



KUF Awareness Level Training Annual Report For South Central Region 2011

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PERSONALITY DISORDER
KNOWLEDGE & UNDERSTANDING FRAMEWORK



Introduction

KUF

Knowledge and Understanding Framework (KUF) is a Department of Health (DH) initiative to increase awareness, understanding and effective practice for professionals who come into contact with those who either have a personality disorder or would meet diagnostic criteria. There are three courses, the KUF Raising Awareness being the basic level. It was developed by the Institute of Mental Health (Nottingham), the London-based Tavistock and Portman NHS Trust, Emergence and The Open University. (<http://www.personalitydisorderkuf.org.uk>).

A key purpose of the KUF is to improve the quality of service user experience by developing practitioner attitudes, skills and behaviours. The course uses a Virtual Learning Environment (VLE) and this online study is sandwiched between three days in the class room. Material presented is taken from standard KUF slides with discussions facilitated by a team made up of an expert by profession and an expert by experience. Each member of the team must have completed a six-day training course in the delivery of KUF, provided by the Institute of Mental Health.

TVi

Thames Valley Initiative (TVi) sits within Oxford Health NHS Foundation Trust. It is funded by the Department of Health to support the development of personality disorder services, and provide training across the Thames Valley, in order to improve the experience of people with personality disorders. The team is made up of professionals and experts by experience, including a group of ex service users called STARS. For some years now they have been presenting various types of training. This would usually be done in teams combining clinicians and STARS, so there was a pool of experienced trainers available to take on the KUF trainer's course and a robust organisation to take responsibility for the training in the South Central area.

TVi delivering KUF

In 2010 TVi, in collaboration with the South Central Strategic Health Authority, put together a proposal to the DH to deliver KUF Awareness. Non-recurring money was awarded to TVi to manage and deliver KUF awareness across the South Central region, being accountable to the SHA's multi agency steering group.

In May 2010 the first cohort of trainers were trained by trainers from the Institute of Mental Health. This included six STARS, three clinicians, and two third sector staff. A further cohort of trainers took place in January 2011, bringing the total number of trainers up to nine STARS, ten clinicians, two third sector staff and one prison officer. This included a team from the Isle of Wight, who would be delivering KUF Awareness locally.

This report covers twenty-six cohorts delivered between November 2010 and January 2012. Most were delivered directly by TVi at their training centre in Basingstoke, one was delivered by the Isle of Wight team and two in Berkshire delivered by an independent trainer from Berkshire Mental Health Trust with members of STARS.

TVi had delivered one other course before this but no feedback was collected. There was also a third course in Berkshire during this assessment period but details were not obtained in time to include it.

Feedback from students

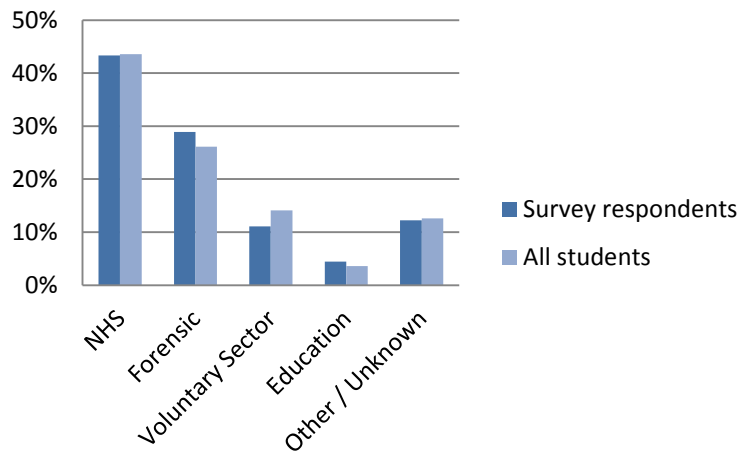
Of the 333 students trained, 303 were emailed a link to an online survey some time after their course and 86 replies were received, just over a quarter of the total students. A few students did not reply to every question.

The questionnaire (see Appendix 1) contained some questions asking how much they agreed or disagreed with a statement and others with a text box allowing a fuller reply. This section of the report will go through the replies to each question in turn.

