KMMT Mental Health Social Work CPD Programme Handbook 2026-2027

Capability, Complexity & Contemporary Social Work Practice in Mental Health

Kent & Medway Mental Health NHS Trust and DCC-i

Programme at a glance: A 12-month blended workforce development programme comprising eleven live virtual workshops, two guided learning months, reflective resources and access to the KMMT programme area in the DCC-i Portal.

Welcome

Welcome to the KMMT Mental Health Social Work CPD Programme 2026-2027. This handbook explains the purpose, structure and expectations of the programme and provides a practical guide to workshops, guided learning, digital resources, attendance and CPD evidence.

The programme is intended to support confident, reflective and contemporary mental health social work practice. It brings together legal literacy, social model practice, trauma and neurodiversity inclusion, complexity, relational skills, digital practice and workforce sustainability.

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1. Programme overview

Programme title

Mental Health Social Work CPD Programme: Capability, Complexity & Contemporary Social Work Practice in Mental Health

Programme period

May 2026 to March 2027

Programme purpose

The programme provides a coherent annual learning pathway rather than a series of disconnected training events. It is designed to help mental health social workers revisit core professional foundations, extend capability in areas of complexity and translate learning into day-to-day practice.

Programme components

- Eleven live virtual workshops.
- Two guided learning months.
- Programme-wide access to the KMMT area of the DCC-i Portal.
- Reflective tools, templates, reading and digital learning resources.
- Peer learning and self-directed activities.
- Attendance certificates on request to support Social Work England CPD evidence.

Intended participants

The programme is designed primarily for social workers practising within KMMT mental health services. Individual sessions may also be relevant to social work managers, advanced practitioners, AMHPs and other staff whose roles involve close collaboration with mental health social work.

Overall learning outcomes

- Articulate the distinct contribution of social work in contemporary mental health services.
- Apply legal and ethical frameworks more confidently in complex situations.
- Use trauma-informed, neurodiversity-inclusive and culturally responsive approaches.
- Strengthen analysis of substance use, domestic abuse, crisis and systemic complexity.

- Use relational and motivational skills to support engagement and change.
- Recognise and respond to moral injury and workforce sustainability issues.
- Develop clearer records, reports and professional rationales.
- Use digital tools and AI with appropriate ethical safeguards.

2. Programme principles

Rights-based and person-centred

Learning begins with the person, their rights, relationships, identity, context and lived experience.

Social model informed

The programme maintains attention to social determinants, inequality, exclusion, power and environmental barriers.

Legally literate

Legal frameworks are treated as practical tools for rights-based decision-making rather than as separate technical knowledge.

Reflective and applied

Each element is intended to connect directly with current practice, professional judgement and organisational context.

Inclusive and neurodiversity affirming

Learning activities are designed to reduce avoidable barriers and recognise different ways of processing, communicating and participating.

Professionally curious

Participants are encouraged to test assumptions, tolerate uncertainty and consider alternative explanations.

Sustainable

The programme addresses the emotional and ethical impact of practice, including moral injury, pressure and professional resilience.

3. Delivery and participation

Live workshops

Workshops are delivered virtually through Microsoft Teams. The standard time is 9.30am-12.30pm unless the published schedule states otherwise. Afternoon sessions are marked “PM” on the programme timetable.

What participants should expect

- Short inputs that establish key concepts and frameworks.
- Practice examples and structured scenarios.
- Individual reflection and small-group discussion.
- Tools or prompts that can be reused in practice.
- Opportunities to identify implications for local systems and professional roles.

Preparation

Any preparatory reading or activity will be made available through the programme hub. Participants should join with access to Microsoft Teams, a stable internet connection and, where possible, a private space that supports discussion of anonymised practice examples.

Confidentiality and practice examples

Participants must not share identifiable information about people using services, carers, colleagues or organisations during workshops or within digital activities. Practice examples should be anonymised and limited to the detail needed for learning.

Attendance

Attendance will be recorded. Participants should join promptly and remain for the full session wherever possible. Where attendance is interrupted by urgent operational demands, participants should use the available hub resources to consolidate missed learning.

