



KUF Awareness Level Training Annual Report For South Central Region 2012 - 13

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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-one cohorts delivered between January 2012 and April 2013. Most were delivered directly by TVi, usually at their training centre in Basingstoke. Two were in Berkshire, delivered by an independent trainer from Berkshire Healthcare NHS Trust with a member or an ex-member of STARS. Three other courses were delivered in the South Central area during the period covered, but no data were returned to TVi so they are excluded from this report. Two of them were in the Isle of Wight and another in Berkshire. They trained about another 45 students.

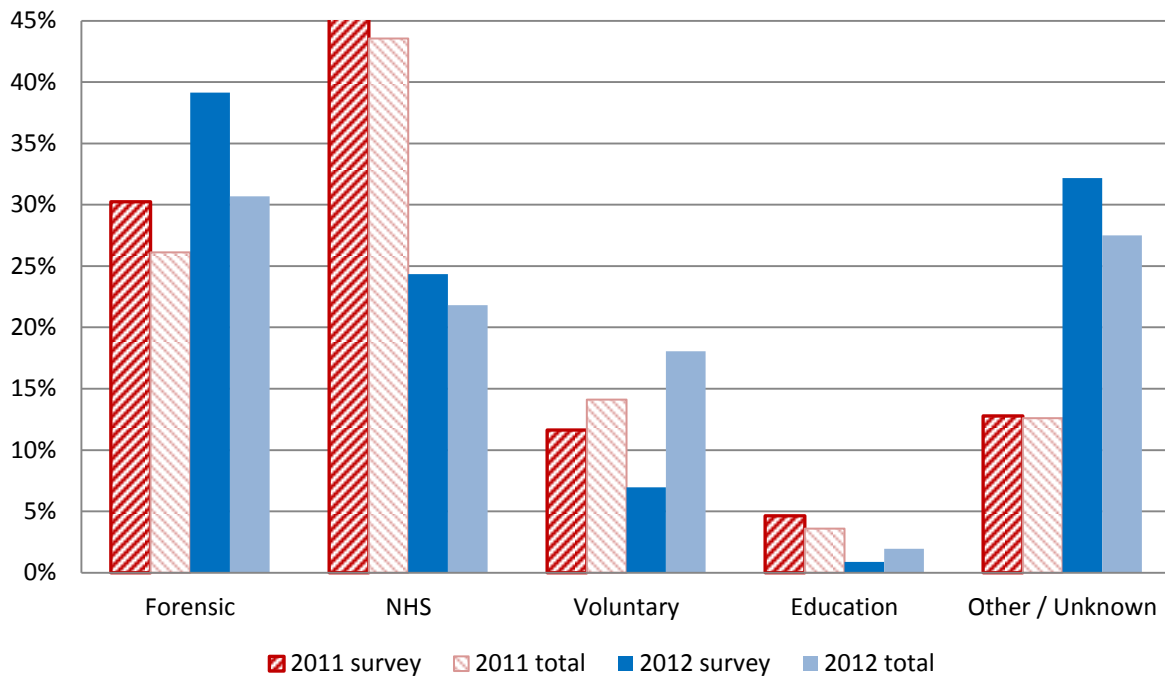
Data are sometimes compared with results labelled '2011' from our previous report which covered twenty-six cohorts delivered between November 2010 and January 2012.

Feedback from students

Of the 360 students trained in 21 cohorts, 336 were emailed a link to an online survey some time after their course and 115 replies were received, nearly a third of the total students. A few students did not reply to every question. Although there were fewer cohorts than in the previous year, there were more students trained (360 vs 333) and a slightly higher reply rate (115 replies vs 86 last year).

