



Our Programmes:

Mental Health



Last Updated: September 2021





Mental Health: Section Contents

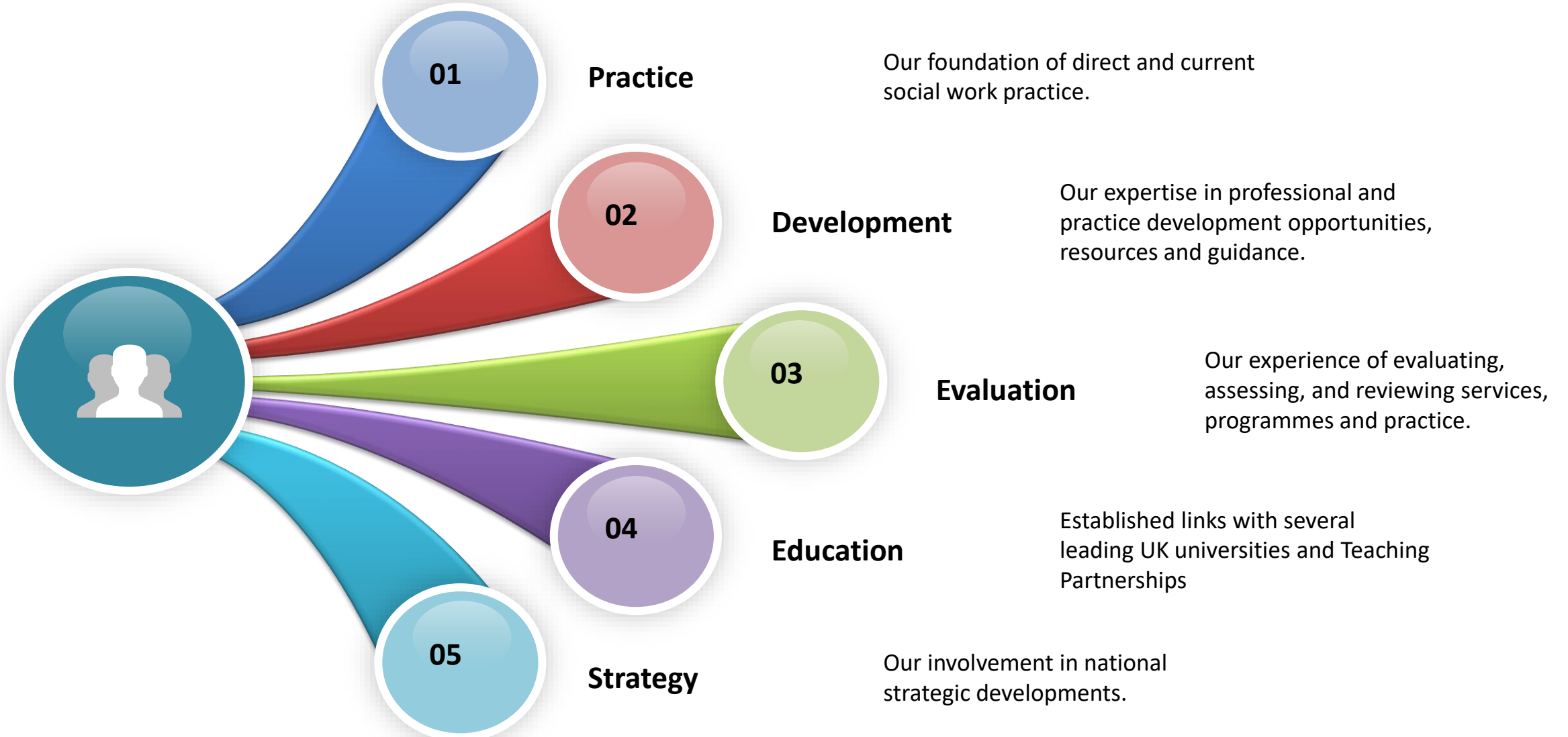
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Why Choose Us?

Daisy, Chloe & Crew...interactive



Why Choose Us?

Quality Assurance Processes



In partnership with:

- ✓ Customers & Commissioners.
- ✓ Crew & Associate Crew.
- ✓ Managers & Leaders.
- ✓ L & D Organisational Leads.
- ✓ Programme Participants.
- ✓ Other Stakeholders (where appropriate).
- ✓ Children & Families (where appropriate).
- ✓ Linked to contract KPI's.

