The role of Cognitive Analytic Therapy (CAT) in the provision of care for staff and trainees

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Overview

• Background to staff and trainee wellbeing
• Personal and professional interest
• How can Cognitive Analytic Therapy help support staff and trainees
• What are the barriers and tensions to offering support?
• How may we develop innovative practice for the future?
Background to staff and trainee wellbeing

• Burnout amongst staff working in mental health settings is not a new concept
• Cartwright and Cooper (1997) identified six general categories of work related stress:
  • Factors intrinsic to the job itself
  • Roles in the organisation
  • Social relationships at work
  • Career development
  • Organisational development
  • Control
• Persistent work related stress can often lead to burnout and depression in staff
Background to staff and trainee wellbeing cont..

- Maslach (1982) reported that ‘burnout’ is:

  ‘the experience of emotional overload and exhaustion, which occurs when people become closely involved and feel over-burdened by the emotional demands of working with people who are distressed. Often individuals reach a point of feeling ‘drained’ and as a result lack the energy or motivation to continue to work.

- Yet staffs wellbeing at work is often intertwined with their own personal life and historical background.
Personal and Professional Interest

• In 2016 new role in Employee Psychology Service
• CAT Practitioner
• Joining of the two roles
• Shorter contracts of therapy
• Presenting problem was often work related, personal life issues were often present
• Further interest developed into trainees own mental health and staff/students within the university
CAT and work related stress

• Lloyd (2011)
  - Ideally Caring
  - Gratefully Cared for

• Jones and Childs (2007)
  - Controlling
  - Controlled
  - Threatening
  - Powerless
CAT and working within the EPS

- Craven-Staines (2019)

<table>
<thead>
<tr>
<th>Perfectly Caring</th>
<th>Criticising</th>
<th>Overwhelming</th>
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<tbody>
<tr>
<td>Perfectly Cared for</td>
<td>Crushed</td>
<td>Shamed/ Powerless</td>
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Can CAT lead to positive change?

- Pre and post objective measures for 15 staff members
- Generalised Anxiety Disorder - 7
- Patient Health Questionnaire – 9
- Work and Social Adjustment Scale
- Paired samples T-Tests
- Significant differences in scores from pre to post therapy

<table>
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<tr>
<th></th>
<th>Pre-CAT</th>
<th>Post-CAT</th>
<th>95% confidence interval of the difference</th>
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<td>SD</td>
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<td>4.18</td>
<td>3.41</td>
<td>8.21</td>
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Table 1. Break down of significant pre and post measures using T-tests
CAT mapping in EPS

- EPS had an outward facing role, in supporting wider staff teams who are struggling
- Appleby (2003) – similarity between pain, procedural coping strategies and reciprocal roles in clients, staff and managers
- Burnout and stress can occur when there is a breakdown of communication and a lack of time for staff meetings or training events.
- CAT can help to map problematic patterns and help consider useful exits for teams
Exits
- Opening dialogue
- Bringing the unspoken into the open
- Acknowledging strengths
- Altering referral process
- Clearer on workload
- Being able to say ‘no’
- Feedback on work

Craven-Staines (2019)
So what does this mean for our trainees?

- For our trainee’s they wear many ‘hats’:

  - The academic
  - The reflector
  - The professional
  - The critical analysis/reflection
  - The self

Craven-Staines (2019)
Trainees face many relational interactions…

Craven-Staines (2019)
Maintaining the balance

- Personal and professional Development Tutors
- Self Care
- Annual Leave
- Boundaries
- Supervision
- Personal Study
What does CAT have to offer for trainees mental wellbeing?

- Personal Therapy
- Personal CAT maps
- Cohort CAT map
What barriers or tensions may we face?

- Personal Therapy
- Personal CAT maps
- Cohort CAT map
- When?
- Who?
- How?
- Consent?
- Cost?
Moving Forward

- Sharing innovative working
- Working past the barriers
- Using knowledge and experience of using CAT with staff
- One step at a time
- Improving the evidence base
Working towards healthier reciprocal roles

- Caring
  - Cared for

- Understanding/
  - Listening
  - Heard/Understood

- Balancing
  - Balanced
Any Questions?
Thank you

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School of Social Sciences, Humanities & Law
References: