
Teaching Mental Health

Edited by

Theo Stickley

University of Nottingham, UK

and

Thurstine Basset

Consultancy Ltd, UK



John Wiley & Sons, Ltd

Teaching Mental Health

Teaching Mental Health

Edited by

Theo Stickley

University of Nottingham, UK

and

Thurstine Basset

Consultancy Ltd, UK



John Wiley & Sons, Ltd

Copyright © 2007 John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester,
West Sussex PO19 8SQ, England

Telephone (+44) 1243 779777

Email (for orders and customer service enquiries): cs-books@wiley.co.uk
Visit our Home Page on www.wiley.com

All Rights Reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning or otherwise, except under the terms of the Copyright, Designs and Patents Act 1988 or under the terms of a licence issued by the Copyright Licensing Agency Ltd, 90 Tottenham Court Road, London W1T 4LP, UK, without the permission in writing of the Publisher. Requests to the Publisher should be addressed to the Permissions Department, John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England, or emailed to permreq@wiley.co.uk, or faxed to (+44) 1243 770620.

Designations used by companies to distinguish their products are often claimed as trademarks. All brand names and product names used in this book are trade names, service marks, trademarks or registered trademarks of their respective owners. The Publisher is not associated with any product or vendor mentioned in this book.

This publication is designed to provide accurate and authoritative information in regard to the subject matter covered. It is sold on the understanding that the Publisher is not engaged in rendering professional services. If professional advice or other expert assistance is required, the services of a competent professional should be sought.

Other Wiley Editorial Offices

John Wiley & Sons Inc., 111 River Street, Hoboken, NJ 07030, USA

Jossey-Bass, 989 Market Street, San Francisco, CA 94103-1741, USA

Wiley-VCH Verlag GmbH, Boschstr. 12, D-69469 Weinheim, Germany

John Wiley & Sons Australia Ltd, 42 McDougall Street, Queensland 4064, Australia

John Wiley & Sons (Asia) Pte Ltd, 2 Clementi Loop #02-01, Jin Xing Distripark, Singapore 129809

John Wiley & Sons Canada Ltd, 6045 Freemont Blvd, Mississauga, ONT, L5R 4J3

Wiley also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

Anniversary Logo Design: Richard J. Pacifico

Library of Congress Cataloguing-in-Publication Data

Teaching mental health / edited by Theo Stickley and Thurstine Basset.

p. : cm.

Includes bibliographical references and index.

ISBN-13: 978-0-470-03029-5 (pbk. : alk. paper)

1. Mental health services – Study and teaching. I. Stickley, Theo. II. Basset, Thurstine.

[DNLM: 1. Allied Health Personnel – education. 2. Mental Health Services – organization & administration.

3. Education, Professional – methods. 4. Teaching – methods. WM 18 T2528 2007]

RA790.8.T43 2007

362.2071 – dc22

2006038744

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN 978-0-470-03029-5

Typeset in 10/12pt Times by TechBooks, New Delhi, India

Printed and bound in Great Britain by Antony Rowe Ltd, Chippenham, Wiltshire

This book is printed on acid-free paper responsibly manufactured from sustainable forestry in which at least two trees are planted for each one used for paper production.

Contents

About the Editors	ix
Contributors	xi
Preface	xv
Chapter 1 Setting the Scene <i>Theo Stickley and Thurstine Basset</i>	1
Part I Learning From One Another	
Chapter 2 Making Waves in Nurse Education: The PINE Project <i>Sharon Roberts, Ron Collier, Becky Shaw and Joan Cook</i>	9
Chapter 3 Learning from Experience: The CAPITAL Project <i>Clare Ockwell</i>	29
Chapter 4 The Highs and Lows of Service User Involvement <i>Rachel Nickeas</i>	35
Chapter 5 “I am the Visual Aid”: A Teacher Who is also a Service User, not a Service User Who Used to be a Teacher <i>Allan Foreman and Alan Pringle</i>	43
Chapter 6 The Evolving Minds Experience: Using Video for Positive Change, Education and Empowerment <i>Melissa Gunasena</i>	53
Chapter 7 Personal Perspectives on Mental Health Problems: An Introduction in the Medical Undergraduate Curriculum <i>Jacqueline Atkinson</i>	67
Chapter 8 Consumer Involvement: Collaborative Working in Post Basic Mental Health Education <i>Jayne Breeze and Julie Repper</i>	79
Chapter 9 The Ten Essential Shared Capabilities: Their Development and Application <i>Ian Baguley, Thurstine Basset and Peter Lindley</i>	89
Chapter 10 Educators Learning Together: Linking Communities of Practice <i>Jill Anderson and Hilary Burgess</i>	105