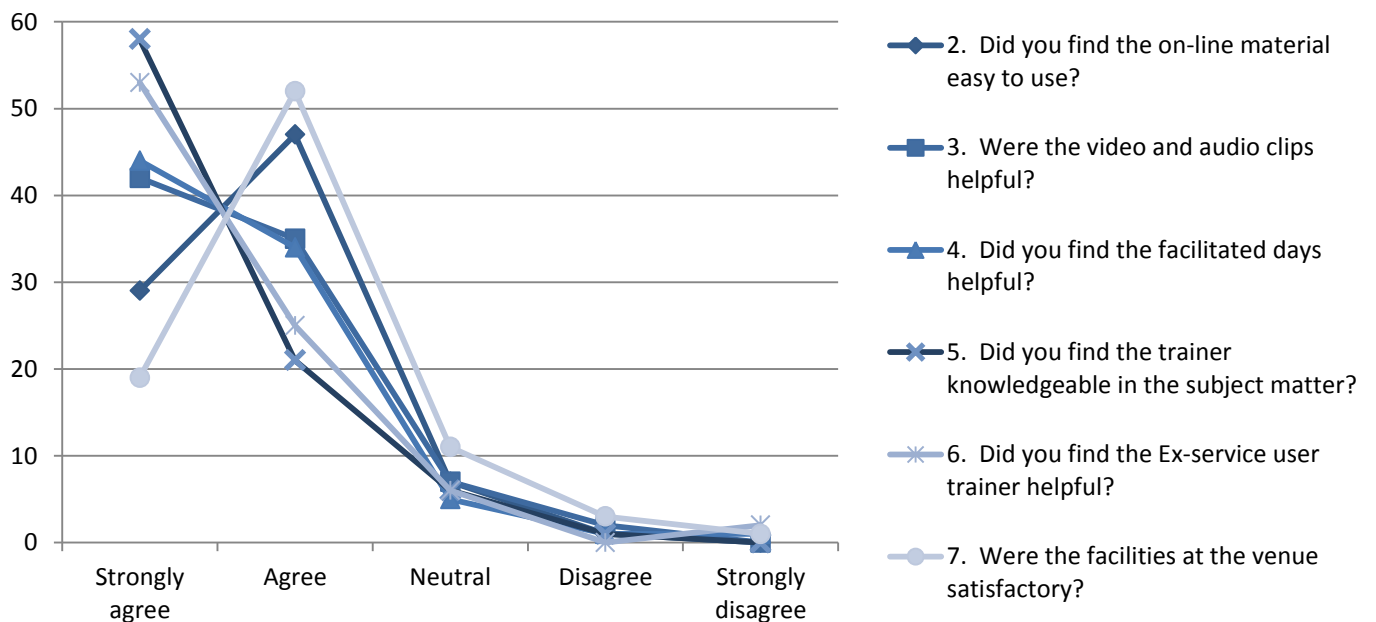
1. “Please indicate your workplace”

Nearly half the students worked in the NHS, while nearly a third had a forensic background (prison / police / probation).

In the graph, replies to the survey are compared to data collected when the students enrolled on the course. The workplace has made little difference to the proportion of students responding to the survey so the results represent the full range of occupations.



2-7. Questions about satisfaction with various aspects of the course



This graph shows the number of respondents who chose each option.

For most of the questions, the replies were overwhelmingly positive - about 90% of respondents either agreed or strongly agreed with the question and only the venue did a little worse with 83%.

Best results were for the experts by profession (Question 5. 'Did you find the trainer knowledgeable in the subject matter?'), with 67% strongly agreeing they were knowledgeable and nobody strongly disagreeing. Fewer respondents agreed strongly about the ease of use of online material (Question 2) but most still agreed it was easy and nobody strongly disagreed.

2. "Did you find the on-line material easy to use?"

90% of the respondents agreed or strongly agreed with this. Only one person disagreed. They explained in their reply to a later question on the most and least helpful aspects of the course: "*The on-line work was difficult as some of it i could not access at work and i find it difficult to learn in that form.*" Trainers are often told that access at work and having time to complete the online work are problems, particularly for prison officers, but these are not exactly problems with the VLE itself.

