Contents

Editor biographies, xi
Contributors, xiii
Foreword, xv

1 Introduction, 1
David Shiers and Jo Smith
EI and reform of mental health practice in England, 2
EI: Policy, practice and research, 3
Final reflections, 7
Useful information resources, 7
References, 8

Theme 1 Improve access and engagement

2 Duration of untreated psychosis and pathways to care, 9
Katerine Brunet and Max Birchwood
Introduction, 9
A brief summary of the evidence, 9
Who experiences long treatment delays?, 9
Barriers to identification and treatment, 10
Implementation into practice, 10
Early detection and community education, 11
Interventions in primary care, 12
Interventions in secondary care, 12
Implications and conclusions, 14
References, 15

3 Inpatient provision in early psychosis, 17
Tom Craig and Paddy Power
Introduction, 17
Why hospitalise?, 17
Problems in the acute ward environment, 18
Improving the inpatient experience, 19
Implementation into practice, 19
Implication into practice, 21
Implementation into practice, 22
Implications and conclusions, 25
References, 25

4 Developing youth-focused services, 27
Kathryn Pugh and Clare Lamb
Introduction, 27
Background, 27
Developing youth-focused services, 28
What do young people say about what makes a good service?, 29
Examples of different service models, 30
Designated service: Comprehensive multidisciplinary teams, 30
Designated team within a service: The ‘virtual team’, 31
Designated team within a service: Teams based in youth services, 31
Designated staff seconded to adult teams: Liaison/link posts, 31
How have EI teams developed across England to take account of children and young people under 18?, 31
Summary, 32
Top tips for EI teams to survive and grow, 32
References, 33

5 Strategies for engagement, 35
Lynda Tait, Diane Ryles and Alexa Sidwell
Introduction, 35
A brief summary of the evidence, 35
Principles of engagement, 35
Challenges to engagement, 36
Implementation into practice: Promoting engagement, 36
Clinical case studies: Building positive personal relationships, 37
Usefulness of service, 37
Realism, 38
Being supportive and non-judgemental, 38
Pacing, 39
Individual approach to maintaining contact, 39
6 Early intervention service models, 45
Guy Dodgson and Stephen McGowan
Introduction, 45
Core principles, 45
A summary of the evidence, 45
Establishing early intervention teams in practice, 46
Models of service delivery in EIP, 47
Implications and conclusions, 51
Suggested further reading, 52
References, 52

7 Cognitive behavioural interventions in early intervention services, 53
Elizabeth Newton and Emma Cotes
Introduction, 53
A summary of the evidence, 53
Implementation into practice:
  Case studies, 55
A first-episode voices group, 58
Working with people with first-episode psychosis: Some challenges and some solutions, 59
Beliefs about illness: Considerations for formulation and intervention, 60
Destigmatising and normalising difficulties, 60
Time, frequency and location of sessions, 61
Negative symptoms and cognitive problems, 62
Making therapy fun, 63
Implications and conclusions, 63
Suggested further reading, 63
References, 64

8 Cultural diversity in early psychosis, 66
Swaran P. Singh and Satnam Singh Kunar
Introduction, 66
Incidence rates, 66
Pathways to care, 68
Reasons for ethnic differences in early psychosis, 69
Provision of culturally appropriate services, 69
Implementations into practice, 70
References, 71

9 Antipsychotic medicines and their use in first-episode psychosis, 73
Alan Farmer
Introduction, 73
A brief summary of the evidence, 73
Why is medication being prescribed?
  Are there any alternatives?, 74
Implementation into practice, 74
What medication is being prescribed?
  Are there any differences between drugs?, 74
Implementation into practice, 76
Implementation into practice, 76
What dose is being prescribed? I need it to work but want to avoid side effects, 76
What if my medication doesn’t help?, 77
Implementation into practice, 77
Implementation into practice, 78
Are any tests needed before the drug is started? What about monitoring?, 78
Implementation into practice, 79
What if a few doses are missed?, 79
Implementation into practice, 79
When can I stop taking the tablets and what might happen? Will I have to take them again?, 80
Implementation into practice, 81
Implementation and conclusions, 81
Suggested further reading, 82
References, 82

Theme 2 Raising community awareness

10 Working with diagnostic uncertainty in first-episode psychosis, 84
Alan Farmer
Introduction, 84
Who wants a diagnosis? Useful signposts or stigmatising labels?, 84
Implementation into practice, 84
A brief summary of the evidence, 85
Differential diagnosis: Things we should be certain about, 85
Organic (physical) causes of psychosis, 85
Implementation into practice, 86
Affective (mood) causes of psychosis, 86
Traumatic causes of psychosis, 87
Developmental disorders and psychosis, 87
Implementation into practice, 88
Street drugs, personality and psychosis, 88
Implementation into practice, 89
Implementation into practice, 90
Diagnostic stability: Did we get it right?, 90
Implications and conclusions, 91
References, 91