Learning culture

The programme supports respectful challenge and professional curiosity. Participants are expected to listen to different perspectives, avoid assumptions about lived experience and contribute in ways that maintain psychological safety.

4. Programme schedule

Date	Workshop	Delivery
28 May 2026	Induction & Social Model 3.0	Live virtual workshop

Timing: Workshops run from 9.30am to 12.30pm via Microsoft Teams unless otherwise stated. Sessions marked PM will take place in the afternoon; the final joining information will confirm the exact time.

5. Workshop guides

1. Induction & Social Model 3.0

A re-grounding in contemporary social work values and the distinct contribution of social work in mental health services.

Learning outcomes

- Explain the contemporary social model and its relevance to mental health practice.
- Identify the distinct social work contribution within integrated teams.
- Apply rights-based and co-produced approaches to practice.

Indicative content

- Social Model 3.0
- Lived experience and co-production
- Identity, inequality and social context
- Role clarity and professional contribution

2. Legal Literacy & Defensible Practice

Building confident use of legal frameworks and professional reasoning in complex practice.

Learning outcomes

- Navigate key intersections between the MHA, MCA, HRA and safeguarding duties.
- Produce clearer legal and ethical rationales.
- Strengthen recording and defensible decision-making.

Indicative content

- Legal framework mapping
- Rights, risk and proportionality
- Professional judgement and evidence
- Defensible records and scrutiny

3. Moral Injury in Social Work Practice

Exploring the impact of ethical conflict, organisational pressure and constrained decision-making.

Learning outcomes

- Distinguish moral injury from burnout and compassion fatigue.
- Recognise triggers and moral residue.
- Develop practical strategies for repair and sustainability.

Indicative content

- Value conflict and ethical distress
- Resource scarcity and competing duties
- Reflective supervision
- Moral sustainability planning

4. Trauma-Informed and Neurodiversity-Inclusive Practice

Strengthening psychologically informed, sensory-aware and inclusive social work practice.

Learning outcomes

- Apply trauma-informed principles without losing professional curiosity.
- Recognise neurodivergent communication and sensory needs.
- Reduce avoidable barriers and misinterpretation.

Indicative content

- Trauma-aware assessment
- Autism and ADHD-informed practice
- Communication and reasonable adjustment
- Stigma, misdiagnosis and cultural safety

5. Substance Use, Dual Diagnosis & Complexity

Building confidence with multi-factorial presentations and fragmented systems.

Learning outcomes

- Recognise key substance-related risks and patterns.
- Develop integrated formulations across mental health, trauma and substance use.
- Improve multi-agency planning.

Indicative content

- Polysubstance use
- Dual diagnosis and ARBD
- Trauma-substance interaction
- Risk, engagement and coordinated planning

6. Digital Practice, AI Ethics & Online Safety

Developing safe and ethical practice in a digitally mediated world.

Learning outcomes

- Identify online risks and digital evidence relevant to social work.
- Use AI tools within clear ethical and professional boundaries.
- Apply online safeguarding principles.

Indicative content

- Digital footprints
- Online coercion and exploitation
- AI ethics and bias
- Confidentiality, verification and professional accountability

7. Systemic & Network Approaches Masterclass

Developing practical systemic fluency for complex cases and professional networks.

Learning outcomes

- Use systemic questioning and relational formulation.
- Map networks, patterns and competing narratives.
- Improve multi-agency conversations.

Indicative content

- Social GRACES
- Systemic questions and scripts
- Network mapping
- CMM and collaborative formulation

8. Motivational Interviewing: Skills Masterclass

A practice-rich session for working with ambivalence, resistance and change.

Learning outcomes

- Use core MI skills in complex conversations.
- Respond more effectively to sustain talk and discord.
- Support autonomy while retaining attention to risk.

Indicative content

- Engagement and evocation
- OARS skills
- Rolling with resistance
- Practice scenarios and feedback

9. Crisis Decision-Making Under Pressure

Strengthening clarity, proportionality and professional reasoning in time-critical situations.

Learning outcomes

- Structure rapid assessment and formulation.
- Balance rights, risk and urgency.
- Communicate and record defensible decisions under pressure.

