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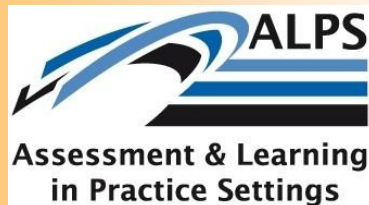
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Service user and carer involvement in mental health training, education and research

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

| SUC specific | Formal | Informal | Research | Other |
|--|---|--|--|--|
| <ul style="list-style-type: none"> -Developing student case studies -Workshops: 'Patients as Trainers'; 'Patient Learning Journey' | <ul style="list-style-type: none"> -Meeting skills -Presentation skills -Recruitment and Selection -Mentoring -Access to university training | <ul style="list-style-type: none"> -Open days / taster sessions -One-to-one work depending on need | <ul style="list-style-type: none"> -Research skills training, peer review, -interview | <ul style="list-style-type: none"> -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