

# The Language of Mental Health

## **Series Editors**

Michelle O'Reilly  
The Greenwood Institute  
University of Leicester  
Leicester, UK

Jessica Nina Lester  
School of Education  
Indiana University  
Bloomington, IN, USA

This series brings together rich theoretical and empirical discussion at the intersection of mental health and discourse/conversation analysis. Situated broadly within a social constructionist perspective, the books included within this series will offer theoretical and empirical examples highlighting the discursive practices that surround mental health and make 'real' mental health constructs. Drawing upon a variety of discourse and conversation analysis perspectives, as well as data sources, the books will allow scholars and practitioners alike to better understand the role of language in the making of mental health. Editorial board We are very grateful to our expert editorial board who continue to provide support for the book series. We are especially appreciative of the feedback that they have provided on earlier drafts of this book. Their supportive comments and ideas to improve the book have been very helpful in our development of the text. They continue to provide support as we continue to edit the book series 'the language of mental health'. We acknowledge them here in alphabetical order by surname. Tim Auburn, Plymouth University, UK; Galina Bolden, Rutgers University, USA; Susan Danby, Queensland University of Technology, Australia; Debra Friedman, Indiana University, USA; Ian Hutchby, University of Leicester, UK; Doug Maynard, University of Wisconsin, USA; Emily A. Nusbaum, University of San Francisco, USA.

More information about this series at  
<http://www.palgrave.com/gp/series/15193>

Cordet Smart · Timothy Auburn  
Editors

# Interprofessional Care and Mental Health

A Discursive Exploration of Team  
Meeting Practices

palgrave  
macmillan

*Editors*

Cordet Smart  
School of Psychology  
University of Plymouth  
Plymouth, UK

Timothy Auburn  
School of Psychology  
University of Plymouth  
Plymouth, UK

The Language of Mental Health

ISBN 978-3-319-98227-4

ISBN 978-3-319-98228-1 (eBook)

<https://doi.org/10.1007/978-3-319-98228-1>

Library of Congress Control Number: 2018950735

© The Editor(s) (if applicable) and The Author(s), under exclusive license to Springer International Publishing AG, part of Springer Nature 2018

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Cover illustration: fotostorm/gettyimages

This Palgrave Macmillan imprint is published by the registered company Springer Nature Switzerland AG

The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

# Acknowledgements

We would like to firstly thank our service user and carer group based at Plymouth University, for their comments on the research programme at intervals from its inception to its completion, and all of the service users and carers who have commented along the way, in particular Christianne Pollock, who we recognise as a carer who has had profound personal challenges to manage, and has still kindly and helpfully commented on our work and even found time to author some chapters.

Kind thanks also go to Jacqui Stedmon, Emma Newton and Nneamaka Ekebuisi for their hard work with reviewing chapters. Jacqui Stedmon is an Associate Lecturer and the Course Director of Plymouth University's Clinical Psychology Programme. She is a clinical psychologist specialising in children's mental health and bereavement and kindly reviewed Chapter 15 for us. Emma Newton and Nnemaka Ekebuisi are both currently third-year clinical psychology trainees and kindly took time out in their busy year to review chapters. Emma Newton reviewed several chapters including Chapters 5 and 7, and Nnemaka reviewed Chapter 3. We would also like to thank all of our participants for taking part in the research and engaging so fully in the process. In addition, we would like to thank our clinical commentators, including Dr. Jane Suzanne, a specialist clinical psychologist in Devon Partnership Trust,

and Dr. Sarah Whittham, a specialist clinical psychologist in Cornwall Foundation NHS Trust. Both of these people have provided valuable insights and reflections around how the research worked.

Our research assistants have also worked hard, including Brajan Stovac, Holly Reed and Nancy Froomberg, all of whom have contributed to the organisation of the data and the administration of the project.

# Contents

<b>1</b>	<b>Introduction: Problems and Prospects for Multidisciplinary Team Meetings</b>	<b>1</b>
	<i>Cordet Smart, Jennifer Dickenson, Timothy Auburn and Nancy Froomberg</i>	
	Introduction	1
	Multidisciplinary Team (MDT) Meetings as a Focal Research Context	5
	The Challenges of Poor Communication	7
	Aims and Methods of the <i>MDTsInAction</i> Research Programme	19
	The Development of a Conversation Analytic Project	20
	Organisation of the Book	22
	References	23