Indicative content

- Rapid legal and risk formulation
- AMHP-practitioner interfaces
- Bias and cognitive load
- Escalation, consultation and recording

10. Domestic Abuse Advanced Practice

Developing specialist analysis of coercive control, relational risk and intersectional harm.

Learning outcomes

- Recognise contemporary patterns of domestic abuse.
- Improve safe enquiry, analysis and planning.
- Work more effectively across safeguarding and mental health systems.

Indicative content

- Coercive control and trauma bonding
- Non-fatal strangulation
- Technology-facilitated abuse

- Intersectionality and perpetrator engagement

11. Statutory Roles & Court Skills

Revisiting statutory duties, professional analysis and confidence under scrutiny.

Learning outcomes

- Clarify core statutory roles and accountabilities.
- Improve report writing and evidence-based analysis.
- Prepare for court, tribunal and cross-examination.

Indicative content

- Statutory decision-making
- Structured reports
- Giving evidence
- Professional challenge and scrutiny

6. Guided learning and the DCC-i Portal

Purpose

The guided learning elements help participants move from attendance to application. They provide space to revisit workshop content, connect it with current practice and create evidence of reflection and impact.

Programme Hub access

Participants will receive access to the KMMT programme area on the DCC-i Portal. The hub can be accessed on a computer, tablet or phone and will hold programme resources in one place.

Resources may include

- Workshop slides or concise learning summaries.
- Reflective prompts and structured CPD activities.
- Practice tools, checklists and templates.
- Short digital learning activities.

- Reading and links to relevant resources.
- Peer reflection tasks or discussion prompts.

Guided learning months

Within the programme cycle we will place greater emphasis on guided, self-directed learning at specific points. Activities will be clearly signposted and designed to be manageable alongside operational practice. Completion may involve a short reflection, practice application or contribution to peer learning.

Using resources in practice

Resources may be downloaded or revisited throughout the programme. Participants should adapt tools to their role and local procedures rather than treating them as substitutes for KMMT policy, supervision or statutory guidance.

7. Reflection, evaluation and CPD evidence

Reflection

Reflection should focus on what has changed in understanding, what may change in practice and what evidence will demonstrate impact. A useful reflection moves beyond describing the session and identifies a specific implication for professional decision-making, communication or intervention.

Suggested reflection structure

- What was the most relevant or challenging learning point?
- How does it connect with a recent or current area of practice?
- What assumption, habit or approach might need to change?
- What will you do differently, and by when?
- How will you know whether the change has improved practice or outcomes?

Evaluation

Participants may be asked to complete a brief evaluation after workshops or guided activities. Feedback will be used to assess relevance, accessibility and impact and to refine later parts of the programme.

Attendance certificates

Attendance certificates are available on request. A certificate confirms attendance; the participant remains responsible for recording reflection and impact in a form that meets Social Work England CPD requirements.

Evidence participants may retain

- Attendance certificate.
- Completed reflection or guided activity.
- An anonymised example of changed practice.
- A supervision note or development objective.
- A revised tool, template or approach used in the workplace.
- Feedback from a colleague, manager or person using services where appropriate.

8. Accessibility and inclusive participation

DCC-i aims to provide accessible and inclusive learning. Participants are encouraged to identify reasonable adjustments or access requirements as early as possible.

- Materials will use clear structure and accessible language wherever possible.
- Participants may use captions and other Microsoft Teams accessibility functions.
- Different forms of participation will be supported; speaking in large groups will not be the only way to contribute.
- Breaks and pacing will be considered within workshop design.
- Digital resources are intended to be accessible across devices.
- Participants should contact the programme team where a specific adjustment is needed.

9. Roles, responsibilities and communication

DCC-i will

- Plan and deliver the published learning programme.
- Provide joining information and programme resources.
- Maintain the KMMT programme hub.
- Record attendance and provide certificates on request.
- Review feedback and adapt delivery where appropriate.

- Maintain professional and inclusive facilitation.

KMMT will

- Coordinate participant communication and access.
- Support staff release and attendance.
- Identify relevant local context, policy or practice priorities.
- Escalate access or delivery issues promptly.
- Support application of learning through supervision and professional development processes.

