to ensure any subsequent interventions that are carried out are transparent and appropriately evidenced.

This one-day programme is designed to support Mental Health Practitioners to reflect upon and further develop their risk management practice within the context of mental health and social care practice.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- An increased awareness of the importance of evidencing decisions around risk and risk management within the context of formal and informal mental health contexts.
- An understanding of static and dynamic risks and how these can be used within assessment and risk management plans.
- The ability to reflect on own risk management skills and identify further development needs.
- An understanding of how to apply learning from this session to own practice.

# Learning Outline:

## *Older People & Mental Health*



Within the context of an aging population the mental health of older people, often impacted by a wide range of social and psychological issues, has become a significant consideration for those working with older people.

With an increase in organic mental health difficulties, combined with the continuation of functional mental health problems and increasing use of alcohol and other drugs amongst older people, it is becoming important for practitioners to have an understanding of how mental health problems of varying kinds can affect and impact upon the wellbeing of older people.

This one-day programme is designed for those working with older people in health and social care settings.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understanding of the key issues that affect older people and impact on mental wellbeing.
- Consideration of organic and functional mental health and the resulting difficulties.
- Awareness of the interaction between aging and the development or exacerbation of mental health symptoms and how to assess this in practice.
- Increased understanding of the role of alcohol within older people's mental health
- The opportunity to reflect and access peer support focused on issues of assessing older people in health and social care settings.

# Learning Outline:

## *Working with Personality Disorder*



People with personality disorders present a significant challenge for public services with varying views on the most appropriate course of action for those coming to the attention of secondary mental health and other public services.

This one-day programme is designed to support practitioners to explore best practice approaches when working with individuals who may be diagnosed as experiencing a personality disorder. What personality disorder means and the ways in which people affected by the disorder present will be considered.

Participants will be encouraged to critically reflect on their previous experience of assessment and apply the evidence-base and good practice guidelines relating to assessment and treatment.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To will gain knowledge about how to take positive risks and make the best possible decisions for people with Personality Disorders
- Understand what personality disorder means and how it can present in the context of a health & social care or mental health assessment.
- Consider the impact of labels, values and stigma on decision making and service responses.
- Understand risk and risk assessment with individuals presenting with personality disorder
- Consider how to respond and relate to individuals presenting with personality disorder.
- Increased understanding of working with Personality Disorder under the Mental Health Act 1983



# Learning Outline:

## *Suicide, Risk and Safeguarding*



Risk assessment is a core part of the mental health practitioner role, and professionals are required to make complex decisions in pressurised situations on a regular basis.

While not every decision will prevent the worst from happening, it is vital that professionals are defensible in the assessment and any subsequent interventions that are carried out are transparent and appropriately evidenced. Suicide and safeguarding are two areas where professionals are required to manage complex risk decisions.

This one-day programme is designed as a refresher, participants will have the opportunity to reflect on practice, consider models and methods and apply their learning to understanding risk and positive risk in its situational context.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- An understanding of the decision-making practices they undertake within professional roles, and the factors that impact upon them.
- An increased awareness of the importance of evidencing decisions around risk and risk management within the context of mental health crisis, including an awareness of positive risk and situational risk.
- An understanding of static and dynamic risks and how these can be used within the assessment and risk management plan.
- The ability to reflect on own risk management skills and identify further development needs.
- To consider suicidality in men and the possible causes and impacts, including consider suicide from a social perspective.

# Learning Outline:

## *Working with OCD*



Not all obsessive thoughts and compulsive behaviours are symptoms of a mental health problem. Most of us have worries, doubts and superstitious beliefs. It is when these thoughts and behaviours make no sense, cause distress or affect day-to-day life that it is called Obsessive Compulsive Disorder (OCD).

OCD can be a highly disabling condition; the individual becomes trapped in a pattern of repetitive thoughts and behaviours that distressing and extremely difficult to overcome. For those supporting individuals experiencing OCD symptoms it can be frustrating and deskilling.

This course will increase delegates understanding of OCD and how to work with it, providing a reflective space for practitioner to critically reflect on the impact of this disorder on a persons' circumstances and overall wellbeing.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Define and understand the basis of OCD.
- Understand theories of causation.
- Explore the individual's' experience and how this might impact on presentations of other mental disorders
- Understand the symptoms, effects and treatment options for OCD and the risks it can present.
- An awareness of how best to support individuals with OCD.

# Learning Outline:

## *Substance Use & Mental Health*



Dual diagnosis or co-morbidity of problematic substance use and mental health issues is an increasingly common problem within treatment services. Individuals presenting with dual issues can be particularly challenging, in terms of both engagement and interventions, and workers need to develop a basic understanding of both common mental health issues and the possible relationships between problematic substance use and mental health difficulties.

