Working effectively with personality disorder

The New KUF Framework

New Career Development Opportunities for people working in Health, Social Care, Criminal Justice and other organisations working with people affected by personality disorder
The New National Knowledge and Understanding Framework on Personality Disorder

In December 2007 the Department of Health and Ministry of Justice commissioned the development of a national framework to support people to work more effectively with personality disorder. The partnership awarded the contract comprises the Personality Disorder Institute based at Nottingham University, the London based Tavistock and Portman NHS Trust, Borderline UK the largest service user and carer support group in the UK focusing on the needs of those living with the experience of personality disorder and the Open University, the largest provider of work based education and e-learning materials in the UK.

This educational development work builds upon the aspirations articulated within the policy guidance documents "No longer a Diagnosis of Exclusion and Breaking the Cycle of Rejection" published in 2003. The key goal is to improve service user experience through developing the capabilities, skills and knowledge of the multi agency workforces in Health, Social Care and Criminal Justice who are dealing with the challenges of personality disorder. The completed multilevel educational package includes a working with personality disorder Virtual Learning Awareness Programme – Raising Awareness; a validated Undergraduate Degree Programme – Developing Understanding and Effectiveness and a validated Masters Degree Programme – Extending Expertise Enhancing Practice.

These high quality educational programmes will be delivered by leading practitioners and service user consultants. The Awareness Level Programme has a number of packages available including a Train the Trainers version and the BSc and MSc are available as stand alone units of learning (single modules) or whole programmes with associated qualifications.

What does the overall framework aim to do?
The goals of the Knowledge and Understanding Framework are to:

- Design an accessible, relevant and quality assured developmental pathway making 'Breaking the Cycle of Rejection' a practical reality.
- Raise awareness and shift attitudes.
- Apply skills and knowledge to make a real difference.
- Build upon service user experience.
- Ensure informed and responsive leadership and management.
- Improve interagency and interprofessional collaboration.
The Awareness Level Programme

The awareness level programme is the foundation element of the Knowledge and Understanding Framework and provides students with underpinning knowledge and understanding required to work more effectively with service users with a diagnosis of personality disorder. The awareness level programme is made up of six online modules assessable through a virtual learning environment. The modules have been designed with underpinning principles to guide the activities and learning.

These principles are:

- Starting with the perspectives of people who are doing this work and using these services.
- Connecting service users past experiences with current behaviours.
- Making sense of reactions and responses with different contexts.
- Developing effective communication skills.
- Developing sensitivity to service user experience.
- Understanding organisations and the importance of teamwork.
- Developing self awareness and critical reflection skills.

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Learning about personality disorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2</td>
<td>Labeling, myths and impacts</td>
</tr>
<tr>
<td>Module 3</td>
<td>People, past and present</td>
</tr>
<tr>
<td>Module 4</td>
<td>Equipping the organisation</td>
</tr>
<tr>
<td>Module 5</td>
<td>Understanding different perspectives</td>
</tr>
<tr>
<td>Module 6</td>
<td>Positive Outcomes and responses</td>
</tr>
</tbody>
</table>
Module Outlines:

Module 1: What is Personality Disorder?
The aim of this module is to develop an understanding of personality disorder and explore the factors that might lead to personality difficulties. This module will enable students to examine differing perspectives and key concepts related to personality disorder.

Module 2: Labelling, Myths and Beliefs about Personality Disorder
The aim of this module is to examine the diagnosis of personality disorder and commonly used labels. It will identify common misperceptions and the impact of stigma on service users, workers and the wider community. This module will also start to explore how personality disorder affects staff working in this field.

Module 3: Recognising Personality Disorder: Different Perspectives
This module will explore the different types of personality disorder, for example antisocial, borderline, narcissistic and dependent personality disorder. It will explore how past experiences can impact upon and shape the adult personality in both positive and negative ways.

Module 4: Equipping the Organisation to Work with Personality Disorder
This module will explore the importance of workers being able to use the structures and systems of the work setting, as well as their own skills and abilities, to engage with service users. The importance of learning from problems or difficulties and using this learning to influence future work will also be explored. Other key themes from this module include: how workplaces can learn to understand and manage feelings and experiences when working with personality disorder and what are the factors that help the functioning of all workplaces.

Module 5: Understanding Different Perspectives about Personality Disorder
This module will explore how people develop different perspectives about personality disorder and how this can influence their approach to working with and understanding the experiences of service users. The concept of ‘recovery’ will be critically reflected upon in terms of its relevance to service user experience.

Module 6: Positive Outcomes
The aim of this module is to highlight the importance of critically reflecting on our own behaviour and experiences when working with service users. This module will also focus on the importance of workers being able to make sense of their own experiences when interacting with others, combined with a capacity to empathise and take the perspective of the other person into account. This module will also focus on team dynamics and explore ways of supporting teams to work more effectively with personality disorder.

Study routes

There are two options for studying the awareness level programme:

- A facilitated package of the awareness level modules
- A facilitated package of the awareness level modules with an additional train-the-trainers package

Awareness Level Programme:

- 6 Modules accessed through a Virtual Learning Environment (VLE)
- 3 days Teaching contact

Train the Trainers Awareness Level Programme:

- 6 Modules accessed through a Virtual Learning Environment (VLE)
- 6 days Teaching contact

Both programmes will be supported by a number of key features to ensure the learning is embedded in work areas including, regular reviews of learning, facilitated reflective discussions and group interactive sessions. These support and development mechanisms will enhance the learning experience by promoting a multi-agency focus to learning and support students to relate the learning to their current work area.

Fees:

For information on fees, please go to page 18
The Undergraduate Programme

The undergraduate programme is made up of nine modules which can be taken as stand alone modules or alternatively as a full degree programme which on completion would lead to the award of a BSc in Working with Personality Disorder: Developing Understanding and Effectiveness. The overall aim of the Programme is to help improve the quality of service user experience by developing practitioner attitudes, skills and behaviours.

• Develop the knowledge, skills and understanding of workforces dealing with challenges of personality disorder.
• Challenge stigma and negative attitudes towards personality disorder through raising awareness and developing the empathic responses of frontline workers.
• Provide an educational experience that focuses on the needs and experiences of service users.
• Highlight the interpersonal nature of working with personality disorder and focus on the personal and professional development of students.
• Ensure informed and responsive leadership and management.
• Develop improved interagency and inter-professional collaboration.
• Equip workers with the necessary knowledge and skills that help assess and manage risk in relation to complex presentations.
• Develop an appreciation of the importance of effective team work and staff support when working with the challenges of personality disorder.
• Provide students with the necessary skills and knowledge that will enable them to manage, intervene and offer support to service users and their families.

The nine modules are outlined below.

Programme outline and attendance requirements:

• 9 modules (4 Certificate level modules, 3 Diploma level modules and 2 Degree level modules)
• 89 days teaching contact
• 26 days of practice and observation work
Practice and Observation Work

The BSc programme provides a number of opportunities where students will be involved in direct practice within their own work context and will also have the opportunity to visit another work area to observe organisational approaches to working effectively within the field of personality disorder. Within module 6 of the BSc programme students will also be involved in two 3 day residential events including structured reflection and examination of group dynamics.

Module Outlines:

Module 1: Developing a Shared Understanding of Personality Disorder
This module is an introduction to the principles and theories that attempt to explain the development of personality disorder. Students will explore the use of descriptive and diagnostic terminology and reflect on their own developmental histories to identify how these have shaped their own personalities.

Module 2: Challenges of Personality Disorder: An Interpersonal Perspective
This module will explore the developmental and contextual factors that shape individual interpersonal styles and relate this to different personality disorder presentations. Students will look at a range of therapeutic approaches and identify how the relationship with the service user is used within particular interventions. The module will also help the student reflect on how the wider organisation can impact either positively or negatively on therapeutic work.

Module 3: Personality Disorder: Across Multi-Agency Contexts
This module will present the wide variety of ways in which personality disorder is seen. This module uses a three-level framework for understanding the different viewpoints: (a) agencies and sectors (for example, mental health unit, prison and housing agency); (b) individuals’ roles (for example, as therapist, service user or family member); and (c) theoretical considerations (for example, attitudes to conflict, hope and recovery, beliefs of causation).

This module is focused on identifying the core values required when working with personality disorder including areas such as effective communication skills, values based practice and effective team working including supervision and support systems. The module will encourage students to reflect on the misconceptions and stigma associated with personality disorder including ways of responding to this. This module will critically analyse the recovery model and explore ways of implementing the principles of this approach in different contexts and how to apply this to individual work areas.

Module 5: Responding to Issues of Complexity and Risk
The module will introduce students to the most common concerns about risk when working with people with personality disorders, to address different viewpoints and perspectives on risk, and to enable students to develop a thorough understanding of the methods traditionally used to assess risk and the strengths and limitations of these. Although the module will not offer full accredited training in the use of these instruments; students will also develop skills of communicating verbally and in writing about risk.

Module 6: Responding Effectively: Making Sense of Reactions and Relationships
This module involves participation in therapeutic, work and social group activities in which making shared decisions and working through power dynamics are explored and investigated. Two experiential events form the main framework of the module involving two 3 day residential group events. The residential events are supported by theoretical input and practical preparations before the events, followed by structured reflection and examination of the group dynamics on completion.

Module 7: Facilitating Positive Change: Working with People and Contexts
This module is designed to facilitate the students ability to make sense of organisational practices through structured observation while developing their capacity to communicate this understanding in ways that help the worker make the links between professional practice, team dynamics and organisational agendas.