What our customers are saying about our approach:

"The training is informative and the way it is delivered keeps everyone engaged. I like the way you change your approach if you think people need a 'jolt' back into the room and engage them further!"

(Participant, July 2021)

"I liked the presentation because she used a variety of live case scenarios from her practice (self-neglect, probation, alcohol). Each time when she introduced a new skill/ concept she gave an example how she used that in practice."

(Participant, November 2020)

"I will use this learning when it comes to assessment of clients. To encourage little steps/goals and to understand the benefits of living a fulfilled life."

(Participant, September 2020)

"I like the group sessions and colleagues giving examples."

(Participant, June 2021)

"One of the most interactive sessions I have encountered, with the break outs and communication with colleagues."

(Participant, June 2020)

"The training has allowed me to recognise signs and underpinning knowledge around relevant frameworks"

(Participant, April 2020)

Our Programmes:

Mental Health Act 1983



MHA 1983: Contents

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Mental Health Act 1983



Learning Outline:

Social Supervision (Mental Health Act 1983)

This one-day course supports staff undertaking the 'Social Supervisor Role' to understand the legislative framework for supporting Restricted Service Users who have been 'conditionally discharged' under Part 3 of the Mental Health Act.

The course supports Social Supervisor to be able to undertake meaningful supervision which enables the Social Supervisor to report on service user's care in the community, rehabilitation and risk to the public on a regular basis.

This course covers the important interfaces with the discharging hospital, Responsible Clinician and Ministry of Justice and explores the critical balance between establishing a positive rapport, maintaining boundaries and assessing risk.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Increased understanding of the legal underpinning to forensic mental health work & the Social Supervisor Role
- Increased awareness of the role of the Social Supervisor for conditionally discharged patient
- Knowledge of learning from case law, inquiries and best practice guidance applied to the social supervisor role.
- Knowledge and understanding of the guidance from the Ministry of Justice in undertaking the role
- The opportunity to reflect on your own supervision & management needs when undertaking the Social Supervisor Role



Learning Outline:

Mental Health Tribunals & Professional Report Writing

Mental Health Review Tribunals (MHRTs) are courts of law, and while they usually take place on hospital grounds, they should be accorded the respect and professional standards of behaviour that would be extended in a formal court room environment. The different reports are intended to assist and inform the tribunal and will be used to inform decisions that may affect an individual's liberty and as such preparing these reports is a skill that practitioners need to develop and continue to improve.

This one-day course is designed for professional staff that may be required to prepare and write reports for Mental Health Review Tribunals.

The course will provide participants with an overview of MHRTs, including practitioner responsibilities and requirements, and will focus on good practice in writing reports for tribunal.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand the various routes of appeal under the MHA 1983 and MHRT rules
- Awareness of the members of the panel and their roles
- Understanding the difference in thresholds for different types of appeal
- Appraise principles of good practice and values to the preparation of tribunal reports
- Evaluate good practice in giving evidence

Learning Outline:

Working with the Mental Health Act



This session aims to give an overview of the Mental Health Act 1983/ 2007, its role in providing for the care and treatment of mental disorder, and its interface with the Mental Capacity Act 2005. The powers and duties within the Act will be set within their historical context, and the principles, values and ethics that underpin their application in practice will be explored.

This session also considers the interface with the Care Act 2014, the way that services are assessed, planned, co-ordinated and reviewed for someone with mental health problems or a range of related complex needs and Section 117 after care.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand the key provisions of the Mental Health Act 1983 and subsequent amendments (MHA 2007), including the statutory duties of the detaining authority and required governance arrangements.
- Understand how the MHA interfaces with other legislation – Care Act 2014, Mental Capacity Act 2005 and DoLS – and creates a decision-making framework.
- Increased awareness of the various roles and responsibilities under the MHA
- Recognise the need to balance rights and protection
- Consider the wider impacts on Service Users and Carers of the MHA



Learning Outline:

Section 117 Aftercare (MHA)

Individuals detained for compulsory treatment under the Mental Health Act 1983 become entitled to aftercare once discharged from hospital.

