

## **Working in Community Mental Health Settings (Ref. S5a)**

**A 10-week access course offered at the Tavistock Clinic or as a bespoke course offered at your workplace**

### **INTRODUCTION**

This 10-week access course is for mental health practitioners and managers working within the health, social services and allied care services.

The course offers two streams; one for practitioners and one for managers.

This course aims to help practitioners/managers in mental health services to work more effectively with clients and as part of a team. Professionals in the health, social services and allied care services are working in a climate of constant change as well as providing services to some of the most damaged people in the community. Staff are vulnerable to psychological and sometimes physical assaults throughout their working day. When the staff involved are not open to thinking about how they are affected by the work it can get in the way of making good judgements about how to intervene. This course provides a forum for thinking about the work, it is designed to increase good practice and improve team dynamics.

### **MEMBERSHIP**

The course is designed for professionals working in health, social services and allied care services. It will be of particular interest to nurses, doctors, social workers, occupational therapists, psychologists, outreach workers and support staff in CMHT's, acute mental health wards, day or residential services. We welcome anybody involved in patient care in a wide variety of settings, wishing to develop new ways of thinking about their work.

### **TIME COMMITMENT**

The course runs over 10 consecutive weeks.

**Manager stream:** Tuesdays, 3.15pm to 5.30pm,  
26 April to 5 July 2005, excluding 31 May

**Practitioner stream:** Fridays, 12.30pm to 3.00pm,  
29 April to 8 July 2005, excluding 3rd June

### **COURSE OBJECTIVES**

The course will enable you to:

- Develop a model for understanding what makes the work so difficult
- Understand how individual and group processes interfere with good working practice
- Develop an understanding of psychological and emotional human development that will help you to better manage the difficulties presented by clients
- Increase your confidence to manage services in a changing environment
- Develop ways of approaching the work that enables best practice
- Work more effectively with the team and with other managers in your own or partner organisations
- Enable you to be introduced and progress to other more advanced courses either in adult mental health or in the field of psychoanalytic psychotherapy.

### **COURSE STRUCTURE**

The course consists of direct teaching and work discussion in two one-hour sessions each week.

The first session is a lecture on key psychoanalytical concepts aimed at understanding the state of mind of disturbed clients and the way in which this can impact on the worker and the team. It includes presentations on early human development and individual and group processes.

The second session is a work discussion seminar where participants have the opportunity to apply the ideas to their own work with clients.

## LEARNING OUTCOMES

On completion of this course, the student will have:

### Knowledge of:

- basic psychoanalytical theory of human development and their relevance to the care task, the patient/client and the staff member
- the unconscious defensive processes, particularly projective identification
- the basic defensive processes in groups
- the links between group unconscious and individual unconscious
- the basic theory of open systems
- the states of mind conducive to, and opposed to, thinking and how these states of mind are provoked
- how professionals are unconsciously drawn into their patient's agendas

### Skills in:

- recognising the signs of unconscious processes in others and in themselves
- addressing these dynamics in different setting, individual supervision, group or team supervision, management meetings and planning meetings
- maintaining the ability to think and act under pressure

## SYLLABUS

### Human Development:

*Fixed Elements:* Introduction to the unconscious; neonatal state of mind; paranoid/schizoid functioning; the development of the primitive defences; projective identification; depressive position; early oedipal stage; Bion's theory of thinking; the three dimensional state of mind; the development of symbolisation; transference

*Optional Elements:* The unconscious; sexual development; the oedipal complex; adolescence; mid-life crisis; old age and dementia; mental illness; the psychological impact of physical illness

### Group Processes:

*Fixed Elements:* Bion's theory of group functioning; roles; the impact of the client; the staff group; valency

*Optional Elements:* Group analytic approaches; the therapy group; the supervision group; the staff support group

### Institutional Processes:

*Fixed Elements:* Open systems theory; primary task; shared principles; boundaries; the role of the manager; hierarchies and decision-making; delegation of authority; the organisation as container; social systems as a defence against anxiety

*Optional Elements:* Studies of function and dysfunction in organisations; Support systems; external sources of support

## COURSE ORGANISERS

Phillip Stokoe  
Jina Barrett

## FEES

UK/EU students	£420
Non-EU students	£840

## FOR AN APPLICATION PACK:

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PLEASE FIND INFORMATION ON THE  
BESPOKE COURSE ATTACHED.