Module 8: Intervening Effectively: Management, Treatment and Support
This module introduces students to the key psychological treatments that are currently in use for people with Personality Disorder. The module does not train or equip people to act as therapists, but emphasises key principles of good practice that could be applied in all settings where personality disorder is met.

Module 9: Effective Teamwork, Supervision and Models for Service Delivery: Developing Context Sensitive Approaches
This module will provide an introduction to the concepts of containment, supervision and their relationship to good working practice. A key feature of the learning experience will involve the students reflecting on the functionality of their own teams and an investigation of how other teams function. In addition to this the module will explore different models of service delivery and the influence of these on the functionality of different teams.
Choice of Study Routes and Qualifications:

How can I study the programme?

There are a number of options for students accessing the programme. If you would like to complete the full BSc programme, you can do this over a 3 1/2 - 6 year period, giving you the flexibility to step on and off the programme at different times. You can study different parts of the programme to receive a Certificate or Diploma award. You can also study individual modules by applying to complete one of the modules as a stand-alone module. On completion of this you will be awarded with the appropriate number of academic credits for that module which you can use towards other qualifications or for your own continuing professional development.

What are the entry requirements?

Applicants are required to have:
- A-level qualification or equivalent
- A qualification in Health and Social Care or Criminal Justice
- Two years experience in a relevant context
- Have a letter of support from their line manager
- Demonstrate at interview the ability to undertake an intensive programme of study
- Be working in a context that enables them to meet the practice elements of the programme
- Possess key skills of ICT and numeracy

What if I do not meet these entry requirements?

The Programme Team welcomes applications from students that incorporates claims for the Accreditation of Prior Experiential Learning (APEL). Our APEL procedure is based on the principle that the learning gained through experiential learning opportunities can count towards meeting the admission criteria to access the BSc programme. Further support and information is available on request to support you to apply for the BSc using APEL.

How do I access the programme to achieve a Certificate or a Diploma?

If you would like to complete a Certificate or a Diploma you can do this in the following ways:
- You can complete a Certificate by accessing the first four modules of the programme and you will be awarded a Certificate in Working with Personality Disorder: Developing Understanding and Effectiveness.
- You can complete a Diploma by accessing the first seven modules of the programme and you will be awarded a Diploma in Working with Personality Disorder: Developing Understanding and Effectiveness.

Fees

For information on fees, please go to page 18.
The Masters’ Programme

The Masters’ programme represents the third step in the skills escalator. Designed to meet the professional development needs of people already working in the field, the masters’ programme assumes a good working knowledge of personality disorder, and aims to “develop expertise and enhance practice”. Like the undergraduate degree, the masters’ programme consists of modules that can be taken as standalone units of learning, but it is envisaged that most people will complete the programme in its entirety.

The principal aim of the PD KUF programme is to provide training that will lead to an improvement in service provision that will benefit service users. This is most directly achieved through practice-based training with skill-based learning outcomes. While containing appropriate academic content and intellectual challenge of a post-graduate programme, the Masters’ programme will focus throughout on extending the proficiency and capabilities of workers in the field.

The masters’ programme is outlined opposite in figure three.

Programme Outline and attendance requirements:

- 7 modules including the Dissertation module
- 48 days teaching contact
- 16 days of practice and observation work

Practice and Observation Work

The MSc programme provides a number of opportunities where students will be involved in direct practice within their own work context and will also have the opportunity to visit another work area to participate or observe therapeutic interventions and organisational approaches to working effectively within the field of personality disorder.
Module Outlines:

Module 1: Facilitating Learning about Personality Disorder
This module will provide a detailed exploration of the strategies and processes involved in facilitating learning around the topic of personality disorder. It will be experientially focused, encouraging the students to actively engage with the learning process including preparing and delivering ‘live’ educational sessions to peers and invited audiences.

Module 2: Involvement Strategies: Developing Links and Networks
This module provides an exploration of the diversity of approaches to developing involvement strategies across all services that come into contact with service users with personality disorder. The module is focused on developing the student’s critical understanding of the role of involvement as a whole systems approach and developing strategies to respond to these.

Module 3: Developing Research and Audit
The module aims to provide a basic introduction to research methods in the particular field of personality disorder; both by considering the specific problems of undertaking research in the field, and by studying seminal papers that illustrate different research methods and concerns. The approach taken throughout will be to encourage a critical and rigorous analysis and appraisal of research, while remaining pragmatic about the difficulties of conducting applied and clinical research, especially in the field of personality disorder, and encouraging a constructive attitude and creative thinking about potential or future projects.