Participants will

- Attend and engage with the programme as operational demands allow.
- Maintain confidentiality and anonymise practice examples.
- Contribute respectfully to discussion and peer learning.
- Use programme resources responsibly.
- Reflect on learning and identify implications for practice.
- Seek supervision or legal advice where a live practice issue requires formal decision-making.

Contacts

DCC-i: crew@dcc-i.co.uk | www.dcc-i.co.uk

Local KMMT programme contact: Celia Dunn celia.dunn@nhs.net

10. Appendices

Appendix 1: Individual CPD reflection record

Field	Reflection
Workshop or activity	
Date	
Key learning	
Connection to my practice	
What I will do differently	
Evidence of impact to collect	
Follow-up date	

Appendix 2: Manager or supervision discussion prompts

- What learning is most relevant to the practitioner's current role or caseload?
- What opportunity is there to test or apply the learning?
- What support, authority or collaboration is needed?
- What would improved practice look like?
- When will impact be reviewed?

Appendix 3: Programme participation checklist

☐ I have received my programme hub access details.

☐ I have added the workshop dates to my diary.

☐ I know who to contact about access requirements.

☐ I understand the expectations about confidentiality and anonymisation.

☐ I have identified how I will record reflection and impact.

☐ I have discussed programme participation with my manager or supervisor.

Important: Programme resources support professional learning but do not replace KMMT policy, statutory guidance, legal advice, supervision or case-specific decision-making.

Appendix 4: Course Learning Outlines

The following learning outlines use the DCC-i standard Learning Outline structure and are aligned to the published KMMT Mental Health Social Work CPD Programme. Workshops are three-hour live virtual sessions. For sessions marked PM, exact afternoon timings will be confirmed in the joining instructions.

For all programmes the following applies:

Delegate Requirements

All delegates will need access to a laptop or desktop computer for the whole session, with a functioning microphone and camera and a strong, stable internet connection. Delegates will need a quiet place to work, largely free from interruptions, so they can contribute to discussion and skills activities. They should attend the whole session unless a different arrangement has been agreed in advance. Where the course includes skills practice, including Motivational Interviewing or Court Skills, participation in the practice element is required.

Where possible, delegates should use the Microsoft Teams desktop application and ensure it is fully updated. Laptops and desktops should have an up-to-date browser such as Google Chrome or Microsoft Edge. Work or Teams email addresses should be provided seven days before the training so that calendar invitations, joining instructions and course materials can be issued. Delegates are advised to download resources before the session and keep them accessible during the course.
For health and safety and effective participation, attendance from a mobile phone is not appropriate. Tablets can be used, although a laptop or desktop will provide better functionality.

Learning Methods

This training is delivered using an online interactive classroom approach and all delegates will be expected to take part to ensure an effective adult learning experience. Using whiteboards, polls, chat and breakout rooms where appropriate, the session will incorporate a range of learning methods, including trainer presentation, individual reflection, facilitated discussion, case studies, practice exercises and reflection dilemmas to support application to practice. Local templates and expectations will be embedded in the programme where required and appropriate.

Diverse Needs

DCC-i is committed to supporting delegates with additional learning, communication or accessibility needs. Any requirements should be notified to crew@dcc-i.co.uk at least 48 hours before the course wherever possible. Reasonable adjustments will be agreed in a way that supports participation while maintaining the learning outcomes.

Learning Outline: Induction & Social Model 3.0

Programme date: 28 May 2026 (AM)

Course Outline

This introductory workshop re-establishes the distinct contribution of social work within contemporary mental health services. It revisits the social model in the context of integrated systems, rights-based practice, lived experience and co-production. Participants will consider how identity, inequality, relationships, community and environmental barriers shape mental distress and recovery, and will identify how social workers can retain professional clarity while working within multidisciplinary settings.

Learning Outcomes

This course will provide participants with the following learning outcomes:

- Explain the contemporary social model and its relevance to mental health social work practice.
- Articulate the distinct contribution of social work within integrated and multidisciplinary mental health services.
- Recognise how social determinants, inequality, identity and environmental barriers influence mental health and recovery.
- Apply rights-based, person-centred and co-produced approaches to assessment and intervention.
- Identify practical ways to strengthen role clarity, professional curiosity and social work influence within teams.

