

# Continuing Professional Development



**Dr. Siona Bastable**

I am a graduate of Metanoia's DCPsych program, achieving the clinical diploma in 2015. My research dissertation was entitled 'Focusing on the Voices of Adults Diagnosed with 'Attention Deficit Hyperactivity Disorder' and I graduated in July of this year.

I have clinical practices in Ealing and Reading specialising in the treatment of adults with ADHD, offering assessment, diagnosis and therapy. I have co-authored 'The Adult ADHD Treatment Handbook' (Routledge 2018)

Irish by birth and upbringing, I moved from Ireland to Canada to study as a postgraduate, and have lived there as well as the US, France and now the UK.

## Adult Attention Deficit Hyperactivity Disorder (ADHD): Is It Real and How Does It Feel?

During the course of this workshop we will focus on debunking some of the myths about ADHD and provide essential information on the major characteristics of this lifespan disorder. ADHD is unusual in that it is a condition that straddles the medical and psychotherapeutic models and presents very interesting challenges to the clinician.

We will also look at the challenges an experience of ADHD can have on conceptions of time, relationship with others, self-image, executive planning and in an employment environment. We will also brainstorm how our therapeutic strategies may need to be modified in order to best attune to these often hugely rewarding clients. A set of therapeutic guidelines will be made available.

**TARGET GROUPS:** Trainees and clinicians interested in learning more about, or how to better work with, this population subset.

**Friday 24th April 2020**

**Time: 9:30am —5:30pm**

**Venue: Metanoia Institute, 13 North Common Road, Ealing W5 2QB**

**Metanoia Members: £70**

**Non-Members: £90**



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## **This workshop will cover some of the following MHFP Learning Outcomes**

### **Knowledge of and ability to work with a social responsibility framework**

The first learning outcome revolves around psychotherapists being required to have a grasp of the historical and cultural influences on societal understanding of, and attitudes to, mental health and illness and to develop a capacity to work reflexively within a social responsibility framework. To gain this learning outcome you should have knowledge and experience of:

- Historical and cultural models of mental health, illness and care.
- The impact on mental health service users and their families of diagnosis, stigma, normativity and minority experience
- The influence of socio-economics, class, gender, disability, age, culture, religion, race and sexuality on the incidence, definition, diagnosis and treatment of mental illness and mental health
- Familiarity with the role of minority community organisations and mental health advocacy organisations and how to engage with them

### **Knowledge of and the ability to work within a wider system of care.**

Psychotherapists will also require sensitivity and awareness that equips them to work alongside other mental health services in the field. Learning in this area should enable you to:

- Be able to recognise clients with more complex, significant, enduring or exceptional needs;
- Know how and when to refer on to appropriate professional agencies;
- Understand how to offer, when necessary, psychotherapy as part of an appropriate package of care
- Understand the different professional and personal roles in care for people with complex or enduring needs
- Have a current knowledge of local services
- Demonstrate an informed and critical awareness of the differences in paradigms between the medical model and a psychotherapeutic approach.

### **Knowledge and awareness of diagnosis and treatment in the context of UK mental health care services**

Psychotherapists will need to gain an appreciation of how other mental health services in the field operate so that they are equipped to work alongside them, if their client work necessitates this. Learning in this area should give you an understanding of the following:

- The basic structure of the MH services in the UK, and the role of NICE guidelines
- Diagnosis and classification of mental illness within the medical model including a working knowledge of the DSM V and a capacity to evaluate its use as a system of assessment
- The types of interventions and treatments used, their rationale and side effects
- Understanding and appreciation of different professional and personal roles in mental health care

### **A knowledge and appreciation of different models of assessment, including a medical model.**

The final learning outcome relates to psychotherapists gaining an understanding of, but not restricted to the medical model of assessment. This should include:

- Assessment tools and approaches
- Collaborative care and accessing services.
- Recognising complex and enduring mental illness.