



Refocus on Recovery Conference 2017



The Impact of Co-Produced Mental Health Training for Paramedics

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Overview of presentation

- Share with you our experience of developing and delivering a MH placement for paramedics
- Findings where a shift in practice and attitude in students which sustained over a six month period
- Share our learning from the experience

Background

- Dorset Wellbeing and Recovery Partnership (Dorset Healthcare and Dorset Mental Health Forum)
- Experience of Co-production and Partnership working
- Lived Experience infrastructure and Recovery Education
- Existing meaningful working relationships with Bournemouth University
- Recognising an opportunity to translate shared recovery education, co-production/co-delivery experience from the academic to the practice setting

Rationale for Change

- Poor experiences of people accessing the paramedic services
- Poor experiences of student paramedics on mental health placement
- Feedback from qualified paramedics on feeling poorly equipped to support people experience emotional distress
- Qualified paramedics reporting lack of effective strategies to manage their own emotional wellbeing

- Assessed practice learning placement university site based (included ambulance and clinical skills labs) and students to attend in full uniform over 5 days
- Co-Produced and co-delivered Qualified Paramedics (mentors), Peer Specialists, Carer Peers, Student Paramedics, Lecturers and University Practice Learning Advisers- co producing and co-delivering an assessed practice learning placement
- Interactive placement learning activities, sharing of experiences from different perspectives, workbook based reflections, problem based scenarios, role plays, videos and group-work

Developing Content – “Keeping it Real”

- Creating a shared understanding of co-production in preparing the development of the programme
- Breaking down barriers, valuing all expertise, sharing power
- Challenge around language, cross translation of language and experience
- Risk taking (financial, educational, emotional) and creating safety
- Focussed development of understanding one’s own personal and professional responses
- Ongoing review, reflection, emotional support and debrief for both students and facilitators

Evaluation – Student Feedback

1. ‘Environmental check’ each at the end of each day with students and online immediate one word evaluation shared with all
2. Informal ongoing feedback offered voluntarily from students
3. Formal written evaluation at the end of Day 5
4. Follow up focus group 6 months later

Resilience and Personal Skills

I feel I have learned a lot about myself I have a clearer understanding of myself

Use coping strategies in my own life too

Skills to help myself and others to maintain mental wellbeing

Its ok to ask for help I have developed self awareness

I feel I have learnt about what strengths and weaknesses I have

I am going to be more open-minded and accepting of people's problems and situations

“.....there is a passion to improve mental health understanding and the culture is going to change..... “

“I’m passionate to develop the mental health world. I want to develop and change behaviours, knowledge, training etc...”

“I will lead by example and use what I have learnt in mental health week to teach others and make them more aware of mental health and how it affects everyone in some stage of their life”

“Hoping to influence friends and colleagues. Pushing for change always.”

I will be more compassionate and understanding towards patients in crisis and their family/care givers.

I feel like I have learned to validate, respect and care for people in their time of need, no matter the mental state. You could be the only person they speak to that day and make the difference

Remembering the human factor See the person not the mental disorder

Look at patients as individuals including repeat callers

Key Learning

- ❖ Importance of preparation for co-production and building shared understanding
- ❖ Being clear as to one's own 'role' in the co-production and that of others on an ongoing basis
- ❖ Continued focus on and trust co-production process > it won't look like how any of you think it will!
- ❖ Importance of the student group evidencing their learning to themselves and each other
- ❖ Pulling all the learning opportunities as you go and reflexive flexibility



Questions and Contact Details



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