Programme Outline

Time	Session and content
09:00	Room opens - connection, camera and microphone check

09:30	Welcome, introductions, learning agreement and session outcomes.
09:40	Social Model 3.0: what has changed and what remains essential - Short input, individual reflection and facilitated discussion on contemporary social model practice.
10:40	COFFEE BREAK / SCREEN BREAK
10:55	The distinct social work contribution - Small-group case activity exploring role clarity, rights, relationships, social context and professional influence.
11:40	From principles to practice - Application exercise using a realistic mental health scenario; action planning for local practice.
12:15	Reflection and review - learning points, application and next steps.
12:30	CLOSE

Learning Outline: Legal Literacy & Defensible Practice

Programme date: 23 June 2026 (AM)

Course Outline

This workshop develops confident, practical use of legal frameworks in complex mental health social work. Participants will map the interaction between the Mental Health Act, Mental Capacity Act, Human Rights Act and safeguarding duties, and explore how to move from legal knowledge to clear professional reasoning. The session focuses on rights, risk, proportionality, evidence, recording and the construction of defensible rationales that can withstand scrutiny.

Learning Outcomes

This course will provide participants with the following learning outcomes:

- Navigate key intersections between the Mental Health Act, Mental Capacity Act, Human Rights Act and safeguarding duties.
- Identify the legal and ethical questions that need to be addressed in complex practice situations.
- Apply rights, risk, necessity and proportionality to professional decision-making.

- Develop clearer evidence-based legal and ethical rationales.
- Strengthen recording so that decisions, alternatives, consultation and professional judgement are transparent and defensible.

Programme Outline

Time	Session and content
09:00	Room opens - connection, camera and microphone check.
09:30	Welcome, introductions, learning agreement and session outcomes.
09:40	Legal framework mapping - Interactive mapping of the main legal frameworks and decision points relevant to mental health social work.
10:40	COFFEE BREAK / SCREEN BREAK
10:55	Rights, risk and proportionality - Scenario work examining competing duties, least restrictive options and defensible professional judgement.
11:40	Recording for scrutiny - Practical review and improvement of decision rationales and case-recording examples.
12:15	Reflection and review - learning points, application and next steps.
12:30	CLOSE

Learning Outline: Moral Injury in Social Work Practice

Programme date: 21 July 2026 (AM)

Course Outline

This workshop explores moral injury as a response to situations in which practitioners are unable to act in accordance with their professional values or feel implicated in actions that conflict with those values. Participants will distinguish moral injury from burnout, compassion fatigue and vicarious trauma; identify

organisational and practice triggers; and consider individual, supervisory and team-based approaches to repair, reconnection and sustainable practice.

Learning Outcomes

This course will provide participants with the following learning outcomes:

- Define moral injury and distinguish it from burnout, compassion fatigue and vicarious trauma.
- Recognise common triggers, including resource scarcity, conflicting duties, organisational pressure and constrained choices.
- Identify the effects of ethical distress, value dissonance and moral residue on practitioners and practice.
- Use reflective and narrative approaches to process morally difficult experiences.
- Develop practical actions for supervision, team support, value realignment and personal moral sustainability.

Programme Outline

Time	Session and content
09:00	Room opens - connection, camera and microphone check.
09:30	Welcome, introductions, learning agreement and session outcomes.
09:45	Understanding moral injury - Concept input and reflective activity distinguishing moral injury from related workforce experiences.
10:40	COFFEE BREAK / SCREEN BREAK
10:55	Triggers, impact and moral residue - Case-based discussion of ethical conflict, constrained practice and organisational pressure.
11:40	Repair and moral sustainability - Guided reflection, supervisory approaches and development of a personal Moral Sustainability Plan.
12:15	Reflection and review - learning points, application and next steps.
12:30	CLOSE

Learning Outline: Trauma-Informed and Neurodiversity-Inclusive Practice

Programme date: 27 August 2026 (AM)

Course Outline

This workshop strengthens psychologically informed, sensory-aware and inclusive mental health social work practice. It considers how trauma, autism, ADHD and other forms of neurodivergence may shape communication, behaviour, engagement and responses to services. Participants will explore how to avoid diagnostic overshadowing and misinterpretation, make reasonable adjustments and retain professional curiosity without pathologising difference or assuming that all distress is trauma-based.