11 Early detection and treatment opportunities for people at high risk of developing psychosis, 93
Paul French
Introduction, 93
Background, 93
Implementation into practice, 97
References, 97

12 Primary care liaison for individuals with first-episode psychosis, 99
David Shiers and Helen Lester
Introduction, 99
Overview of the evidence, 99
Primary care and the paradigm of EIP, 100
Critical pathways, 101
Developing an educational strategy, 104
Implications for the future and conclusions, 106
Suggested further reading, 107
Useful website addresses, 107
References, 107
Notes, 108

13 Raising community awareness for early psychosis, 109
Kate Macdonald and Paul Blackburn
Introduction, 109
The evidence, 110
Implementation into practice, 111
Implications and conclusions, 114
References, 114

14 Raising awareness in schools, 116
Rowena Passy, Carly Mays, Graham Carr, Glenn Roberts, John Somers and Jos Dawe
Introduction, 116
The context: Health education in schools, 116
On the Edge: An interactive TIE programme on first episode psychosis, 117
Evaluation, 118
The challenges: Preparation, 119
The challenges: Touring, 121
Opportunities, 122
Conclusion, 123
References, 124

Theme 3 Promoting recovery and ordinary lives

15 Working with motivational difficulties in first-episode psychosis, 125
Imogen Reid, Tom Barker and Jo Smith
Introduction, 125
Negative symptoms in FEP: Evidence summary, 125
Predictive value of negative symptoms in FEP, 126
Intervention studies, 126
Implementation in practice, 127
Assessment, 127
Intervention, 130
Common obstacles, 134
Questions for clinicians, 135
Implications and conclusions, 137
Suggested further reading, 138
References, 138

16 Early intervention and vocational opportunities, 140
Eric Davis, Richard Burden and Ros Manning
Introduction, 140
The evidence, 140
Implementation into practice, 141
Examples of early intervention services providing vocational opportunities, 142
Implications and conclusions, 145
Useful websites, 145
References, 145
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Substance misuse in first-episode psychosis, 147</td>
<td>Ian Wilson</td>
</tr>
<tr>
<td></td>
<td>Introduction, 147</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prevalence rates in dual diagnosis, 147</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effective interventions for dually diagnosed clients, 149</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dual diagnosis and early intervention, 150</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are the patterns of drug use in the UK?, 150</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why do young people take drugs?, 150</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cannabis and mental health, 150</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Detecting drug and alcohol use, 151</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What can we do?, 152</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conclusion, 154</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Useful websites, 154</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Suggested further reading, 154</td>
<td></td>
</tr>
<tr>
<td></td>
<td>References, 154</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Relapse prevention in early psychosis, 157</td>
<td>Andrew Gumley and Claire Park</td>
</tr>
<tr>
<td></td>
<td>Introduction, 157</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The evidence base: Relapse prevention and emotional recovery, 157</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBT for relapse prevention, 157</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early signs of relapse, 158</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implementation into practice, 159</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The person in recovery, 160</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thwarted recovery, 160</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Defended independence, 161</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Freedom and autonomy, 162</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Role of the therapist, 162</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The service system, 163</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implications and conclusions, 165</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Useful websites, 165</td>
<td></td>
</tr>
<tr>
<td></td>
<td>References, 165</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Trauma and first-episode psychosis, 168</td>
<td>Mark Bernard, Chris Jackson and Paul Patterson</td>
</tr>
<tr>
<td></td>
<td>Introduction, 168</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overview: Trauma and psychosis, 169</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can early traumatic life experiences cause psychosis in adulthood?, 169</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can psychosis and its treatment cause symptoms of PTSD? 171</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can early adverse events cause vulnerability to subsequent trauma and psychosis?, 172</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interventions aimed at treating PTSD, 174</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Suggested further reading, 177</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Useful websites, 177</td>
<td></td>
</tr>
<tr>
<td></td>
<td>References, 177</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Suicide prevention in early psychosis, 180</td>
<td>Paddy Power</td>
</tr>
<tr>
<td></td>
<td>Introduction, 180</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is suicide?, 181</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When are people most at risk of committing suicide in first-episode psychosis?, 181</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why do some people with psychosis become suicidal?, 182</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who is most at risk of suicide in psychosis?, 183</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How do people with psychosis attempt suicide?, 183</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessing suicide risk in patients with first-episode psychosis, 183</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How does one assess suicide risk initially?, 183</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The initial risk formulation and provisional risk management plan, 184</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional factors to consider during the suicide risk assessment, 185</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Suicide risk assessment schedules as an adjunct to assessment, 185</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The management of suicide risk in psychosis, 185</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acute containment of risk, 186</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tackling the causes of suicidality, 186</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Treatment considerations in psychosis, 186</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Service considerations in suicide prevention, 187</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The future of suicide prevention in psychosis, 187</td>
<td></td>
</tr>
<tr>
<td></td>
<td>References, 188</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Managing treatment resistance in first-episode psychosis, 191</td>
<td>Charles Montgomery and Glenn Roberts</td>
</tr>
<tr>
<td></td>
<td>Introduction, 191</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engaging with the paradox: enhancing recovery for people with delayed recovery, 191</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding and intervening in delayed recovery, 192</td>
<td></td>
</tr>
</tbody>
</table>
22 Nurturing hope in early psychosis: A conceptual model to guide intervention, 201
Dan Pearson
Introduction, 201
Research into the significance of hope and hopelessness in early psychosis, 201
Implementation into practice – developing an integrative model of hope and a broad approach to the inspiration and nurturing of hope, 202
Implications for clinical practice: The inspiration of hope in therapy, 204
Conclusions and implications, 206
Suggested further reading, 209
References, 209

