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### Original Citation

Minogue, Virginia (2009) Service user and carer involvement in mental health training, education and research: Findings from a study conducted in West Yorkshire. In: Degrees of Independence: Providing inclusive learning in Higher Education, 16th - 17th April 2009, University of Huddersfield, Huddersfield, UK. (Unpublished)

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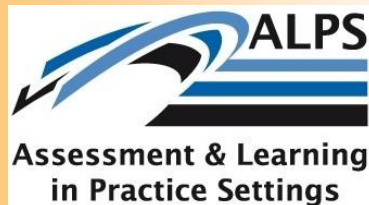
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# Service user and carer involvement in mental health training, education and research

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

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



# 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