Learning Outcomes

This course will provide participants with the following learning outcomes:

- Apply core trauma-informed principles while retaining professional curiosity and analytical balance.
- Recognise how neurodivergent communication, executive functioning and sensory needs may affect assessment and engagement.
- Identify risks of diagnostic overshadowing, stigma, misdiagnosis and culturally unsafe interpretation.
- Use communication adjustments and environmental changes to reduce avoidable barriers.
- Integrate trauma-informed and neurodiversity-inclusive thinking into assessment, planning and multidisciplinary discussion.

Programme Outline

Time	Session and content
09:00	Room opens - connection, camera and microphone check.
09:30	Welcome, introductions, learning agreement and session outcomes.
09:45	Trauma-informed practice without assumptions - Input and reflective dilemmas on safety, trust, choice, collaboration and professional curiosity.
10:40	COFFEE BREAK / SCREEN BREAK
10:55	Neurodiversity-inclusive mental health practice - Applied exploration of

	communication, sensory needs, executive functioning and reasonable adjustment.
11:40	Reducing misinterpretation and barriers - Case activity focused on formulation, cultural safety, diagnostic overshadowing and inclusive planning.
12:15	Reflection and review - learning points, application and next steps.
12:30	CLOSE

Learning Outline: Substance Use, Dual Diagnosis & Complexity

Programme date: 24 September 2026 (AM)

Course Outline

This workshop supports social workers to work more confidently with people whose needs involve mental distress, substance use, trauma, cognitive impairment and fragmented service responses. Participants will consider polysubstance use, dual diagnosis and alcohol-related brain damage, and will practise developing integrated formulations that avoid single-issue explanations. The session emphasises engagement, harm reduction, coordinated planning and defensible responses to risk and uncertainty.

Learning Outcomes

This course will provide participants with the following learning outcomes:

- Recognise key patterns and risks associated with polysubstance use, dual diagnosis and alcohol-related brain damage.
- Explain how trauma, mental health, substance use, cognition and social context may interact.
- Develop an integrated formulation that avoids fragmented or exclusionary explanations.
- Use engagement and harm-reduction approaches while maintaining attention to risk and safeguarding.
- Identify practical steps for coordinated multi-agency planning and professional challenge.

Programme Outline

Time	Session and content
09:00	Room opens - connection, camera and microphone check.
09:30	Welcome, introductions, learning agreement and session outcomes.
09:40	Understanding substance use and complexity - Overview of key patterns, terminology, risk and the impact of fragmented systems.
10:40	COFFEE BREAK / SCREEN BREAK
10:55	Integrated formulation - Group case analysis linking trauma, mental health, substance use, cognition and social context.
11:40	Engagement and coordinated planning - Practice activity on harm reduction, multi-agency roles, escalation and defensible planning.
12:15	Reflection and review - learning points, application and next steps.
12:30	CLOSE

Learning Outline: Digital Practice, AI Ethics & Online Safety

Programme date: 14 October 2026 (PM)

Course Outline

This workshop develops safe, ethical and professionally accountable practice in a digitally mediated world. Participants will consider digital footprints, online relationships, coercion, exploitation and evidence, alongside the opportunities and risks presented by generative AI. The session focuses on confidentiality, verification, bias, transparency and the continuing responsibility of the practitioner for professional judgement and decision-making.

Learning Outcomes

This course will provide participants with the following learning outcomes:

- Identify digital risks, online behaviours and evidence that may be relevant to mental health social work.
- Recognise patterns of online coercion, exploitation and technology-facilitated harm.
- Explain the ethical and professional risks associated with the use of generative AI in social work.
- Apply safeguards relating to confidentiality, data minimisation, verification, bias and transparency.
- Use digital tools in a way that supports, rather than replaces, accountable professional judgement.