The questionnaire (see Appendix) 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"

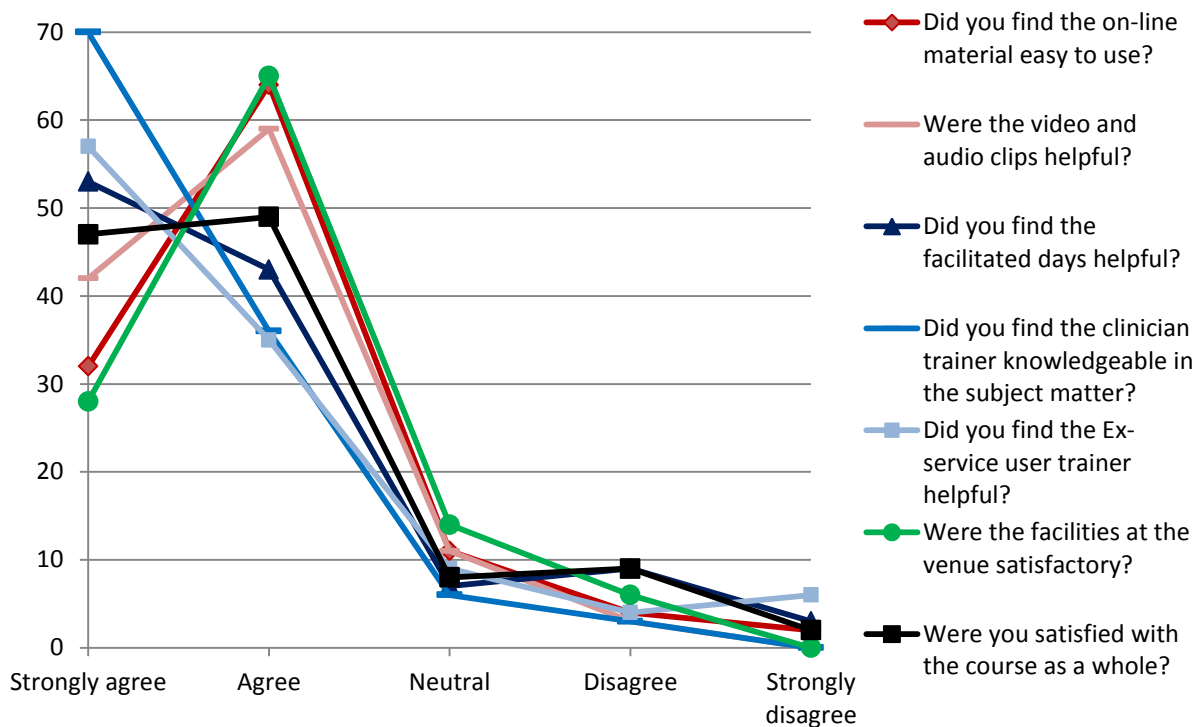


In the graph, replies to this survey (dark blue) are compared to the previous year (striped columns) and to data collected from all students when they enrolled on the course (paler columns).

The percentage of students enrolling from "other" workplaces (eg social work, housing and child and adolescent mental health services) increased markedly. Nearly a third of the students had a forensic background (prison / police / probation). The proportion of NHS workers reduced from nearly half the previous year to under a quarter.

This year, forensic workers have been most likely to return a survey and voluntary workers least likely, so the results in the survey must be skewed a little in favour of the views of forensic workers and not represent the views of voluntary workers very well.

2. Questions about satisfaction with various aspects of the course



This graph shows the number of respondents (out of 115) who chose each option.

For most of the questions, the replies were overwhelmingly positive - about 85% of respondents either agreed or strongly agreed with the question. This is down slightly from the previous year (about 90% agreed or strongly agreed then) but the distribution of replies is very similar.

Best results were again for the experts by profession ('Did you find the clinician trainer knowledgeable in the subject matter?'), with 70% strongly agreeing they were knowledgeable (up from 67% previously) and nobody strongly disagreeing.

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

Satisfaction with the online material has gone down a little, with 85% agreeing or strongly agreeing that it was easy to use, compared with 90% last year, following the trend in average satisfaction. Fewer people strongly agreed with the question, more people disagreed and a couple strongly disagreed (compared with none last year).