Chapter 11	Interprofessional Action Research: Loosening Bricks in the Modernist's Walls <i>William Spence</i>	121
Part II Key Topics in Mental Health Education		
Chapter 12	Values-based Practice in Teaching and Learning <i>Bill Fulford and Kim Woodbridge</i>	145
Chapter 13	Emotional Intelligence in Mental Health Education <i>Dawn Freshwater and Theo Stickley</i>	161
Chapter 14	Teaching Recovery to the Support Time and Recovery Workers <i>Esther Cook</i>	171
Chapter 15	Towards Social Inclusion <i>Peter Bates</i>	181
Chapter 16	Race Equality and Cultural Capability <i>Peter Ferns</i>	191
Chapter 17	Psychosocial Interventions: Implementation in Practice <i>Lorraine Rayner, Norman Young and Madeline O'Carroll</i>	209
Chapter 18	Exploring Practitioners' Relationships with the Pharmaceutical Industry <i>Neil Carver and Russell Ashmore</i>	221
Part III A Variety of Approaches		
Chapter 19	Revisiting Psychosis: A Two-Day Workshop <i>Mark Hayward, Alison Blank, Philip Houghton and Becky Shaw</i>	233
Chapter 20	Developing Problem-based Learning for a Pre-registration Mental Health Nursing Programme <i>Carol Cooper and Sue Gunstone</i>	245
Chapter 21	Using Problem-based Learning in Mental Health Nurse Education <i>Paul Bickerstaffe, Ben Hannigan, Steve Wood and Norman Young</i>	255
Chapter 22	Teaching and Learning Reflective Practice <i>Dawn Freshwater</i>	265
Chapter 23	The Buzzing, Blooming Confusion of Clinical Practice: Preparing Mental Health Nurses to Generate Knowledge Within, From and For Practice <i>Liam MacGabhann and Chris Stevenson</i>	275
Chapter 24	Enquiry-based Learning and Service User Involvement <i>Janet H. Barker and Brenda Rush</i>	287
Chapter 25	Promoting Emotional Development Through Using Drama in Mental Health Education <i>Yolanda Wasytko and Theo Stickley</i>	297

Chapter 26	Work-based Learning: A Model for the Future <i>Alan Beadsmoore and Thurstine Basset</i>	311
Chapter 27	Information Technology: From the Classroom to the Workplace <i>Paul Linsley</i>	325
Chapter 28	Therapy Training Online: Using the Internet to Widen Access to Training in Mental Health Issues <i>Chris Blackmore, Emmy van Deurzen and Digby Tantam</i>	337
Chapter 29	Teaching and Learning in the Future <i>Theo Stickley and Thurstine Basset</i>	353
Index		359

About the Editors

Theo Stickley trained in counselling and mental health nursing and practised in both professions for many years. Theo now teaches mental health at the University of Nottingham and has published widely in the nursing and mental health press. The focus of his research is mental health and the arts and has led on a number of research projects in collaboration with people who use mental health services. Theo is a keen gardener, motorcyclist and artist (but has not yet found a way to combine all three simultaneously).

Thurstine Basset trained as social worker and worked as a community worker and social work practitioner, mostly in the mental health field. He is now an Independent Training and Development Consultant and runs his own company which is based in Brighton. He works for national voluntary agencies, such as Mind, Together and the Mental Health Foundation. With the Richmond Fellowship, he is the joint course leader for their Diploma in Community Mental Health, which is accredited by Middlesex University. He has written mental health learning materials, many of which are published by Pavilion Publishing, with whom he works in an advisory role. He likes to walk and watch cricket.

Contributors

Jill Anderson

Senior Project Development Officer, Mental Health in Higher Education

Russell Ashmore

Senior Lecturer, Sheffield Hallam University

Jacqueline Atkinson

Senior Lecturer in Psychology at the University of Glasgow

Ian Baguley

Professor of Mental Health and Director of the Centre for Clinical and Academic Workforce Innovation, the University of Lincoln

Janet H. Barker

Associate Professor, School of Nursing, University of Nottingham

Thurstine Basset

Independent Training and Development Consultant

Peter Bates

National Development Team

Alan Beadsmoore

Senior Lecturer, Middlesex University

Paul Bickerstaffe

Lecturer, Mental Health and Learning Disabilities Directorate, Cardiff School of Nursing and Midwifery Studies, Cardiff University

Chris Blackmore

Research Associate, Centre for the Study of Conflict & Reconciliation, University of Sheffield

Alison Blank

Senior Occupational Therapist, West Sussex Health and Social Care NHS Trust

Jayne Breeze

Nurse Lecturer, Faculty of Health and Wellbeing, Sheffield Hallam University

Hilary Burgess

Senior Lecturer, Social Work, University of Bristol and Project Director for Mental Health in Higher Education

Neil Carver

Senior Lecturer, Sheffield Hallam University

Ron Collier

Research Associate, Lecturer, School of Nursing, University of Nottingham

Esther Cook

Training and Staff Development Co-ordinator, East Suffolk Mind

Joan Cook

User Involvement Development Worker School of Nursing, University of Nottingham

Carol Cooper

Lecturer in Mental Health Nursing, University of Sheffield.