This course is aimed at practitioners within health & social care services who work with individuals using drugs or alcohol and experiencing mental health difficulties. It will provide participants with an understanding of the complexities involved and the knowledge needed to challenge commonly held beliefs and develop appropriate interventions.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- An understanding of how drug and alcohol problems and mental health problems interrelate.
- An awareness of the common substances of misuse and how they impact on mental health conditions.
- An awareness and understanding of the changing patterns of drug use, the social factors influencing this trend and its impact on health & social care practice.
- An understanding of when to assess someone who presents as under the influence of substances and when to wait.
- An awareness of risk assessment and management issues with those individuals with co-existing conditions.

# Learning Outline:

## *Substance Use & Mental Capacity*



This one-day programme is designed for Adult Social Care Staff including AMHPs and BIAs to consider the complexities of working with Adults who use substances and alcohol which is impacting on their capacity.

This course looks at the Mental Health Act, Mental Capacity Act and the Care Act and the guidance the legislation provides in relation to key areas such as assessing capacity and risk and whether to intervene.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- An understanding of the relationship between substance use/alcohol and capacity.
- An opportunity to explore the relationship between substance use and capacity including the right to make unwise decisions, fluctuating capacity and the principle of least restriction when intervening.
- Understanding the interface between the Mental Health Act and Capacity Act when assessing individuals with substance use issues.
- Assessing Risk with Individuals that use substances.
- Options for intervening with individuals that use substances.

# Learning Outline:

## *Perinatal Mental Health*



Guidance issued in 2019 indicated that between 10 and 20% of women experience some mental health issues during pregnancy and during the 12 months immediately after giving birth. Most commonly these difficulties are anxiety and depression, which can reach a crisis point if not identified and responded to.

Many women feel shame, guilt or fear at experiencing depression or anxiety that is linked to motherhood and as a result are less likely to seek help this is often compounded by cultural stereotyping around maternal instincts and social stigma of mothers who may be struggling.

This session gives an overview of key issues, risks and dilemmas in relation to mental health practice with women who are pregnant or have recently given birth.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- the presentation and aetiology of mental disorders in the perinatal period and potential risks to the mother and her infant and/or others
- the impact of research, policy, case law, and practice issues when assessing women in perinatal period and considerations for managing risk
- the impact of mental disorder in the perinatal period on the mother, her infant, her relationship and wider family practice and ethical dilemmas facing professionals working in both childrens' and adult services.

# Learning Outline:

## *Working with Adult Attachment*



Until recently the concept that attachment disorder could continue to have profound implications for adult relationship building was little understood. Now however the principles and theories are being applied in both adult and children's services to assess and support a range of relationship-based interventions, ranging from considering its impact on parenting, through to how it manifests in relation to help-seeking and accessing social supports and structures.

This session has a dual purpose. It is aimed at children's social care staff undertaking assessments for parenting and for adult social care staff working with individuals that continue to be impacted by attachment issues into adulthood

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Have an overview of attachment theory and an understanding of how attachment develops and manifests in adulthood.
- Understand how experiences in early relationships can create internal working models and attachment styles and how this may affect future relationships.
- Understand and be able to identify the attachment styles of the adult carers in the adult relationships (secure / anxious-preoccupied / dismissive-avoidant / fearful-avoidant), understand how this may impact on their emotional resilience.



# Learning Outline:

## *Risk Assessment within a Strengths Based Approach*

A focus on strengths does not mean that risks should not be actively managed. Part of the strengths-based approach is the focus on supporting and co-producing support with individuals and this applies to risk management as much as any other area of care and support.

The introduction of frameworks such as making safeguarding personal (MSP) and the principles of the mental capacity act, support positive risk in practice, with practitioners increasingly required to facilitate positive risk as a core part of their practice.

To develop the skills and confidence needed to enable risk in practice, social workers and social care assessors need to ensure they take a critical view to assessment and engagement in practice.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Explain and demonstrate application of the MCA , Care Act and other related safeguarding legislation and procedures when assessing risk.
- Discuss and evidence defensible decision making.
- Recognise and apply a positive risk approach for adults who have capacity but appear to be under duress.
- Recognise that risk assessment of both future and current danger is integral to the safeguarding process and apply a positive risk-taking approach.

# Learning Outline:

## *Mental Health, Substance Misuse & Domestic Abuse*



This one-day course looks at the complexities created by co-morbidities of domestic abuse, substance or alcohol use and mental health issues. Evidence has long shown there is often a strong correlation between these issues, with one primary issue often contributing to the presence of the others.

