

# Mind & Body (Education): Striving for excellence in KHP

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On behalf of the King's Health Partners' **Mind & Body Programme Board**  
Supported by the Education Academy's **Mind & Body (Education) Committee**

## Executive Summary

### Introduction

- King's Health Partners' (KHP) Mind & Body Programme hopes to capitalise on the renowned expertise of its partner organisations by pioneering innovative approaches to 'treating the whole person' - addressing overlap between physical and mental healthcare needs of patients.
- National strategy, policy, and academic literature highlight the importance of adopting such approaches, and the role of education and training in successful implementation.

### Aims

- i. Identify current training within KHP that supports working with Mind & Body.
- ii. Establish need for enhancing existing and developing new training.
- iii. Develop a training strategy & recommendations to embed Mind & Body care.

### Key findings

- There is exemplary care & training provision for Mind & Body, however, this is sporadic and not universal across professions, services and organisations.
- There is the need, interest, and opportunity for development of training practices to support staff to work with Mind & Body.
- Existing best practice and the views of students, staff, senior professionals, & service users, identified potential developments to training around Mind & Body, the subsequent support required, and a strategy to embed positive change.

### Recommendations

1. *Establish a clear theme or 'brand' to represent the training for overlapping physical and mental health, e.g. Mind & Body Programme or IMPARTS.*
2. *Collate and fund an editorial board or committee to project manage and oversee Mind & Body training (e.g. Mind & Body (Education) Committee), representing and disseminating KHP expertise in this area.*
3. *Build on the Mind & Body training strategy presented in this report (p.23), adopting an implementation model, e.g. the 4-tier or flowchart models (p.20-21).*
4. *Ensure contact and support from all KHP stakeholders, fostering collaboration.*
5. *Review all existing internal Trust training for Mind & Body content and relevance.*
6. *Develop new training packages and products to support clinical practice around Mind & Body.*
7. *Increase support for UG & PG teaching on overlapping physical and mental health needs.*
8. *Increase opportunities for UG & PG exposure and placements in services addressing Mind & Body, through collaboration between KCL and Trusts.*
9. *Support restructure of nursing training & core trainee placements, offering expertise & opportunities when possible.*
10. *Support simulation and experiential learning for current UG & PG programmes*

### Mind & Body training models

Explicit data collected and general interpretation of findings highlighted possible models and frameworks that may be useful in the implementation of Mind & Body training initiatives. These representations of the structure, outline, and goals of Mind & Body training programmes can guide and clarify the objectives, strategy, and implementation required to effect change around the overlap of mental and physical health needs.

**1. *Four-tiered model of Mind & Body training:***

This model, adapted from the NICE four-tier model of psychological support in cancer care, aims to replicate the inclusion of all healthcare professionals in clearly outlining graduated role and training expectations from basic awareness to specialist intervention, closely linking training with practice in meeting physical and mental health needs.

Adaptation has included considerations for physical as well as mental health and wellbeing, ensuring that this model would be applicable in acute, mental health, and primary care settings.

Level	Group	Assessment	Intervention
1	All Health and Social Care Professionals	Recognition of psychological and physical health needs, referral if necessary	Effective information giving, compassionate communication, general consideration of physical and psychological support
2	Health and Social Care Professionals with additional experience	Screening of psychological distress <b>OR</b> Compromised/deteriorating physical condition, referral is necessary	Psychological techniques such as 'problem solving' <b>OR</b> Physiological management such as medication, health promotion
3	Trained and accredited professionals	Assessment of psychological distress, diagnosis of some psychopathology <b>OR</b> Assessment of physical condition, diagnosis of physical health concerns Referral is necessary	Counselling, specific psychological interventions such as anxiety management and solution-focused therapy, according to explicit theoretical framework <b>OR</b> Specific physical health interventions such as care planning and management, according to best practice guidelines
4	Mental <b>OR</b> Physical Health Specialists	Diagnosis of psychopathology <b>OR</b> Diagnosis of physical health condition	Specialist psychological interventions such as psychotherapy, including CBT <b>OR</b> Interventions and care of physical health delivered by the relevant medical specialist

This model could guide development and provision of future training, and with links to appraisals and CPD, even clinical care, potentially reproducing the benefits seen in cancer care, such as improved psychological and physical health outcomes, and efficiency and costs savings to healthcare systems.