Peter Ferns

Independent training consultant

Allan Foreman

Teacher and service user

Dawn Freshwater

Professor of Mental Health and Primary Care, Bournemouth University

Bill Fulford

Professor of Philosophy and Mental Health University of Warwick

Melissa Gunasena

Service user activist

Sue Gunstone

Nurse Lecturer, University of Sheffield

Ben Hannigan

Senior Lecturer, Mental Health and Learning Disabilities Directorate, Cardiff School of Nursing and Midwifery Studies, Cardiff University

Mark Hayward

Academic tutor at the University of Surrey and Clinical Psychologist, West Sussex Health and Social Care NHS Trust

Philip Houghton

Clinical Psychologist, Nottinghamshire Healthcare NHS Trust

Peter Lindley

Visiting Academic, Middlesex University

Paul Linsley

Senior Lecturer in Nursing, University of Lincoln

Liam MacGabhann

Lecturer in mental health nursing, Dublin City University

Rachel Nickeas

Trainer and researcher with Making Waves, a service user research and training organisation

Madeline O'Carroll

Lecturer, City University, London

Clare Ockwell

Training and Development Co-ordinator, CAPITAL Project Trust

Alan Pringle

Lecturer, School of Nursing, University of Nottingham

Lorraine Rayner

Lecturer, School of Nursing, University of Nottingham

Julie Repper

Senior Research Fellow, University of Sheffield

Sharon Roberts

Managing Director, Vision Community Training Ltd, Nottingham

Brenda Rush

Associate Professor, School of Nursing, University of Nottingham

Becky Shaw

Trainer and researcher with Making Waves, a service user research and training organisation

William Spence

Research Fellow, National Health Service Education for Scotland

Chris Stevenson

Professor of mental health nursing, Dublin City University

Theo Stickley

Lecturer, School of Nursing, University of Nottingham

Digby Tantom

Clinical Professor of Psychotherapy and co-Director of the Centre for the Study of Conflict and Reconciliation at the University of Sheffield

Emmy van Deurzen

Professor of Psychotherapy at Schiller International University, Dean of the School of Psychotherapy and Counselling, and Honorary Reader in the University of Sheffield.

Yolanda Wasylko

Clinical Development Manager, Lifestyle Care plc

Steve Wood

Lecturer/Practitioner, Mental Health and Learning Disabilities Directorate, Cardiff School of Nursing and Midwifery Studies, Cardiff University and Cardiff and Vale NHS Trust

Kim Woodbridge

*Until recently, Kim led the programme for values in mental health at the Sainsbury Centre for Mental Health and is co-author of *Whose Values? A Practical Guide for Developing Values-based Practice in Mental Health**

Norman Young

Consultant Nurse for Serious Mental Illness, Complex Needs, Cardiff and Vale NHS Trust

Preface

This book aims to encapsulate good practice and innovation in mental health training and education at the beginning of 21st Century. As editors of this book, our collaboration is closely linked to a mental health training and education conference. This annual conference that takes place in mid-September in the UK, brings together trainers and educators from across the mental health field. Sponsorship from the Mental Health Foundation, The Richmond Fellowship, Together, the National Institute for Mental Health England (NIMHE) and others has resulted in a strong presence of service user/survivor trainers and educators at successive conferences. Service users/survivors do not attend as passive observers, but also lead workshops, parallel sessions and speak on the main platform. In editing this book, we wanted to capture some of the innovation and creativity that we have been fortunate to encounter through involvement in this process over the years. A number of the chapters are written by service users, others are co-authored. A number of chapters are written by nurses, others from medical, social work or other professional disciplines. Hopefully, as the book is read, what stands out more than anything else, is that traditional barriers are challenged and in places removed. There is much talk of *service user involvement* and *inter-professional learning* and this book makes a significant contribution to these subjects and more besides. It is our hope that what is offered here will inspire and encourage teachers and trainers in the mental health world so that they may in turn encourage and inspire those who they teach. Ultimately of course, the people that will benefit the most from developing good practice will be those who will be on the receiving end of mental health services in the future.