Four others also mentioned things about the online work that they'd found annoying or less engaging, while two said it was the best part of the course. Part of the strength of the KUF course is that it uses a variety of teaching styles to make it accessible to a wide range of people.

3. "Were the video and audio clips helpful?"

Again, 90% agreed or strongly agreed. Two disagreed, including the one who had disagreed on the online material. This may be a problem of access again – trainers are sometimes told that students are having problems finding a computer which will play the audio or video clips.

Another respondent commented "*Felt there were too many videos at times and some of them seemed too 'staged'*" but seven others mentioned the clips as the most helpful things - enjoyable, "*bringing to life course materials*" and stimulating discussion.

4. "Did you find the facilitated days helpful?"

92% agreed or strongly agreed. One disagreed and another disagreed strongly but neither gave any useful comments to explain why. A couple of other comments suggested the content was too simple and another felt it was too desk-based but two of these also valued the group discussions and one said "*The days brought everything together*".

Another eight comments mentioned the facilitated days as among the most helpful things in general terms and many others mentioned specific aspects of the facilitated days too (more details in the analysis of Question 9).

5. “Did you find the trainer knowledgeable in the subject matter?”

Nine “expert by profession” trainers are covered by this report. They all currently work or have worked with clients with a personality disorder. Over half of the cohorts were presented by TVI's training coordinator, but some of the trainers had only completed KUF's “Train the trainers” course and presented their first courses during this assessment period.

92% of respondents agreed or strongly agreed. One disagreed. In this case the trainer was presenting their first course but even here opinion was divided and half of the replies from that cohort strongly agreed that they were knowledgeable. Three other comments were critical of the training team generally, two (from different cohorts) wanting more challenging of unhelpful comments and more control of the group.

Six comments mentioned the expert by profession or trainer team as among the most helpful things, particularly their knowledge, presentation and *“good delivery and social interaction from the tutor and service user.”*

6. “Did you find the Ex-service user trainer helpful?”

Nine “expert by experience” (STARS) trainers are covered. All have a lived experience of having a personality disorder and have completed therapy. Several completed their KUF training during the assessment period, replacing others who have left to do other work or stopped temporarily for health reasons. The work has been shared out more evenly so nobody has done more than six of the cohorts. STARS aim for the same trainer to deliver all three sessions to a cohort but, where necessary, have been able to cover each other's unavoidable absence.

91% agreed or strongly agreed with the question. Two respondents strongly disagreed. They were in the same cohort but the only other respondent from that cohort mentioned the STAR as one of the best bits. On investigation, they had come together expecting something different and struggled with the face-to-face sessions generally but felt they had benefited from the online material.

Two other comments said the expert by experience or the trainer team were less helpful but eighteen comments (21% of respondents) said the STARS were among the best bits - *“having an ex service user there to give real life examples put it all into perspective.”* *“Having an experienced facilitator as well as an ex service user was so helpful as there were different viewpoints and experiences contributed from both”* and *“the ex-service user was brilliant”*. Although the graph for this question is fairly similar to the others, the high number of comments suggests that the expert by experience trainers made an impact on many of the students.

7. “Were the facilities at the venue satisfactory?”

Most of the cohorts were held at the TVi training centre in an office building in Basingstoke. One was held on the Isle of Wight and the two Berkshire cohorts were held at different NHS premises.

83% agreed or strongly agreed, still reasonably high but less good than the other measures of satisfaction. Three respondents disagreed and one disagreed strongly, but none of them explained why. They had all been to Basingstoke. In contrast, all three respondents from the Isle of Wight agreed strongly with the question.

8% made relevant comments, all criticising Basingstoke, but they were mostly about having to travel a long way and one on the difficulty of finding it. Improved directions have been included in the email sent to students before each course.

In September 2011 TVi moved to a bigger training room in the same building at Basingstoke. So far the satisfaction scores look fairly similar but there is only a small sample of replies about the new room so it will be interesting to compare the scores with next year's surveys.