Theme 4 Family engagement and support

23 Family interventions for first-episode psychosis, 210
Frank R. Burbach, Gráinne Fadden and Jo Smith
Introduction, 210
Summary of the evidence, 210
Implementation into practice, 211
Service examples, 215
The content of FI with FEP, 217
Training implications, 218
Implications and conclusions, 221
References, 222

24 Sharing care with families, 226
Mandy Reed, Sharon Peters and Lizzie Banks
Introduction, 226
Summary of the evidence, 226
Implementation into practice, 227
Gathering information from families as part of the initial assessment, 227
Confidentiality, 228
The concept of engagement with carers, 228
Involvement in care planning, early warning signs and contingency planning, 230
Recovery for carers, 230
Implications and conclusions, 232
References, 233

25 The needs of siblings in first-episode psychosis, 235
Jo Smith, Gráinne Fadden and Lucie Taylor
Introduction, 235
Evidence summary, 235
Numbers of siblings coping with FEP, 235
Impact of psychosis on siblings, 235
Implementation into practice, 236
Specific issues for siblings, 236
Sibling engagement, 238
Service example, 240
Suggested further reading, 243
Information booklets, 243
Useful websites, 243
References, 243

26 Group-based interventions, 245
David Glentworth and Mandy Reed
Introduction, 245
A brief summary of the evidence, 245
Implementation into practice, 246
Normalisation and rationale, 247
Setting up the group, 247
The programmes, 248
Leadership of the groups, 248
Maximising therapeutic gains in the group, 249
Assessments and evaluation, 250
Peer support and involvement in service delivery, 251
Issues for consideration/lessons learnt/obstacles encountered, 251
Implications and conclusions, 252
References, 253

Theme 5 Practitioner learning

27 Roles of different professionals, 255
Iain Wright
Introduction, 255
Summary of the evidence, 255
What does the NSF policy guidance has to say about EIP service aims?, 255
‘Team working’ – what helps and what hinders?, 256
28 Shared capabilities in mental health practice, 263
Gina Smith and Sarah J Boldison
Introduction, 263
Brief summary of the evidence, 263
Implementation into practice, 264
Case studies/narrative, 269
Personal development and learning, 269
Challenging inequality, 270
Practising ethically, 270
Respecting diversity, 270
Working in partnership, 270
Promoting recovery, 270
Providing person-centred care, 271
Identifying people’s needs and strengths, 271
Implications and conclusions, 271
References, 272

29 Training clinicians working in early intervention, 273
Eric Davis, Mark Rayne, Ian Wilson, Lindsay Rigby
Introduction, 273
Early psychosis declaration, 273
The evidence, 273
Development of the EI training CD-ROM, 274
Delivery of the finished product, 278
Using the training material, 279
Future possibilities, 279
Conclusion, 279
References, 280

30 Clinical supervision in early intervention teams, 281
Tony Gillam
Introduction: Why clinical supervision might be helpful in early intervention teams, 281
Defining clinical supervision, 281
Common features of supervision, 282
Evidence for effectiveness, 283
Implementation in practice, 283
Too much of a good thing?, 285
‘Figure in landscape’ – the ‘helicopter view, 285
Staff development, 285
The role of group supervision, 285
Evaluating supervision arrangements, 286
Implications and conclusions, 287
References, 288

31 Conclusion: Where next for early intervention, 290
Paul French
References, 291

Index, 293