The course includes being aware of the DASH Risk Assessment Tool, MARAC process and other Multi-Agency Approaches to managing complex risks. Delegates will be supported to explore some of the strategies that can be used to positively engage with Adults who are experiencing these needs and to be confident in both Risk Assessment and Safety Planning.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand and increase confidence in the assessment and management of risk in complex situations involving the triad of mental health, substance misuse and domestic abuse.
- Understand the impact of the 'toxic trio' on the assessment and management of risk.
- Understand the link between the 'toxic trio' and safeguarding issues.
- Consider the issues of Capacity and the rights of Adults to make unwise decisions
- Knowledge of key tools and approaches, including the DASH tools.
- Be aware of the impact on any children who may be in the household and how to refer.

# Learning Outline:

## *Working with Hoarding Behaviour*



With an estimate of between 2-5% of the population affected to some degree by hoarding, it is becoming more likely that health and social care professionals will encounter the issue in their day-to-day practice.

This one-day programme is designed to provide an understanding of the key issues, presentations and risks, and provide participants with the opportunity to reflect upon and develop the skills required to engage with and support individuals who may be affected by hoarding.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- An increased understanding of hoarding as an obsessive-compulsive disorder and ability to identify risks and indicators associated with hoarding behaviour.
- Increased skills in the assessment and management of risk and engagement with people at-risk as a result of hoarding behaviour.
- Understanding of the change cycle and motivational techniques to support relationship building and strategies to address hoarding behaviour.
- Development of skills and strategies needed when supporting individuals who hoard / are at risk of hoarding, including the approach taken by the Fire Service (clutter ratings).

# Learning Outline:

## *ADHD Awareness for Adult Social Care*



This course is aimed to provide a basic awareness of ADHD in adults for social care and health staff and carers.

ADHD has been misunderstood for many years and consequently it has been misdiagnosed in children, but this is slowly changing overtime. However, Adult ADHD often still fails to be recognised causing significant difficulties for adults who struggle to get a diagnosis and treatment. Both misdiagnosis and lack of diagnosis has left thousands and thousands of people struggling to understand and manage situations at home, at school, in work, relationships and social settings, affecting self-esteem, confidence, mental health and well-being.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Look at myths and facts surrounding ADHD.
- Support an accurate understanding of ADHD in adults including the basic neurology of the ADHD brain.
- Give confidence to practitioners in recognising key signs and behaviours associated with ADHD.
- Develop an empathic understanding of all those affected by ADHD (directly and indirectly), in understanding the impact of how it affects daily living experiences.
- Raise an awareness of treatments including drugs and associated side effects and a range of therapeutic interventions.
- Consider a range of strategies to support successful engagement and relationships with those affected by ADHD.
- Support delegates in identifying and using useful guidance and resources to support them in continuing to develop practice.

# Learning Outline:

## *Trauma-Informed Practice*



There is increasing awareness that a significant proportion of service users are suffering from the effects of trauma, resulting from experiencing events such as childhood abuse, adult assault, neglect, domestic abuse, discrimination, modern-day slavery or the impacts of pandemic, war or terrorist events.

This one-day course introduces and provides the opportunity to improve practitioner understanding of the impact of trauma and the concepts behind trauma-informed practice, with the aim of equipping participants with both understanding and tools for practice.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- An increased understanding of the impact of trauma on an individual's emotional and social health and well-being.
- Knowledge of the key messages, data and evidence-base underpinning trauma-informed approaches.
- An understanding of the principles, values and key models underpinning the trauma-informed approach.
- An opportunity to apply trauma-informed tools to the practice context.
- An opportunity to critically reflect on own practice and identify developments that supports a trauma-informed approach.

# Learning Outline:

## *Parental Substance Use*



Substance and alcohol use are prevalent factors in many concerns regarding children's welfare. This training will improve delegates understanding of substance use and the potential impacts it may have on parenting capacity and children's welfare.

The course looks at improving delegates knowledge of substances, how to assess the impacts and risks and how to engage and offer intervention to families to reduce harm.

The course will briefly explore the impact of substance use on other factors such as domestic abuse, mental health, physical health and social functioning.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand what Hidden Harm means.
- Understand the Hidden Harm stressors and how they are related.
- Recognise signs and symptoms of hidden harm
- Understand the Impact on children
- Understand the Impact on parents / carers
- Be able to risk – assess hidden harm effectively.
- Understanding Crisis Theory and its impact on families
- Provide a range strategies for engagement and assessment that can be used with families and children where Hidden Harm is identified
- Referral options and actions

# Learning Outline:

## *Parental Mental Health*



This one-day programme is designed for Children's Social Care Staff who are working to support children and their families where there are parental mental health needs.

