

Communicating psychological theory with creative cloud express



Student sample 1

CONSOLIDATING CONNECTION
EMOTIONALLY FOCUSED THERAPY
INFORMATION FOR COUPLES

SEE

- See problems from each other's perspective
- See each other from a non-attacking, non-defensive position
- See each other with your eyes wide-open




TOUCH



- The skin is the body's largest organ
- Skin-to-skin contact helps brain development in infants
- Touch is vital throughout all life stages
- Men are most vulnerable to a lack of touch
- Safe touching reduces stress hormones

HEAR

- Hear and accept the needs of the other
- Respond with honesty and empathy
- Feel that each other's needs are explicitly heard



HEAL

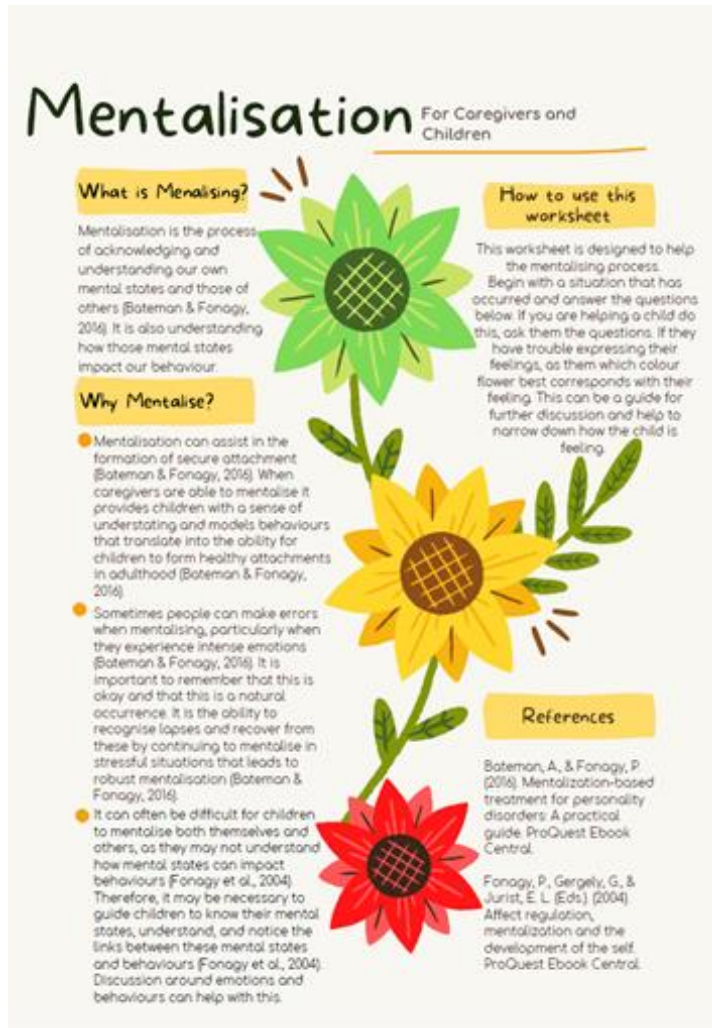


- A healthy relationship can improve your physical health
- Increased chance of a stroke or heart attack if you feel emotionally isolated
- Quality time with the people you love positively affects your immune system, health, wellbeing & longevity

Student sample 2

Mentalisation

For Coregivers and Children



What is Mentalising?

Mentalisation is the process of acknowledging and understanding our own mental states and those of others (Bateman & Fonagy, 2016). It is also understanding how those mental states impact our behaviour.

How to use this worksheet

This worksheet is designed to help the mentalising process. Begin with a situation that has occurred and answer the questions below. If you are helping a child do this, ask them the questions. If they have trouble expressing their feelings, ask them which colour flower best corresponds with their feeling. This can be a guide for further discussion and help to narrow down how the child is feeling.

Why Mentalise?

- Mentalisation can assist in the formation of secure attachment (Bateman & Fonagy, 2016). When coregivers are able to mentalise it provides children with a sense of understanding and models behaviours that translate into the ability for children to form healthy attachments in adulthood (Bateman & Fonagy, 2016).
- Sometimes people can make errors when mentalising, particularly when they experience intense emotions (Bateman & Fonagy, 2016). It is important to remember that this is okay and that this is a natural occurrence. It is the ability to recognise lapses and recover from these by continuing to mentalise in stressful situations that leads to robust mentalisation (Bateman & Fonagy, 2016).
- It can often be difficult for children to mentalise both themselves and others, as they may not understand how mental states can impact behaviours (Fonagy et al., 2004). Therefore, it may be necessary to guide children to know their mental states, understand, and notice the links between these mental states and behaviours (Fonagy et al., 2004). Discussion around emotions and behaviours can help with this.

References

Bateman, A., & Fonagy, P. (2016). *Mentalization-based treatment for personality disorders: A practical guide*. ProQuest Ebook Central.

Fonagy, P., Gergely, G., & Jurist, E. L. (Eds.). (2004). *Affect regulation, mentalization and the development of the self*. ProQuest Ebook Central.

[Permission was obtained from students for their work to be used as examples]