## Strategy development

1. This aims to briefly outline how training and education around the Mind & Body will be developed and delivered for the remainder of the KHP five year plan “Improving health and wellbeing: Locally and globally 2014-2019”, which encompasses the Mind & Body Programme.
2. The strategic objectives for Mind & Body training, as agreed by the Mind & Body Education Workstream are to:
  - i. Build awareness and understanding of the necessity and benefits of considering Mind & Body, and ‘treating the whole person’ in care provision
  - ii. Improve service user and staff outcomes and experience of overlapping mental and physical health needs through clinical education and practice
  - iii. Gain recognition for dissemination, nationally and internationally, of innovative and effectual training programmes to support the provision of mental and physical healthcare concurrently
3. These objectives apply to all healthcare professions, settings, and organisations, across all stages of professional development, from undergraduate to workplace training
4. To achieve these objectives a raft of short and long term initiatives will be implemented, including but not limited to:
  - i. Enhancing existing training by offering support and resource to bring in Mind & Body considerations where relevant
  - ii. Expansion and upscaling of current training practices that have proven benefit, are prepared for extension, and may be adaptable to other settings
  - iii. Increase the use of skills, team, and experience-based workplace training methods, such as simulation, in educational settings
  - iv. Developing new training packages and products to support Mind & Body practice in Acute, Mental Health, and Primary Care settings, both internally and externally
  - v. Support medical and nursing curricula reviews and general Health Faculty UG & PG training by making available teaching expertise and clinical placements
5. Successful implementation of these initiatives will be accomplished through the marriage of bottom-up and top-down management. Outstanding provision of care and training addressing the overlap of physical and mental health needs already exists within KHP, driven from the bottom up by the passion, innovation, and dedication of individuals. These powerful forces will be fostered, sustained, and expanded through top-down support.

## Recommendations

These recommendations aim to build on the findings of this report and support strategy development in successful and effectual implementation of Mind & Body training initiatives, making King’s Health Partners a world leader in the care of overlapping physical and mental health needs, and ensuring the best clinical provision possible for its service users.

	Recommendation	Resource required
<b>Universal</b>	1. Establish a clear theme or ‘brand’ to represent this area of overlapping physical and mental health, e.g. Mind & Body Programme or IMPARTS	Decision-making and support from the Mind & Body Programme Board to, for example, the Mind & Body (Education) Committee (see Recommendation 2)
	2. Collate and fund an editorial board or committee to project manage and oversee Mind & Body training (e.g. Mind & Body (Education) Committee), representing and disseminating KHP expertise in this area	Funding and expertise to support the identification and recruitment of appropriate individuals for this board/committee, possible links to existing structures, e.g. KHP Education Academy
	3. Build on the Mind & Body training strategy presented in this report (p.23), adopting an implementation model, e.g. the 4-tier or flowchart models (p.20-21)	As above for strategy, along with canvassing KHP, Trust, & KCL support for strategy & delivery model (p.20-21) via Mind & Body (Education) Committee
	4. Ensure contact and support from all KHP stakeholders, fostering collaboration	KHP to act as facilitator in involving all 4 main stakeholders
<b>Workplace</b>	5. Review all existing internal Trust training for Mind & Body content and relevance	Funding to execute, and support to secure cooperation of E&T departments
	6. Develop new training packages & products to support clinical practice for Mind & Body	Funding and expertise channelled to the relevant training centres/departments
<b>UG &amp; PG Level</b>	7. Increase support for UG & PG teaching on overlapping physical & mental health needs	Facilitation of communications between Trusts and KCL regarding teaching links
	8. Increase opportunities for UG & PG exposure and placements in services addressing Mind & Body, through collaboration between KCL & Trusts	Facilitation of discussion between Trusts and KCL, and identification of potential opportunities for student exposure to Mind & Body training and clinical practice
	9. Support restructure of nursing training & core trainee placements, offering expertise & opportunities where possible	As above
	10. Support simulation and experiential learning for current UG & PG programmes	Facilitate discussion and provision of training between the relevant parties