8. “Could you indicate how your practice in your workplace has been changed by this training?”

This was a free text box in which the students could write anything. Of the 86 survey respondents, 77 replied to this question. Common themes (expressed as % of the 77 replies) were -

- 90% identified some kind of improvement as a result of the course.
- 39% felt they understood clients better
- 38% knew more about Personality Disorders
- 17% felt they were responding better to clients
- 14% felt they were more self-aware or coping better with their jobs
- 13% were using what they had learnt to help or train colleagues
- 12% were using it to improve their organisation or the way they referred clients to other organisations
- 8% said it had had little or no effect on them
- 3% had existing ideas reinforced.

“Before I had a 'gut' feeling that there were issues with my cases but now I am better able to identify whether these issues are PD related and more likely to make an appropriate referral, whereas before I could just note the feeling”

“We have been looking at how to roll out Personality Disorder training in the organisation and how to use KUF as a part of this.”

“This training and understanding has helped when dealing with prisoners and their issues by asking questions and ascertaining reasons for their behaviours rather than immediate disciplining.”

“I am more aware of stigma and able to educate my colleagues. I am able to reflect on my own thoughts and behaviours towards others.”

“More consideration and reflection with personality disorder cases. More discussion with colleagues”

“It has encouraged me to learn more about PD”

9. “Could you indicate the most and least helpful aspects of this training?”

This was a free text box in which the students could write anything. For analysis, the replies have been divided into most and least helpful aspects. Of the 86 respondents, 75 replied to this question. Common themes (expressed as % of the 75 replies) were –

- 85% mentioned a **most helpful aspect of the training**.
- 24% liked the trainers: All 24% mentioned the expert by experience and 8%, the expert by profession.
- 20% liked particular content, including schemas (4%), explanations of PD (4%) and everything (4%).
- 17% enjoyed the group discussions and / or exercises
- 15% valued the contact with the other students
- 12% liked the facilitated days in general
- 9% liked the video and / or audio clips and another 3% liked the online material in general
- 8% said it was all good!
- 4% liked the mix of formats
- 4% valued the change in their awareness of / attitude to PD.

"All aspects were very useful - I felt the course was very well structured"

"meeting others and sharing experiences was very useful and helped put learning into practise"

"I really enjoyed the video and audio clips.....I felt that the facilitated days were very good to discuss issues with other professionals and with the service user trainer."

"most helpful having it reinforced that we need to get to the cause of the behaviour rather than just addressing/reacting to the behaviour. "a moment's pause. . ."

"The variety of learning formats and the frameworks for understanding Personality Disorders were very helpful"

"Most helpful was how to work with an individual with a PD"

"wealth of theory on offer and being able to compare it against experiences."

"The facilitators both had so much knowledge and experience to draw from."

More of these comments have already been quoted to illustrate previous replies.

- 56% mentioned a **less helpful aspect of the course**.
- 20% said that it was too simple or repetitive in some way, eg not covering something in enough depth or going over online material again. 8% felt that too much time was spent on introducing the VLE on the first day. 3% would have liked more theory. Only one person said that some of the content was too technical, but several others had liked going over the online material again.
- 3% (two people) felt the course was too long, while one felt it was too short.
- 9% wanted more direct training in how to do things. Another 4% felt it was not relevant enough to their needs, while one person said it was not what they expected.
- 9% mentioned aspects of the venue at Basingstoke and travelling there.
- 12% mentioned aspects of the online material, including 4% who would have liked longer access to it or notes to keep and refer to later, one person who disliked the videos, 4% found it simple / repetitive and 3% had problems getting time or access at work.
- 7% found one or both of the trainers unhelpful. 3% mentioned their fellow students, one the discussions and another 3% mentioned the facilitated days in general.

“Spending so much time on first facilitated day setting up log-on to training site. Would have been good to do a bit of training/discussion about clinical issues etc. It felt like a bit of wasted time.”

“some of the group work aspects but more to do with the people I worked with than the content I think.”