# Working in Community Mental Health Settings (Ref. S5b)

## A 10-week bespoke course offered at your workplace

A 10-week short course to be run with a staff team in that team's own establishment. The time commitment will be between 1½ and 3 hours each week.

### AIMS

The course aims to work with a staff team to:

- explore the specific issues involved in their work, to identify and understand the processes that interfere with the work
- develop ways of approaching this sort of work which will allow for greater fulfilment for both staff and patients/clients
- allow staff to learn how to use their living experience of the work as a source of information which can be thought about

### APPROACH

The course is for experienced professionals and who have a valuable contribution to make. The work often has the effect of making us lose sight of our abilities, so the course has been designed to help individuals to recover these skills and abilities.

The first half of the session takes the form of direct teaching and the second half is a seminar or work discussion. Participants will be expected to bring examples of their current work which are causing problems, so that we can see how the theory can be applied to help our understanding.

The view will be presented that, whatever the specific difficulties of the client group, their state of mind has been prefigured in normal development. It follows that it is possible for staff to use their own experiences to enable them to understand the experiences of their clients. However; it also follows that they are vulnerable to being 'pulled into' their clients' states of mind. It will be an important part of the course to study this process as it applies to the specific establishment's clients. In this way, students will be encouraged to develop structures to continue this sort of thinking in the workplace, so that becoming caught up with the clients will no longer be thought of as a problem, but will be recognised as an important part of the work which can be identified and understood.

### TIMETABLE

Each course can be adapted to cater for the specific needs of an establishment. The basic building blocks are described below.

The following is an example of a typical timetable. The specific timetable for a particular establishment will be built around the needs of the establishment as well as the basic elements of the training as described above.

#### Week 1

Brief introduction to unconscious processes.

Early Human Development: Why it is relevant to our understanding of the work. This will cover the relationship of infant and mother; the move from an infantile state of mind to a more reality-based approach to life, the development of thinking and what can go wrong.

#### Week 2

Continuing Human Development: The infant's state of mind in the first few months. The mechanism of earliest communication and the earliest defences. Normal development, the relationship between infant and mother; communication.

#### Week 3

The development of thinking, how we can define thinking, the necessary features for thinking to develop, the role of frustration and the danger of 'perfect mothering'. What can go wrong with development and what the effect can be.

#### Week 4

The awareness of the third person, the role of father; The connection to supervision and a thinking space for professional staff.

#### Week 5

A brief introduction to group dynamics, specifically the notions of 'working group' and 'basic assumptions', i.e. the mechanisms that interfere with good functioning in a group.

### **Week 6**

A view of the healthy organisation, the idea of 'containment' and the way that this fits into the larger system. How individuals, teams and institutions are affected by the client group; this will include a consideration of group and institutional defences, it will also include some consideration of management systems as they affect decision-making.

### **Week 7**

A closer look at the setting up of a container, the difficulties of maintaining this, the struggles of the staff group; supervision, staff support and the processing of anxiety.

### **Week 8**

The impact of powerful states of mind on relationships and the relevance to our work: how our perception of our client is affected by their states of mind, how their perception of us is affected, the role of projection, transference and denial. Connecting with how we understand our clients and how we experience them.

### **Week 9**

Relating the course to the specific nature of the work.

### **Week 10**

Handling change and loss; the day to day experience of work with our clients and the process of change in them and in the staff group. Review and ending.

### **SPECIFIC ISSUES FOR PARTICULAR PURCHASERS**

Assessment; supervision (clinical and managerial); psychiatric approaches to mental illness; race and culture; working with adolescents; working with dementia; working with the homeless; working with the physically ill; managing difficult situations; working within security

### **FOR FURTHER DETAILS PLEASE CONTACT:**

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or

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