The duties to provide this aftercare is a joint responsibility between health and social care and should be monitored and reviewed on a regular basis, keeping need and entitlements in focus.

This one-day course is designed to provide knowledge and skills needed for practitioners working with individuals subject to s117 aftercare arrangements.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand and apply the principles and duties of section 117, MHA.
- Increased knowledge of LA/CCG responsibilities and entitlements under s117 aftercare arrangements.
- Understand the interaction between s117 aftercare and the Care Act 2014.
- Updated knowledge of key caselaw precedents affecting s117 provision in practice.



Learning Outline:

The Mental Health Act and Criminal Justice System

The Mental Health system and the Criminal Justice system interface and interact in a range of situations - whether this is via part 3 of the MHA 1983, or via criminal proceedings where the individual's mental health is / or becomes a concern.

This one-day programme is designed for mental health professionals, who need to have an awareness of this complex interface.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To understand the interface and links between Mental Health Act and the Criminal Justice System.
- To challenge assumptions and generalisations about mental health within the context of criminal justice provision
- To understand the role of risk assessment and risk perception in Criminal Justice responses



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

Our Programmes:

Mental Health Practice



Last Updated: August 2021





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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:

Understanding Eating Disorders



Assessment with individuals experiencing eating disorders presents a particular set of considerations that need to be taken account of in the assessment process. Proportionality of interventions for those with severely low BMIs has been a key consideration of the courts over the years, and this one-day programme is designed to provide a refresh of knowledge and the opportunity for practitioners to reflect on the complexity of supporting this complex and diverse group.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Increased awareness of different forms of eating disorders and how they might present.
- Increased understanding of effective and available treatment options
- Understand how the legal framework applies to eating disorders, including key case law relevant to this area.
- Understand how the persons' presentation may affect the assessment process
- The use of the mental health act and mental capacity act within eating disorder treatment.



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 an 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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Our Programmes: **AMHP Refreshers**



Last Updated: August 2021





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Learning Outline:

AMHP Refresher – Legal Update



This one-day course will provide AMHP's with an update in relation to recent case law and examine some of the key issues identified in practice. The session includes best practice recommendations, current research and learning from case law to real life scenarios to allow AMHP's to apply their knowledge, skills and experience in respect of mental health work, explore their own values and reflect on how they can improve their professional practice in their own agency and within a multi-agency context.

This session will revisit key areas as discussed with the AMHP lead immediately prior to delivery to ensure the course is responding to local needs and current national themes—for example recent caselaw

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Update on the review of the Mental Health Act and the proposals set out in the White Paper 2021
- Interface between the MHA and the MCA and the move from DoLS to LPS
- Key Caselaw: e.g., rulings on the use of technology in AMHP Assessments.
- Opportunity to explore local practice dilemmas.

Learning Outline:

18-hour AMHP Refresher Programme



This three-day programme has been designed to provide the 18 hours statutory CPD for AMHPs required within the Mental Health Act regulations. It is aligned to the AMHP competencies and focuses on key areas to provide both an update in knowledge of current developments.

The programme offers the opportunity to link with peers and critically reflect on the role of the AMHP, as well as examining the knowledge and skills they require to effectively undertake their roles of 'considering the whole circumstances of the case'.

This programme will provide AMHP's with an update in relation to recent case law and examine some of the key issues identified in practice, fulfilling the 18 hours CPD requirements as a cohesive programme of development.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of recent developments in legislation and Case Law, and the impact of these on AMHP practice.
- The ability to explore and reflect upon practice in relation to statutory duties inquiry findings and case law precedents.
- To provide the statutorily required 18 hours CPD within a 12-month period, required for those approved by the Local Authority.
- To refresh knowledge and skills in relation to complex practice areas, including - assessing young people and the impact of culture.
- The opportunity to reflect on and analyse decision making and defensible AMHP practice.
- The opportunity to explore local issues and apply learning and best practice recommendations.



Learning Outline:

MCA/DoLS and the MHA Interface for AMHPs

The Mental Capacity Act 2005, including the Deprivation of Liberty Safeguards (DoLS), and the Mental Health Act 1983 cover the care and treatment of people with mental disorders.