The course is aimed to give staff empathy and insight into the difficulties that parents with mental health issues may have in engaging with Children's Social Care and empower them with strategies to engage them. This will include supporting parents to understand the impact of their needs on their child(ren) and working with them where possible to make positive changes.

This course will also look at communicating decisions and difficult messages, risk assessment and de-escalation.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand why a parent with mental health needs may struggle to engage with professionals from Children's Social Care, including some of the common underlying experiences leading to parental mental health issues.
- Use a range of communication approaches to support parents to engage with parenting and support plans.
- Safely communicate difficult decisions.
- Support parents with mental health needs to understand the perspective and experience of their child.



# Learning Outline:

## *Risky Behaviour: Young People and Self-Harm*

This programme explores the needs of young people with mental health issues, particularly in respect of Self-Harm, the course looks at the triggers prompting self-harm, the likely types of harm and the expression of feelings that self-harm is intended to portray; the risks and likelihood of self-harm being an indicator of emerging mental disorder or suicide and how to assess this are explored, including relevant risk frameworks and consideration of when an assessment under the Mental Health Act may be required.

The course explores the relevance of Child and adolescent development and the social / medical / psychological perspectives, as well as factor that promote resilience and interventions that may assist young people to employ alternative coping mechanisms.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Identify different types of self-harm and understand that self-harm is a common human behaviour.
- To understand the reasons why people may choose to self-harm, and its potential purpose and function in the individual's life.
- To understand the psychological, social and physical issues, including an awareness of the risks that self-harm may present in each area.
- Have an awareness of practical strategies that can be used to support individuals and be able to identify when specialist help is needed and how this is accessed.
- To identify and address your own beliefs and values in relation to self-harming behaviour and understand how these shape your reactions as a worker.

# Learning Outline:

## *Young People & Common Mental Health Problems*



What people understand by mental health and well-being are influenced by age, class and gender, as well as people's experiences, expectations and cultural and religious beliefs. Mental health influences how we think and feel about ourselves, about our future and about others, and how we interpret events. It affects our capacity to learn, to communicate and to form, sustain and end relationships. It also influences our ability to cope with change, transition and life events.

This one-day course has been specifically designed for professional staff to provide an overview of common mental health conditions in young people, and an opportunity to explore how these might present with the families that they serve.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Identify different types of self-harm and understand that self-harm is a common human behaviour.
- To understand the reasons why people may choose to self-harm, and its potential purpose and function in the individual's life.
- To understand the psychological, social and physical issues, including an awareness of the risks that self-harm may present in each area.
- Have an awareness of practical strategies that can be used to support individuals and be able to identify when specialist help is needed and how this is accessed.
- To identify and address your own beliefs and values in relation to self-harming behaviour and understand how these shape your reactions as a worker.

# Learning Outline:

## *Cultural Competency & Diversity in Mental Health*



Cultural sensitivity is more than recognising differences in race or religion, it involves recognising that we are all shaped by our experiences and are influenced by cultural norms and understanding. All our interactions and communications are interpreted via cultural filters, and it is an understanding of these and how they can impact on working in teams and groups that will be the focus of the day.

Diversity is about more than just difference; it is about the use of power within our society and structures. This one-day course will consider culture and diversity issues within groups and teams and how our experiences are shaped by our own cultural filters.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- To increase understanding and awareness in relation to working with and alongside individuals from different cultural and social groups and how these influence how we all experience and engage in professional interactions.
- To consider diversity as a power issue and how this might impact on health and social care practice and professional dynamics.
- To reflect on the cultural diversity within participants practice areas, and consider how this might impact on the individual, family and community and how they experience public services.
- To explore concepts of discrimination and oppression arising due to diversity issues. Including how organisational / professional cultures can impact on the experience of individuals working within and/or using public services.

# Learning Outline:

## *Unconscious Bias in Mental Health Practice*



The experience of individuals from diverse cultural backgrounds has long been identified as an aspect of the individuals' identity that effects the person's illness, recovery and treatment experience. BAME groups are disadvantaged because of these impacts with greater levels of detention, sedation and use of s136 being key elements that have been repeatedly reported as issues in service delivery.