Programme Outline

Time	Session and content
13:00	Room opens - connection, camera and microphone check.
13:30	Welcome, introductions, learning agreement and session outcomes.
13:40	Digital lives and online safeguarding - Interactive exploration of digital footprints, online relationships, coercion and exploitation.
15:00	COFFEE BREAK / SCREEN BREAK
15:15	AI in social work practice - Practical discussion of appropriate and inappropriate uses, bias, hallucination, confidentiality and verification.
15:45	Professional accountability in the digital world - Scenario work and development of a safe-use checklist for practice.
16:15	Reflection and review - learning points, application and next steps.
16:30	CLOSE

Learning Outline: Systemic & Network Approaches Masterclass

Programme date: 4 November 2026 (PM)

Course Outline

This practical masterclass develops systemic fluency for work with complex family, professional and service networks. Participants will use systemic questioning, Social GRACES, network mapping and collaborative formulation to explore patterns, relationships, power and competing narratives. The session is designed to improve conversations across agencies and help practitioners move from individualised explanations to a richer understanding of context and interaction.

Learning Outcomes

This course will provide participants with the following learning outcomes:

- Use systemic questions to explore relationships, patterns, meaning and alternative perspectives.
- Apply Social GRACES to consider identity, power, privilege and difference within practice.
- Map family, community and professional networks to identify influence, gaps and repeated interactional patterns.
- Use collaborative formulation to hold multiple narratives without losing professional analysis.
- Plan more effective multi-agency conversations and interventions in complex situations.

Programme Outline

Time	Session and content
13:00	Room opens - connection, camera and microphone check.
13:30	Welcome, introductions, learning agreement and session outcomes.
13:40	Thinking systemically - Brief input and practice using circular, reflexive and difference questions.
15:00	COFFEE BREAK / SCREEN BREAK
15:15	Social GRACES and network mapping - Applied activity exploring identity, power, relationships and the wider professional network.

15:45	Collaborative formulation and network conversations - Complex case exercise using mapping and CMM-informed discussion to plan next steps.
16:15	Reflection and review - learning points, application and next steps.
16:30	CLOSE

Learning Outline: Motivational Interviewing: Skills Masterclass

Programme date: 2 December 2026 (AM)

Course Outline

This practice-rich workshop develops motivational interviewing skills for conversations involving ambivalence, resistance and change. Participants will revisit the spirit and core processes of motivational interviewing, use OARS skills to deepen engagement, and practise responding to sustain talk and discord. The session maintains attention to autonomy, risk and professional responsibility, and requires active participation in structured skills practice.

Learning Outcomes

This course will provide participants with the following learning outcomes:

- Explain the spirit and core processes of motivational interviewing.
- Use open questions, affirmations, reflections and summaries to strengthen engagement.
- Recognise and respond constructively to change talk, sustain talk and discord.
- Use evocation and collaborative planning without arguing, persuading or taking over responsibility for change.
- Apply motivational interviewing skills while maintaining appropriate attention to risk, safeguarding and professional duties.

Programme Outline

Time	Session and content
09:00	Room opens - connection, camera and microphone check.
09:30	Welcome, introductions, learning agreement and session outcomes.
09:40	MI foundations and engagement - Demonstration and short practice using the spirit of MI and OARS skills.
10:40	COFFEE BREAK / SCREEN BREAK
10:55	Working with ambivalence and sustain talk - Structured paired skills practice with observation and feedback.
11:40	Evoking change and planning - Scenario-based practice integrating autonomy, risk and professional responsibility.
12:15	Reflection and review - learning points, application and next steps.
12:30	CLOSE

Learning Outline: Crisis Decision-Making Under Pressure

Programme date: 6 January 2027 (AM)

Course Outline

This workshop strengthens professional reasoning during urgent and high-pressure mental health situations. Participants will use structured approaches to rapid legal and risk formulation, examine the effects of cognitive load and bias, and practise balancing rights, risk, urgency and least restrictive options. The session also considers consultation, escalation, AMHP-practitioner interfaces and concise recording of defensible decisions.