**Part I Researching Multi-disciplinary Teams Using  
a Language Based Perspective**

<b>2</b>	<b>Inside the Meeting: Discursive Approaches as a Framework for Understanding Multidisciplinary Team Meetings</b>	29
	<i>Timothy Auburn, Cordet Smart and Madeleine Tremblett</i>	
	Background	29
	The Principles of Conversation Analysis and Discursive Psychology	37
	Conclusion: Implications for Interprofessional Teamworking	50
	References	52
<b>3</b>	<b>Healthcare Meetings Where the Service User Is Absent: The Ethical and Values-Based Implications for Research</b>	57
	<i>Cordet Smart, Lindsay Aikman, Madeleine Tremblett, Jennifer Dickenson and Sifiso Mhlanga</i>	
	Introduction	57
	Main Ethical Issues	59
	Project Overview	64
	Researcher Reflections	65
	Recommendations for Interprofessional Team Working	74
	Summary	74
	References	75

**Part II Identifying and Understanding the Complexities  
of MDT Meetings**

<b>4</b>	<b>Theorising Multidisciplinary Team Meetings in Mental Health Clinical Practice</b>	79
	<i>Cordet Smart and Timothy Auburn</i>	
	Introduction	79
	Project Overview	86
	Summary and Conclusions	93
	References	94

<b>5</b>	<b>Power Struggles in MDT Meetings: Using Different Orders of Interaction to Understand the Interplay of Hierarchy, Knowledge and Accountability</b>	97
	<i>Cordet Smart, Christianne Pollock, Lindsay Aikman and Erica Willoughby</i>	
	Introduction	97
	Definitions of Power	98
	Power and Hierarchies in Mental Health Settings	100
	Project Overview	105
	Findings	106
	Implications for Interprofessional Working	117
	Summary	117
	References	118
 <b>6</b>	 <b>‘Unspoken’ Outcomes: The Unintended Consequences of Interactions in MDT Meetings as Supporting Staff Well-Being and the Delivery of Compassionate Care</b>	 123
	<i>Lindsay Aikman</i>	
	Introduction	123
	Project Overview	126
	Results	127
	Discussion	135
	Summary	140
	References	141
<b>Part III Clinical Applications—Team Formulations in Mental Health MDTs</b>		
 <b>7</b>	 <b>Conversation Analysis of Psychological Formulation Discussions in Adult Learning Disabilities Teams</b>	 147
	<i>Katherine Peckitt and Cordet Smart</i>	
	Introduction	147
	Project Overview	151
	Psychological Formulations: Tentative Statements with ‘aha’ Moments	154

	Psychological Formulations: An Opportunity to Express Emotional and Delicate Views	158
	Summary	163
	Implications for Clinical Practice and Interprofessional Working	165
	References	166
<b>8</b>	<b>Does This Child Have Autism? Exploring Team Discussions When Diagnosing Autistic Spectrum Disorder</b>	<b>169</b>
	<i>Nicole Parish</i>	
	Introduction	169
	Project Overview	173
	Analysis	176
	Discussion	185
	Recommendations for Interprofessional Working	185
	Further Research	188
	Summary	189
	References	190
<b>9</b>	<b>Negotiating Resources During CMHT Team Meetings: Exploring Requests for Joint Working</b>	<b>193</b>
	<i>Sifiso Mhlanga and Timothy Auburn</i>	
	Introduction	193
	Project Overview	196
	Findings	198
	Recommendations for Interprofessional Working	204
	Summary	205
	References	206
<b>10</b>	<b>Sharing Information and Retelling Stories in a Memory Clinic MDT Meeting</b>	<b>209</b>
	<i>Jennifer Dickenson and Cordet Smart</i>	
	Introduction	209
	Project Overview	211
	Method	212

Analysis	213
Summary	220
Implications for Interprofessional Working	221
References	222

## Part IV Patient Centred Interactions in Team Meetings

<b>11 Advocacy for Service Users and Carers in Community Learning Disability Team Meetings When Service Users and Carers Are Absent</b>	227
<i>Cordet Smart and Holly Reed</i>	
Introduction	227
Project Overview	229
Findings	230
Summary	243
Recommendations for Interprofessional Working	244
References	245
<b>12 Concern Constructions in Multidisciplinary Team Meetings: Risk or Patient Focused?</b>	247
<i>Madeleine Tremblett</i>	
Introduction	247
Method	251
Findings	252
Recommendations for Interprofessional Team Working	266
References	267
<b>13 Listening to ‘Early Intervention in Psychosis Teams’ Talk About Psychosis and Its Meaning: The Perspective of Those with Lived Experience of Psychosis</b>	271
<i>Claire Whiter, Ben Durkin and Ashley Tauchert</i>	
Introduction	271
Project Overview	272
Method	274
Findings	277