This course provides an opportunity to explore the interaction and overlap between these Acts and explore how issues such as how capacity to consent to informal admission and capacity to consent to assessment at home as a place of safety under s135(1) are considered as part of the AMHP role and wider MHAA processes.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Awareness and understanding of the evolution of case law in relation to the legal interface and how this has impacted on practice over time.
- Increased confidence in identifying the salient factors to assess an individual's capacity in relation to elements of the MHAA process.
- Increased confidence in applying the MCA principles within the context of the AMHP role.
- Increased understanding of the criteria being applied, and how eligibility of individuals under each legal framework should be considered, assessed, and evidenced.

Learning Outline:

Compulsion in the Community



Whilst working with Community Treatment Orders and Guardianships may not be an everyday element of practice for most AMHPs operating on duty rota's, they remain elements of practice for which it is useful to revisit and refresh as part of the AMHP CPD activities.

This one-day refresher is a reflective, peer learning, refresher session for AMHP's wishing to update their knowledge and skills in relation to the community compulsions within the Mental Health Act 1983 and how these may (or may not) interact with arrangements for Article 5 safeguards under the Human Rights Act 1998 and DoLS procedures.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- A Refreshed knowledge of the CTO, CD and Guardianship provisions from MHA 1983, the code of practice and caselaw rulings.
- To consider the appropriate and lawful use compulsion in the community, including its interface with Article 5 of the Human Rights Act 1998 and DoLS
- To understand the capacity, consent and treatment issues associated with community compulsive powers.
- The opportunity to critically reflect and engage with peers to reflect upon, current practice issues and dilemmas.

Learning Outline:

Nearest Relative Refresher



The Nearest Relative role is a key safeguard within the Mental Health Act and one which the AMHP has specific duties towards.

Over the thirty years since the original 1983 Act received Royal Assent the NR has become an increasingly complex area of the Act to negotiate, with case law and code guidance updating the requirements as time goes on.

This one-day programme is designed to provide an update and refresher on the topic, including a consideration of relevant case law and practice and the opportunity to critically reflect on the opportunities and challenges in practice.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An updated understanding of the issues and precedents for the AMHP in relation to informing and consulting the NR within the assessment process.
- An opportunity to reflect on the threshold of 'reasonable objection' within a MHAA context.
- An understanding of the interaction between the nearest relative role and parental responsibility when assessing under 18's.
- The opportunity to reflect with peers on key challenges and strengths in local practice.



Learning Outline:

Working with the Police (ss135 & 136)

The Policing and Crime Act 2016 introduced changes to the Mental Health Act s135 & s136, including definitions and the length of time that a person can ordinarily be held for. These changes, together with the introduction of waiting times standards for people experiencing a mental health emergency, were intended to focus attention and resources on earlier intervention, and minimising delays.

This course is aimed at supporting AMHPs to reflect on the implications of the changes and the experiences of working with the police in the course of undertaking Mental Health Act Assessments.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understanding and applying the requirements and definitions in practice.
- Exploring the impact of current social and public health context on MHA practice.
- Understanding when assessments can be conducted within private premises, and the legal frameworks available.
- Understanding police perspectives - ABC risk assessment, cases in coroner's courts.
- Understanding of what can be deemed as places of safety.
- Opportunities to reflect on assessments in Places of Safety and in Police Stations, & the Interactions PACE and criminal justice frameworks.

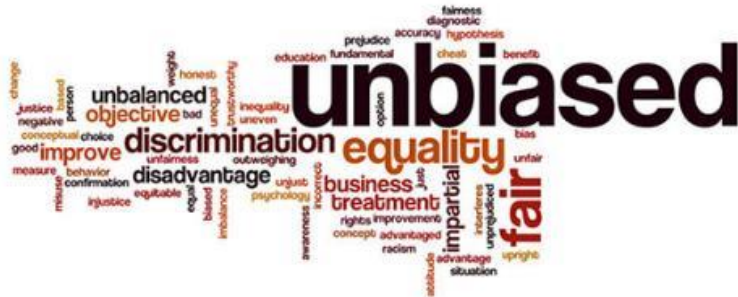
Learning Outline:

