

5. Exploring the impact on practice when Service users are involved in staff training on the prevention and management of violence and aggression in local NHS mental health inpatient wards

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Background

The involvement of mental health service users (SUs) in my team's prevention and management of violence and aggression (PMVA) training is a recognition of the contribution that the unique insights of people's lived experience can make to the development of practitioners. This research explores the influence of their contribution on staff practice.

Research Aim

To determine whether or not service users' contribution to PMVA training influences the way that staff manage disruptive incidents involving patients on the ward.

Objectives

To find out training participants' perspectives on PMVA before the service user session

To identify changes in perspectives if any as a result of the training

To determine the implementation and sustainability of changed perspectives in practice

To identify from previous SU training evaluation records intents to apply learning to practice.

Method

The descriptive phenomenological approach (Priest 2004) was adopted in collecting data from research participants. Two focus group interviews of ten new mental health inpatient

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ward staff and ten mental health final year students were conducted. Semi-structured interviews of ten experienced mental health inpatient ward staff were carried out. A review of a sample from 111 records of feedback from previous PMVA training participants was carried out.

Findings

- *The new staff and students were determined to reflect lessons from SU session in practice.*
- *The experienced staff were reflecting lessons from SU session in ward practices*
- *The previous evaluation records held expressed intentions by the participants to reflect lessons learnt from SU session in practice.*
- *There were challenges to the implementation of SU contribution such as staffing and environmental problems*

Conclusion

The study confirms findings from previous studies on service user involvement which claim that their involvement in the education and training of professionals has the potential to positively influence practice (Turnbull and Weeley 2013, Spencer et al. 2011).

Impact:

The representation of service users in PMVA training is now an essential requirement (Ridley and Leitch 2019). This development promises a transformation of the way that physical restraint is perceived and taught and a positive impact on practice.

Key messages:

- *Acknowledge the potential rift between theoretical principles and practice*
- *Involve service users in training in order to motivate practitioners to translate theory into practice*

References

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Turnbull, P. & Weeley, F. M. (2013). 'Service user involvement: inspiring student nurses to make a difference to patient care'. *Nurse Education in Practice*, 13, p.454-458

Background: The involvement of mental health service users (SUs) in my team's training on prevention and management of violence and aggression (PMVA) is a recognition of the contribution that the unique insights of people's lived experience can make to the development of practitioners. Their contribution to the training is powerful and has the potential to influence staff practice.

Research Question

Can service users make a sustainable contribution to mental health staff practice in the prevention and management of violence and aggression through active participation in training and development?

What did the researcher do?

She explored the impact on practice when Service users are involved in staff training on the prevention and management of violence and aggression in local NHS mental health inpatient wards

Conclusion: The study confirms findings from previous studies on service user involvement which claim that their involvement in the education and training of professionals has the potential to positively influence practice (Turnbull and Weeley 2013, Spencer et al. 2011).

Impact: The representation of service users in PMVA training is now an essential requirement (Ridley and Leitch 2019). This development promises a transformation of the way that physical restraint is perceived and taught and a positive impact on practice. **Key messages:** Acknowledge the potential rift between theoretical principles and practice. Involve service users in training in order to motivate practitioners to translate theory into practice.

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Why explore the impact?

There is a dearth of literature on the impact on practice of service user involvement in the education and training of health and social care professionals (Alida et al. 2013, Chambers and Hickey 2012). The contribution of SUs to my team's PMVA training has never been evaluated. The findings will hopefully provide further evidence base to support a sustainable service user involvement in PMVA training delivery.

Findings: The new staff and students were determined to reflect lessons from SU session in practice. The experienced staff were reflecting lessons from SU session in ward practices. The previous evaluation records held expressed intentions by the participants to reflect lessons learnt from SU session in practice. There were challenges to the implementation of SU contribution such as staffing and environmental problems.

Aim: To determine whether or not service users' contribution to PMVA training influences the way that staff manage disruptive incidents involving patients on the ward.

Objectives: To find out training participants' perspectives on PMVA before the service user session, to identify changes in perspectives if any as a result of the training, to determine the implementation and sustainability of changed perspectives in practice and to identify from previous SU training evaluation records intents to apply learning into practice

Data Analysis: The thematic analytical method (Braun et al. 2018, Braun and Clarke 2013, 2006) was used for the analysis. Collaboration, criticality and reflexivity employed to enhance rigour (Ravitch and Carl 2021); Tape recorded responses cross-checked with written responses; Themes and categories cross-checked against colleagues'; Core themes used to present the findings and to guide the discussion.

Method: The descriptive phenomenological approach (Priest 2004) was adopted in collecting data from research participants. Two focus group interviews of ten new mental health inpatient ward staff and ten mental health final year students were conducted. Semi-structured interviews of ten experienced mental health inpatient ward staff were carried out. A review of a sample from 111 records of feedback from previous PMVA training participants was carried out.



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