Reflections on the Process of Involvement in the Project	286
Recommendations for Interprofessional Team Working	289
Summary	290
References	291

## **Part V Interventions—Supporting Teamwork in Mental Health Care**

<b>14 Using Joint Conversation Analysis Between Clinicians and Researchers: Developing Reflexivity in Community Mental Health Teams</b>	295
<i>Cordet Smart, Holly Reed, Madeleine Tremblett and Nancy Froomberg</i>	
Introduction	295
Joint Analysis	298
Project Overview	301
Stages of Joint Analysis	301
Summary	312
Reflections on the Process of Joint Analysis	313
Implications for Interprofessional Working	314
References	316
<b>15 Training for Enhanced Team Performance in Mental Healthcare Contexts: A Workshop and Its Fit with Interprofessional Care</b>	319
<i>Cordet Smart, Holly Reed, Brajan Sztorc, Dominique Clancy and Emily Connolly</i>	
Introduction	319
Training for Interprofessional Working in Mental Health Contexts and Beyond: Interprofessional Education (IPE)	320
Training in Interprofessional Working for Professionals	328
Project Overview	334
Recommendations for Interprofessional Team Working	339
Summary	339
References	340

<b>16</b>	<b>Conclusions: Advancing Team Working in Community Mental Health Settings</b>	345
	<i>Cordet Smart and Timothy Auburn</i>	
	Introduction	345
	Overview	346
	Summary: Main Themes	353
	<b>Appendix: Jeffersonian Transcription Conventions</b>	359
	<b>Glossary</b>	361
	<b>Index</b>	367

## Notes on Contributors

**Dr. Lindsay Aikman** is working as a highly specialist clinical psychologist in an acute inpatient mental health unit in the UK. Before moving in to mental health in 2009, Lindsay spent almost ten years working internationally in management consultancy and specialised in team dynamics and organisational change. She now works in ways that blends these two fields, promoting the importance of interprofessional team working as a key factor in facilitating joined-up experiences of health and social care. Her commitment to this philosophy earned her an award from the Division of Clinical Psychology for co-founding an interdisciplinary learner-led initiative while completing her Doctorate in Clinical Psychology. An awareness of organisational systems and how they support best practice, innovation and change has continued to be of interest to Lindsay, noticing how differently MDT practices can be operationalised within services. Lindsay passionately believes that supporting clinicians to be the best versions of themselves is core to the sustainable delivery of compassionate care, and so nurturing compassionate working environments is central to her practice, and a research topic she presented on at the Compassionate Mind Foundation's 4th International Conference in 2015.

**Timothy Auburn** is an Associate Professor in the School of Psychology, University of Plymouth. He has had a long-standing interest in the uses of conversation analysis for understanding the way society's core institutions work and for promoting changes in these institutions at the level of interaction. As well as his current interest in multidisciplinary team meetings and their role in health care, his other research interests include problem-solving for offenders in the lower courts, and the barriers and outcomes of altruistic kidney donation.

**Dominique Clancy** is a third-year trainee clinical psychologist on the Doctorate in Clinical Psychology at the University of Plymouth. Her doctoral research is focused on exploring the experience of students attending Schwartz Rounds conducted in the University context. Dominique has a Master's in Forensic Psychology from the University of York and a Bachelor of Science with Honours in Psychology from the University of York. She has worked across child and adult mental health and learning disability services and has a keen interest in supporting the well-being of staff working in health care.

**Emily Connolly** is a trainee clinical psychologist at Plymouth University. She is interested in how reflective practice works within clinical practice, and is engaged in a number of interprofessional working initiatives. This includes the development of 'Bridges', where students from different professionals come together to enhance integrated learning and thinking.

**Dr. Jennifer Dickenson** is working as a clinical psychologist within an NHS older people's mental health service in the UK. She works within both community and inpatient MDTs who provide services both people with a diagnosis of dementia and people who are experiencing mental health difficulties. Jenny values MDT working and encourages psychological formulation within all aspects of her work.

**Ben Durkin** Peer Support Organisation, Exeter, UK.

**Nancy Froomberg** is a Research Assistant based at Plymouth University. Her interests lie in discourse analysis with a focus on conversational analysis as a methodology for examining the way in which language works and how we achieve social actions within this.