Learning Outcomes

This course will provide participants with the following learning outcomes:

- Use a structured approach to rapid assessment and formulation in crisis situations.
- Identify the relevant legal, ethical, risk and rights-based considerations under time pressure.
- Recognise how cognitive load, bias, urgency and organisational pressure can distort decision-making.
- Use consultation, escalation and professional challenge appropriately.
- Communicate and record concise, proportionate and defensible decisions, including alternatives considered.

Programme Outline

Time	Session and content
09:00	Room opens - connection, camera and microphone check.
09:30	Welcome, introductions, learning agreement and session outcomes.
09:40	Decision-making under pressure - Interactive input on cognitive load, bias, uncertainty and structured rapid formulation.
10:40	COFFEE BREAK / SCREEN BREAK
10:55	Rights, risk and urgent legal decisions - Scenario work balancing urgency, proportionality, least restriction and AMHP-practitioner interfaces.
11:40	Escalation and defensible recording - Practical exercise on consultation, escalation, rationale and concise crisis recording.
12:15	Reflection and review - learning points, application and next steps.
12:30	CLOSE

Learning Outline: Domestic Abuse Advanced Practice

Programme date: 4 February 2027 (AM)

Course Outline

This advanced workshop develops analysis of coercive control, relational risk and intersectional harm within mental health social work. Participants will examine contemporary patterns of domestic abuse, including non-fatal strangulation, trauma bonding and technology-facilitated abuse. The session focuses on safe enquiry, survivor-centred planning, the interaction between mental health and domestic abuse systems, and informed approaches to perpetrator engagement.

Learning Outcomes

This course will provide participants with the following learning outcomes:

- Recognise contemporary patterns of domestic abuse, including coercive control, non-fatal strangulation and technology-facilitated abuse.
- Understand how trauma, fear, dependency, isolation and trauma bonding may shape presentation and engagement.
- Use safe, sensitive and professionally curious enquiry.
- Apply intersectional analysis to risk, barriers, service responses and safety planning.
- Strengthen multi-agency planning and make informed decisions about perpetrator engagement and professional challenge.

Programme Outline

Time	Session and content
09:00	Room opens - connection, camera and microphone check.
09:30	Welcome, introductions, learning agreement and session outcomes.
09:40	Contemporary domestic abuse practice - Input on coercive control, non-fatal strangulation, trauma bonding and technology-facilitated abuse.
10:40	COFFEE BREAK / SCREEN BREAK

10:55	Safe enquiry and intersectional analysis - Case-based activity considering mental health, identity, barriers, risk and survivor-centred responses.
11:40	Planning across systems - Multi-agency scenario focused on safety planning, perpetrator engagement, escalation and professional challenge.
12:15	Reflection and review - learning points, application and next steps.
12:30	CLOSE

Learning Outline: Statutory Roles & Court Skills

Programme date: 3 March 2027 (AM)

Course Outline

This workshop revisits statutory social work responsibilities and develops confidence in report writing, professional analysis and giving evidence. Participants will clarify the boundaries of key roles, examine what courts and tribunals require from social work evidence, and practise presenting a clear professional rationale under scrutiny. The session includes structured skills practice and requires active participation.

Learning Outcomes

This course will provide participants with the following learning outcomes:

- Clarify core statutory social work roles, responsibilities and lines of accountability.
- Distinguish fact, evidence, professional opinion, analysis and recommendation in written work.
- Structure reports so that the legal question, evidence, reasoning and conclusion are clear.
- Prepare effectively for court or tribunal attendance and communicate evidence with confidence.
- Respond professionally to challenge and cross-examination while remaining within the limits of knowledge and role.

Programme Outline

Time	Session and content
09:00	Room opens - connection, camera and microphone check.
09:30	Welcome, introductions, learning agreement and session outcomes.
09:40	Statutory roles and professional accountability - Role-mapping activity and discussion of authority, boundaries, consultation and challenge.
10:40	COFFEE BREAK / SCREEN BREAK
10:55	Reports and evidence-based analysis - Practical exercise improving report structure, evidence, analysis and recommendations.
11:40	Court and tribunal skills - Preparation and structured skills practice in giving evidence and responding to challenge.
12:15	Reflection and review - learning points, application and next steps.
12:30	CLOSE