One of the core duties of the AMHP is to ensure that they interview the patient 'in a suitable manner' (s.13 MHA 1983) and this one-day programme aims to provide a reflective environment where AMHPs can refresh and critically evaluate their assessment and interviewing skills and update themselves on best practice approaches

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- A refreshed knowledge of best practice approaches to interviewing and assessment skills.
- An opportunity to reflect upon skills in working with interpreters and translators as part of the mental health act assessment
- The opportunity to explore the least restrictive principle and the Code of Practice guidance on interviewing in a suitable manner to promote positive risk taking and a strengths-based approach.
- The opportunity to examine the most recent case law and outcomes and identify their implications for AMHP practice.
- The opportunity to explore the impact of Covid and how to undertake assessments in challenging circumstances.



Learning Outline:

Report Writing for AMHPs



The preparing of reports is a crucial part of accountable AMHP practice, it helps to support the continuation of care by sharing appropriate information with other professionals and it provides the rationale and evidence to support the AMHPs decision to detain / not detain an individual.

This course is designed for qualified Approved Mental Health Professionals (AMHPs) to develop and refresh their knowledge and skills in regard to report writing for Mental Health Act assessments, and to provide the framework needed to ensure that reports will withstand legal challenge and meet the expectation of the approving authority.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the legal framework for providing AMHP reports.
- An understanding of what should, and should not, be included in reports.
- An awareness of the framework for legal challenge and how this applies to AMHP report writing.
- An opportunity to reflect on reports for court and defensibility of written communications.
- An understanding of the Code of Practice and how this should inform report writing for Mental Health Act assessments.
- An understanding of the legal authority for AMHP decision making and how this should be evidenced within formal reports.
- An awareness of the legal protections provided by AMHP reports.

Learning Outline:

Culture and AMHP 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 how to assess people from BAME minorities who have mental health problems considering the importance of communication issues with a focus on critical reflection and application to AMHP practice.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To increase the understanding and awareness of cultural issues in relation to the assessment in mental health settings
- To consider diversity as a power issue and how this might impact on AMHP practice.
- To reflect on the cultures and cultural diversity in participants practice area and consider how this might impact on individual, family and community responses to both mental health and mental health services.
- To consider how organisational / professional cultures impact on individuals accessing services and the interventions / resources available.
- To examine the evidence, base for cultural competence and how it might enhance AMHP practice.

Learning Outline:

Revisiting Values in AMHP Practice



The AMHP role requires practitioners to consider and balance a whole range of complexities and draw upon an array of evidence, perspectives and knowledge to undertake the role.

This one-day programme considers the role and impact of values and ethics in approved mental health practice, examining issues such as the relationship between ethical practice and the value-base of the practitioner, the use of power and how the principles of the Act are balanced against risk, enforcement, and protection.

Within the context of the Mental Health Act code of practice and proposed Mental Health Act reforms, participants will be encouraged to reflect on the application of values and ethics in practice.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- A refreshed understanding of the relationship between ethical practice and values within current mental health service contexts.
- The opportunity to reflect on the role of the AMHP & the application of values within this context.
- A refreshed awareness of the theories underpinning the ethical use of power.
- A refreshed awareness of how issues such as discrimination & oppression, empowerment, equality, diversity & human rights underpin decision making.
- The opportunity to critically reflect with colleagues and peers and consider the complexities involved in balancing principles of autonomy & protection.

Learning Outline:

Reflective Practice for AMHPs



Reflective practice is defined as '*A process of reviewing an experience of practice in order to describe, analyse, evaluate and to inform learning about practice*' (Reid,1994 p3). There are a range of models of reflective practice and reflective learning.

Critical reflection is seen as a fundamental element of professional practice and the linchpin of sound professional judgment and decision making.

This session is designed to support AMHPs to use reflective practice to support learning and development, promote application of the social perspective and ultimately outcomes for service users in the context of AMHP practice

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand how critical reflection contributes to learning and development, in practice and via supervision and actively engage in the process.
- Be able to apply reflective models to learning and AMHP practice.
- The opportunity to explore and reflect upon practice in relation to statutory duties and case law precedents / Inquest rulings
- The opportunity to reflect on, and analyse decision making and defensible AMHP practice.
- The opportunity to explore local issues and apply learning and best practice recommendation to these issues.

Learning Outline:

Risk & Risk Management for AMHPs



Risk assessment is a core part of the AMHP 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 AMHPs are defensible in the assessment and any subsequent interventions that are carried out are transparent and appropriately evidenced.

This one-day programme is designed to support AMHPs to reflect upon and further develop their risk management practice, including a focus on defensible decision making and evidencing within reports.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the decision-making practices they undertake within the AMHP role 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 MHAA.
- 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.
- An understanding of how to apply learning from this session to own practice.

Learning Outline:

Suicide, Risk and Safeguarding for AMHPs



Risk assessment is a core part of the AMHP 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 AMHPs 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 the AMHP is required to manage complex risk decisions.

This one-day programme is designed as an AMHP 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 the AMHP role 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 MHAA 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:

Emotional Resilience & Wellbeing for AMHPs



This one-day programme will enable professionals to explore emotional resilience and understand and look at how to manage organisational pressure, systemic issues and differences.

Delegates will be supported to recognise when their own beliefs, values, experiences and emotions may be impacting on their practice and how to manage this with the use of good boundaries, critical reflection, self-management, peer support and supervision.

There will be the opportunity to recognise and accept the impact of the emotive nature of AMHP practice, including how to utilise different techniques to assist them in terms of practicing in a safe, accountable and defensible manner while protecting their own well-being.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what is meant by personal responsibility and resilience within the AMHP role.
- Understand the importance of professional boundaries, how to develop, maintain and utilise them for effective practice.
- Understand how to improve individual resilience skills to recognise, protect against and combat stress.
- Be able to be realistically optimistic during periods of adversity and uncertainty, including when the AMHP decision making comes under scrutiny.
- Be able to use resilience skills to deliver the right messages at the right time and feel confident in having difficult discussions
- Be able to be appropriately flexible with the ability to be in control when faced with uncertainty.



Learning Outline:

Trauma & Adult Attachment for AMHPs

This course explores the relationship between adult attachment disorders and the impact of trauma and mental health disorders; particularly personality disorder and episodes of extreme distress.

This course explains how adults develop their attachment style and the impact this has on their ability to cope with stressors, how they interact with the environment around them and the people in their lives, as well as their ability to engage with professionals.

AMHP's will have the opportunity to explore how this information can inform undertaking an assessment and some of the communication methods for engaging with people with attachment disorders that may be useful.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of what the adult attachment styles are, how they manifest and ways to effectively communicate with individuals with these needs.
- An understanding of what trauma is, how it manifests both short-term and long-term and the principles of trauma informed care.
- The opportunity to explore how the interactions and co-morbidity of trauma and adult attachment disorders with other mental disorders and how this can inform interviewing in a suitable manner when undertaking a MHA assessment.



Learning Outline:

Assessing Children & Young People under the MHA

This one-day session is designed to support AMHPs to refresh their knowledge and understanding of the frameworks and issues that impact when assessing children and young people under the Mental Health Act.

The 2015 Code of Practice revisions will be kept in focus whilst issues such as what constitutes urgent care, what is age-appropriate treatment and when informal admission is an appropriate option are explored.

The course will cover the interface between The Children Act 1989 and the Mental Health Act 1983 and give practitioners confidence when working with PR and NR for young people. This session also covers key skills for working with young people in distressing situations.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Increased awareness of the revised Code of Practice requirements when working with children and young people and how these may apply in practice.
- Increased understanding of the legal frameworks that interface when assessing children and young people under the MHA.
- Increased confidence in undertaking the AMHP role with children and young people and an awareness of the key factors that need to be considered in these circumstances.

Learning Outline:

Diversity and Young People: Gender, Sexuality & Identity



This one-day session is designed to support AMHPs to refresh their knowledge and understanding of the frameworks and issues that impact when assessing young people under the Mental Health Act with a particular focus on the diversity needs of young people who are gay, lesbian or bi-sexual.

These young people *may* experience additional discrimination, family rejection or struggles with their own identity which can contribute to young people experiencing a mental health crisis.