**Dr. Sifiso Mhlanga** is a clinical psychologist, currently working within an acute inpatient mental health service in the NHS. Her previous experience includes working within forensic and locked rehabilitation services in the NHS and in the private sector. Her current clinical and research interests include promoting a psychotherapeutic culture through facilitating reflective practice groups and providing colleagues with regular training informed by a variety of psychological approaches.

**Nicole Parish** is a clinical psychologist, currently working for the NHS within the Noah's Ark Children's Hospital for Wales. She is particularly interested in the benefits of interprofessional working and the use of psychological ideas to promote well-being within wide organisations such as hospitals and schools.

**Dr. Katherine Peckitt** is a Clinical Psychologist with a special interest in psychosis.

**Christianne Pollock** has a particular interest in learning disability and autism and has been involved in this project as an expert by experience. She has previously used Conversation Analysis to look at interactions of children with severe autism. She now runs a business providing Jeffersonian transcription for researchers and is currently training to be a speech and language therapist.

**Holly Reed** is a Research Assistant at Plymouth University. She received a British Psychological Society Undergraduate Award in 2017 to work on the *MDTsInAction* project and develop the work around topics related to advocacy.

**Cordet Smart** is a Lecturer in the School of Psychology, University of Plymouth. She is the Chief Investigator on the *MDTsInAction* research programme, which she developed combining her training as an Adult Nurse, Ph.D. in discourse and social influence in organisations, and extensive experience as a research tutor for 10 years on the Plymouth Clinical Psychology Training Programme, and gained from the Exeter Doctorate in Clinical Psychotherapy. She is particularly interested in examining interactions within clinical and group contexts (such as families and health care organisations) and exploring the multiple presentations of social influence from a discursive psychology perspective.

**Ashley Tauchert** Peer Support Organisation, Exeter, UK.

**Brajan Sztorc** is an undergraduate psychology student who has worked as a Research Assistant with Dr. Cordet Smart on this project.

**Madeleine Tremblett** is a Teaching and Research Associate at the University of Plymouth, completing her Ph.D. in between her teaching responsibilities for the School of Psychology. Her Ph.D. focuses on how multidisciplinary teams collaborate in Intellectual (Learning) Disability services. Drawing heavily on discursive methods to examine meetings held between professionals, Madeleine is interested in understanding how examining everyday interactions can help uncover practices used to provide effective care.

**Dr. Claire Whiter** is currently working as clinical psychologist within a multidisciplinary Community Mental Health Team. She has used mental health services herself and has worked across statutory and voluntary sectors within the fields of teaching, women's mental health and Early Intervention in Psychosis Services. She is working to promote involvement of service users and carers across all levels of the mental health service and the application of involvement within the research process. Within her clinical work, Claire is interested in psychological approaches to working with psychosis and finding an elaborated language for emotionality and distress that may be shared by service users, carers and staff. Her clinical and research interests lie in feminist approaches to mental health including consideration of social inequalities and qualitative methodologies.

**Erica Willoughby** is an Assistant Psychologist in a community adult learning disabilities team. Prior to this Erica completed a masters degree, under the supervision of Dr. Cordet Smart, with her thesis focusing on observing power in MDTs.

# Abbreviations

ADHD	Attention Deficit Hyperactivity Disorder
ADI	Autism Diagnostic Inventory
ADOS	Autism Diagnostic Observation Schedule
ASD	Autism Spectrum Disorder
BPS	British Psychological Society
CA	Conversation Analysis
CDP	Critical Discursive Psychology
CMHN	Community Mental Health Nurse
CMHT	Community Mental Health Team
CPN	Community Psychiatric Nurse
DA	Discourse Analysis
DP	Discursive Psychology
DSM	Diagnostic and Statistical Manual
EI	Early Intervention in Psychosis
IAPT	Improving Access to Psychological Therapies
IDK	'I Don't Know' Utterances
ILD	Intellectual Learning Disability
IPE	Interprofessional Education
IPL	Interprofessional Learning
LD	Learning Disability
MD	Medical Doctor

**xx      Abbreviations**

MDT	Multidisciplinary Team
OCD	Obsessive Compulsive Disorder
OT	Occupational Therapist
PLD	Person living with dementia
PPI	Public and Patient Involvement
QAA	Quality Assurance Agency
SALT	Speech and Language Therapist
TCU	Turn Construction Unit
TRP	Transition Relevance Place

# List of Tables

Table 1.1	CASP ratings for literature review on poor communication	9
Table 1.2	A summary of the articles selected for the literature review	10
Table 13.1	Four main repertoires	277
Table 14.1	Transcription symbols adapted from Jefferson (1984)	315