Service user and carer involvement in mental health training, education and research: Findings from a study conducted in West Yorkshire

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Service user and carer involvement in mental health training, education and research

Findings from a study conducted in West Yorkshire
The study

- A literature review
- A scoping study of involvement in mental health training, education & research
  - Survey of senior NHS managers, PPI leads
  - Interviews with service users & carers
  - Focus groups with service users & carers

- 4 Universities
- 3 specialist mental health Trusts
Literature review

- Policy
- Involvement in mental health education & training
- Involvement in research
- Effectiveness of involvement
- Costs
Findings from lit review

- Lots of policy guidance
- No consistency in applying it
- Lot of involvement in training, education & research but ad hoc
- Clearer methodologies in research than training and education
- Benefits include impact on student practice and to service user/carer
- Barriers exist
Field work

- 12 (15) out of 18 responses to questionnaire; 5 NHS, 7 University;
- 7 (8) service user and carer interviews;
- 3 focus groups.
Scoping study findings

- Policy
  - NHS has them in place; University unclear
  - Ad hoc interpretation

- Recruitment of service users/carers
  - Mandatory vs belief in value
  - Inclusivity vs personal approach
  - Skills match
  - ‘one thing leads to another’
Findings 2

- **Resources**
  - Range available: staff, support, training
  - Not used

- **Support & training**
  - Little formal or specific training
  - Meeting needs; timeliness
  - Individual needs
  - Personal responsibility for well being
## Training opportunities offered

<table>
<thead>
<tr>
<th>SUC specific</th>
<th>Formal</th>
<th>Informal</th>
<th>Research</th>
<th>Other</th>
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</thead>
</table>
| -Developing student case studies  
-Workshops: ‘Patients as Trainers’; ‘Patient Learning Journey’ | -Meeting skills  
-Presentation skills  
-Recruitment and Selection  
-Mentoring  
-Access to university training | -Open days / taster sessions  
-One-to-one work depending on need | -Research skills training, peer review, -interview | -Induction  
-Self Awareness  
-Understanding University process |
Findings 3

- Payment
  - Being valued
  - Organisations have resources
  - Inconsistency
  - Choice
Value and impact of involvement

- Managers valued input
  - Real lived experience
  - Added value
  - Strategic direction
  - Service delivery

- Lack of feedback & communication
- Lack of evidence of impact
- No clear measures to measure impact
Conclusions & recommendations

- Evidence of good practice
- Need shared understanding of involvement activity
- Access not equitable
- Support and training needs are individual
- Outcome measures of impact needed