“was disappointed that the trainers failed to control some of the groups comments. It wasn't what I expected, didn't cover what I anticipated and was too basic - not enough to feel able to help PD clients. Ie practical advice and guidance. Do's & dont's “

“I have forgotten a lot of it and need to keep refreshing the knowledge that I gained but you are not able to use the site after one month.”

Often the things which one person finds less helpful are balanced by someone else finding them most helpful or complaining of the opposite problem, so in many cases the balance is probably about right.

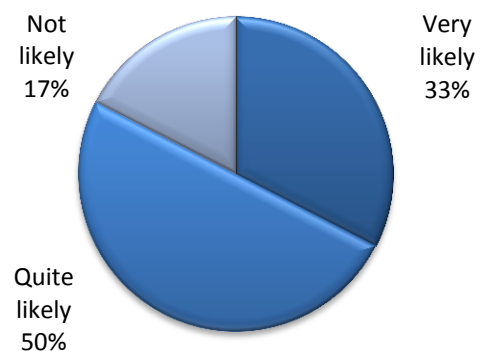
Some of the issues seem to be due to the course not matching up to expectations – it is only an awareness level introductory course but some people come with the expectation of a deeper level of detail or the opportunity to ask how to deal with a particular client. Occasionally staff are sent without even being told this is an online course. It was checked that this is made very clear in the emails sent out to students before the course.

TVi cannot make changes to the online material or to the slides which are presented on the classroom days but feedback is passed on to “KUF central” when appropriate.

Trainers noticed fairly early on that the students tended to be more IT literate than expected and started giving them the option of spending less time learning about the VLE on day one. Students have not reported any increase in problems with accessing the VLE as a result and the last time it was mentioned in the survey as one of the least helpful aspects was in June 2011.

10. “Having completed this training, how likely are you to continue training in this field?”

At the end of each course, students are encouraged to develop their skills further with reminders of the information on further KUF courses available on the VLE and information on courses available through TVi.



Conclusions

Overall the students seem to be pleased with the course. They found the expert by experience trainer particularly helpful and 80% of the people who returned a survey were able to identify a change in the way they work as a result of the course.

During the assessment period minor improvements were identified and made.

- Reducing the time spent introducing the VLE to suit the IT abilities of the students. The survey confirms that this worked better.
- Ensuring the welcome email has clear directions to the venue and description of the course.

Other improvements have been made later and the effects may become apparent in future assessments.

- Ideas fed back to the trainer team within TVi and discussed, so that the trainers have a clearer understanding of the students' concerns and what they have appreciated.
- Ideas fed back to "KUF central", for instance transcripts of the Audio clips have now been made available on the VLE as word documents.
- TVi has started presenting some cohorts in Oxford which will reduce journey times for some students.

TVi's aims for 2012 were

- Increase the overall number of students trained.
- Increase the number of students from the criminal justice system.
- Continue surveying the students and repeat this assessment at the end of the financial year (April 2013)

In 2013 the funding structure will change.

- Prison officers will have a custom-designed KUF awareness level course which will be presented within their own organisations, not by TVi.
- TVi will stop using the Basingstoke venue. A range of venues should reduce students' journey times.
- TVi needs to ensure continuity of funding to go on presenting enough cohorts.

Appendix 1

Knowledge and Understanding Framework Awareness Training survey

As a previous student of the Knowledge and Understanding Framework Awareness training, we would like to ask your help in ascertaining the impact of this training and it's mode of delivery.

1. Please indicate your workplace

- NHS
- Prison
- Probation
- Voluntary sector
- Education
- Other

2. Did you find the on-line material easy to use?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Not used / applicable

3. Were the video and audio clips helpful?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Not used / applicable

4. Did you find the facilitated days helpful?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Not used / applicable

5. Did you find the trainer knowledgeable in the subject matter?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Not used / applicable

6. Did you find the Ex-service user trainer helpful?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Not used / applicable

7. Were the facilities at the venue satisfactory?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Not used / applicable

8. Could you indicate how your practice in your workplace has been changed by this training?

9. Could you indicate the most and least helpful aspects of this training?

10. Having completed this training, how likely is it that you will continue training in this field?

- Very likely
- Quite likely
- Not likely