Module 4: Leadership and Service Development
The module is designed as a matrix which captures different forms of learning: learning from the experience of others, action learning and learning from one’s own and group experiences, and as such will enable students to develop an in-depth appreciation of the challenges of leadership, management and service delivery in personality disorder settings. Using a matrix in this way reflects the complexity of service delivery in this arena, and therefore the challenges of leadership and management, and is designed to help students to develop a sophisticated appreciation of interlocking worlds, and the means to understand the political and psycho-social processes at play above and below the surface in and between organisations in the field of personality disorder.

Module 5: Developing and Extending Therapeutic Practice
This module will introduce students to key principles of effective care, and will then consider the operation of CInformed therapy. There will be an emphasis on extrapolating from these specialised treatment approaches to consider how formal and informal therapeutic interventions in a range of contexts might be enhanced.

Module 6: Consulting to Teams and Organisations
This module provides an opportunity to explore, critically evaluate and understand the different types and tasks of consultancy, as these apply to work in the area of personality disorder. Much of the learning will be based on the students’ own experiences, both in their place of work and in their undertaking of this module. The experiential learning will emphasise the centrality of the capacity for reflecting on the dynamic, conscious and unconscious processes which emerge within the self, between oneself and others and amongst others in the team.

Module 7: Dissertation
The dissertation represents the culmination of the MSc programme, enabling students to draw on their previous learning in the programme to conduct an empirical project in the field of personality disorder. This may be a piece of formal quantitative or qualitative research, a case-study-based dissertation (where the “case” may be an individual or an organisation), a systematic evaluation of a service or service development, a local needs assessment, a clinical audit, or a piece of action research in which data collected informs service innovation.
Choice of Study Routes and Qualifications:

How can I study the programmes?

There are a number of options for students accessing the programme. If you would like to complete the full MSc programme, you can do this over a 2 ½ - 6 year period, giving you the flexibility to step on and off the programme at different times. You can study different parts of the programme to receive a Postgraduate Certificate or Postgraduate Diploma award. You can also study individual modules by applying to complete one of the modules as a stand-alone module. On completion of this you will be awarded with the appropriate number of academic credits for that module which you can use towards other qualifications or for your own continuing professional development.

What are the entry requirements?

Applicants are required to have:

- A good undergraduate degree in any subject or equivalent
- Two years experience in a relevant context
- A previous qualification in personality disorder is not required, but applicants will be expected to have a good basic knowledge about the subject (e.g. systems of diagnosis, alternative models of personality disorder, some awareness of service users perspectives and issues of labelling and stigma)
- Have a letter of support from their line manager
- Evidence of an interest in and commitment to the field of personality disorder and development and enhancement of services for people with personality disorder.
- Demonstrate at interview the ability to undertake an intensive programme of study
- Be working in a context that enables them to meet the practice elements of the Programme
- Possess key skills of ICT and numeracy

What if I do not meet these entry requirements?

The Programme Team welcomes applications from students that incorporates claims for the Accreditation of Prior Experiential Learning (APEL). Our APEL procedure is based on the principle that the learning gained through experiential learning opportunities can count towards meeting the admission criteria to access the MSc programme. Further support and information is available on request to support you to apply for the MSc using APEL.

How do I access the programmes to achieve a Postgraduate Certificate or Diploma?

If you would like to complete a Postgraduate Certificate or a Diploma you can do this in the following ways:

- You can achieve a Postgraduate Certificate by completing three 20 credit modules and you will be awarded a Postgraduate Certificate in Working with Personality Disorder: Extending Expertise and Enhancing Practice
- You can achieve a Postgraduate Diploma by completing six 20 credit modules and you will be awarded a Postgraduate Diploma in Working with Personality Disorder: Extending Expertise and Enhancing Practice

Fees:

For information on fees, see opposite page.

Fees

The Awareness Level Framework

Summary of Costs: Awareness Level Programme

1. Awareness level Programme
   (6 modules, 3 study days) £3300
   (£165 per student)*

2. Awareness Level Programme and Train the Trainers package
   (6 Modules, 6 study days) £6600
   (£330 per student)*

3. Train the Trainers only
   (Completed at a later date following completion of the full awareness package)
   (3 Study days) £3300
   (£165 per student)*

* Based on a group of 20 students

BSc and MSc Costs

Summary of Costs: BSc Programme

Stand alone module depending on credits

30 credits = £1308
40 credits = £1741
60 credits = £2612

Certificate (3 modules) £5223
Diploma (7 modules) £10446
Bachelor Honours degree (9 modules) £15672

Summary of costs: MSc

Stand alone module £1640
Certificate (3 modules) £4930
Diploma (6 modules) £9840
Dissertation Module £1750
Masters degree (6 modules plus a dissertation) £11590
Should you wish further information regarding applying for the programmes please contact:

Mrs Vicky Baldwin (BSc Programme Lead)
Victoria.baldwin@nottshc.nhs.uk | Mob: 07901 510112

Or alternatively
Dr Neil Gordon (MSc Programme Lead)
neilfran@aol.com | Mob: 07901 512875