The course will consider the assessment and experience of people from BAE minorities who have mental health with a focus on critical reflection and application to practice. This course will provide participants with practical and theoretical knowledge, skills and experience, in working with people from the BME communities and the opportunity to reflect on own and other biases within the system.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Develop a deeper understanding of non-western cultural and spiritual perspectives on mental health, including an awareness of cross-cultural differences.
- Understand what is known about the development and prevalence of mental disorder, in certain ethnic groups. Consideration of strategies for improving mental health and wellbeing amongst BME communities.
- Consideration of how MH services could be more culturally 'capable', including the opportunity to reflect on own practice
- Greater awareness and understanding of unconscious biases, and how they often emerge in practice. With guidance on how to challenge oneself and other practitioners

# Learning Outline:

## *Motivational Interviewing in Mental Health Settings*



This session is designed to support mental health practitioners and staff to feel better equipped to engage reluctant service users or family members in services by using communication techniques aimed at eliciting behaviour change by helping clients to explore and resolve ambivalence.

Delegates will learn how to support Service users to actively encourage and utilise their own strengths, those of their networks and services to meet their own needs.

Participants will learn how to apply the stages of change model and understand the purpose and principles of Motivational Interviewing as a person-centred approach to maximise positive change.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- An understanding of the Stages of Change model and how this can guide intervention selection and the key theory, principles and philosophy underpinning a motivational approach.
- Understanding MI as a key tool within a Relational Model of practice
- An understanding of how to 'roll with resistance' to avoid entrenching behaviours.
- An understanding of what is meant by ambivalence and how to approach it to support self-efficacy.
- An understanding of how to apply the tools for change such as working with scales and decisional balancing can be used to maximise commitment to change.

# Learning Outline:

## *Brief Solution Focused Approaches*



Brief Solution Focused Therapy (BSFT) is based on a variety of approaches to psychotherapy. It differs from other approaches in that it emphasises (1) a focus on a specific goal and (2) direct intervention. It also emphasises precise observation, utilisation of natural resources, and temporary suspension of disbelief to consider new perspectives and multiple viewpoints. It is unique in that it focuses on solutions, rather than problems.

This course aims to equip workers with the awareness of benefits of applying a solution focused approach.

Participants will learn how to apply BSFT techniques to help service users to identify and work towards positive goals and make the desired changes to their lives.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- An increased understanding of the solution focused approach
- How beliefs and values impact upon the worker-service user relationship
- Relationship and rapport building in the context of working towards goals
- Negotiating goals and supporting achievements.
- Practice the skills needed to effectively apply BSFT into practice.
- Supporting individuals to identify and implement their own solutions.
- An understanding of how to apply the tools for change such as exceptions, scales and miracle questioning.

# Learning Outline:

## *Mental Health & Learning Disability*



Research suggests that between 27% and 41% of adults with a learning disability have a mental health problem and 40% of children with a learning disability experience mental health difficulties (Mencap, 2017). Traditionally this has been overlooked and underestimated, having a negative impact on individual's wellbeing and the effectiveness of the support packages offered to effected people.

The course aims to establish and develop the skills needed to identify co-morbidity and understand the legal and ethical issues when working with service users with both LD and MH difficulties.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Gain an understanding mental health and psychiatric disorders
- Understand the process of assessment of mental health problems
- Distinguish different types of interventions that can be adopted for a service user with both LD and MH difficulties
- Be aware of legal and ethical issues.

# Learning Outline:

## *Working with Autistic Spectrum Disorders*



Autistic Spectrum Disorders (ASD) can have a profound impact on how a person understands and interacts with the world and an awareness of the 'Triad of Impairment' is an essential area of knowledge for all those working with this group.

All people with Autism share difficulties in communication, but their condition will affect them in very different ways. Some can live relatively normal lives, whilst others may need a lifetime of specialist support.

This one-day programme is designed to build upon the basic level of knowledge and skills and provide participants with the opportunity to develop an applied understanding, knowledge and skills, in working effectively with people who are affected by Autistic Spectrum disorders.

### **Learning Outcomes:**

*This course will provide participants with the following learning outcomes:*

- Understand Autism as a spectrum disorder
- Develop an understanding of Autistic spectrum disorders by using the framework of the Triad of Impairment
- Understand ritualistic behaviour and appropriate responses
- Understand literal thinking and communication barriers impacting on those on the Autistic spectrum.
- Be better equipped to recognise and work effectively with individuals
- Understand the common misconceptions about Autism



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*We specialise in developing training and learning programmes based on the requirements of our customers, and the knowledge and skills of our crew.*

## **IF CAN'T FIND WHAT YOU'RE LOOKING FOR?**

We are always happy to discuss bespoke programme development.

Contact us to find out more [crew@dcc-i.co.uk](mailto:crew@dcc-i.co.uk)