It is important for practitioners to have a good understanding and empathy regarding the impact of these issues, but also to be aware of and effectively manage the potential for professional bias and stereotyping.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- A reminder of the revised Code of Practice requirements when working with children and young people and how these may apply in practice.
- Increased understanding of the legal frameworks that interface when assessing children and young people under the MHA.
- An understanding of the impact of Gender, Sexuality, and Identity on Mental Health, the potential needs of LGBT young people and how to respond to these.
- Being aware of values, ethics and professional bias when responding to diversity.

Learning Outline:

Assessing Autism under the Mental Health Act



Autism and Autistic Spectrum Disorders (ASD) can currently be defined as a 'mental disorder' within the terms of the Mental Health Act, but the way these spectrum disorders present, and the impact they can have on how an individual communicates can be misinterpreted or exacerbated by the actions of others, and this needs to be a key consideration for any AMHP undertaking a Mental Health Act Assessment with a person affected by these conditions.

This one-day AMHP refresher programme looks at the impact Autistic spectrum disorders can have on the individual, their well-being, communication and social interactions, considering the impact this can have on both the person's presentation and the complexity of the assessment task.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To raise participant awareness of Autistic Spectrum disorders.
- To develop understanding of Autistic Spectrum Disorders and the impact on life and learning and explore the effects on mental health and well-being
- To explore common behaviours, presentations and social exclusion issues associated with Autistic Spectrum disorders
- To increase awareness of how equality and diversity and Human Rights issues might apply and explore anti-discriminatory practice issues



Learning Outline:

Mental Health Act and Criminal Justice

The Mental Health system and the Criminal Justice system interface and interact in a range of situations - whether this is via part 3 of the MHA 1983, or via criminal proceedings where the individual's mental health is/ or becomes a concern.

This one-day programme is designed as a refresher programme for AMHPs and other mental health professionals, who need to have an awareness of this complex interface.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To understand the interface and links between Mental Health Act and the Criminal Justice System.
- To challenge assumptions and generalisations about mental health within the context of criminal justice provision
- To understand the role of risk assessment and risk perception in Criminal Justice responses





Learning Outline:

Eating Disorders & Mental Health Act

Assessment with individuals experiencing eating disorders is part of the AMHP role and presents a particular set of considerations that need to be taken account of in the assessment process.

Proportionality of interventions for those with severely low BMIs has been a key consideration of the courts over the years, and this one-day programme is designed to provide a refresh of knowledge and the opportunity for AMHPs to reflect on the complexity of undertaking Mental Health Act assessments with this complex and diverse group.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Increased awareness of different forms of eating disorders and how they might present.
- Increased understanding of effective and available treatment options
- Understand how the legal framework applies to eating disorders, including key case law relevant to this area.
- Understand how the persons' presentation may affect the assessment process and the used of the Act.



Learning Outline:

Working with Personality Disorder for AMHPs

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

This one-day programme is designed to support AMHPs to explore best practice approaches when working with personality disorder under the Mental Health Act 1983. What personality disorder means and the ways in which people affected by the disorder present will be considered from the perspective of AMHP practice.

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:

- AMHPS 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 MHA 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:

Older People & Mental Health Act



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 in the AMHP role. 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 AMHPs 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 as an AMHP refresher, participants will have the opportunity to reflect on practice, consider models and methods and apply their learning to assessments.

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 AMHP 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 under the Mental Health Act.

Learning Outline:

Working with OCD for AMHPs



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).

This course will increase delegates understanding of OCD and how to work with it. It will provide a reflective space for AMHPs to consider how OCD symptoms might interact and impact upon other presentations of mental disorder that may result in an assessment under the MHA.

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 within the context of a MHA assessment.

Learning Outline:

Substance Use & Mental Health Act



This one-day programme is designed for qualified Approved Mental Health Professionals (AMHPs) to develop and refresh their knowledge and skills in working with, and undertaking assessments, with individuals who use drugs and alcohol and are presenting with a co-existing mental health difficulty.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding 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 towards legal highs, the social factors influencing this trend and its impact on AMHP practice.
- An understanding of how the Code of Practice informs Mental Health Act assessment for this service user group.
- 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 AMHPs in practice and aims to consider the complexities of working with Adults who use substances and alcohol which impacts on their mental capacity and wider social functioning.

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 AMHP 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 AMHPs in undertaking their duties under the Mental Health Act.



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