The replies to later questions explained some of the reasons for dissatisfaction. One person who strongly disagreed did not explain but the other had not been able to access the online material at all and one of the people who disagreed had had technical problems too. One disliked the forum and the loss of access after a month while the other two just preferred other formats (one would have preferred a workbook on paper and the other felt it duplicated what they got from the face-to-face days). Trainers are still 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

Another eleven students mentioned things about the online work that they'd found annoying or less engaging, mostly due to technical problems, time limitations or learning preferences, while thirteen mentioned it as one of the best parts of the course (a big increase on last year). 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.

"Were the video and audio clips helpful?"

88% of respondents agreed or strongly agreed with this question (down slightly from 90%). Three disagreed but did not explain why.

Seven other respondents mentioned things they had found less helpful about the clips. Again, about half of them were due to technical problems, while the others found them patronising / obvious / repeated too much. *"...They were patronising and often the same video was used repeatedly for different scenarios. Including in the workshops."*

Conversely, eleven respondents mentioned them among the best things about the course. *"The online videos were helpful as they provided an insight into how people with PD feel and react in real-life, which was more of an eye-opener than the information you find in textbooks and online..."*

"Did you find the facilitated days helpful?"

83% agreed or strongly agreed (down from 92%). Three students strongly disagreed and all three had found their expert by experience trainer difficult. Nine others disagreed, two of whom had also had the same problem. Others had felt that the days just repeated online material or were disorganised. *"First two facilitator days - they lacked structure, direction and only repeated our on-line learning. I found the service user to be over exuberant and did not enhance my learning experience"*

Another two students commented on difficulties with the trainers or presentation and one, far from disliking repetition, felt that the facilitated days had not related closely enough to the online material!

Ten students specifically mentioned the facilitated days as among the best things and others mentioned aspects like the trainers, fellow students, and group work. *"The training days were very helpful, discussions about real life scenarios are always very interesting and being given the opportunity to share experience. I think the group dynamic worked well and the majority who attended were able to contribute which enhanced the overall learning experience. The approach of both facilitators was exceptional and maximised the learning experience."*

It is not yet clear whether the drop in satisfaction with the facilitated days is due to random variations in the data or to a trend which would require action. Data are currently being collected for the next report (2013-14) which will help with more detailed analysis.

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

Six “expert by profession” trainers are covered by this report. They all currently work or have worked with clients with a personality disorder. Nearly half of the cohorts were presented by TVi's training coordinator.

92% of respondents agreed or strongly agreed that the trainer was knowledgeable, the same as the previous year. Three disagreed. They were all from the same workplace in the same cohort and seem to have struggled with the course generally as a group but even here opinion was divided and more than half of the replies from that cohort agreed or strongly agreed that the expert by profession was knowledgeable. This cohort had an unusually large group from one workplace. Usually every effort is made to mix students from different backgrounds.

Two other comments were critical of the training team generally, They were from a cohort which had experienced some confusion with a date change and centred on disorganisation.

Seventeen comments mentioned the expert by profession or trainer team as among the most helpful things, particularly their knowledge, also mentioning giving direction to the day and the relationship between the trainers. *“Discussions with the trainers”* and *“The knowledge and expertise of the trainer which enabled the participants to understand the subject matter.”*

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

Eight “expert by experience” (STARS) trainers are covered. All have a lived experience of having a personality disorder and have completed therapy. 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.

83% agreed or strongly agreed with the question (down from 91%). Six respondents strongly disagreed, referring to three cohorts with different trainers. Three of them were from the same group of workers who had disagreed with the previous question. Another one from that cohort disagreed and one more mentioned them as one of the less helpful things about the course. They mentioned finding the expert by experience intimidating or over-exuberant. However, that cohort still had three students who strongly agreed with this question.

Two more who strongly disagreed were from the cohort which had mentioned disorganisation in the last question, and another two from that cohort disagreed. They felt she was dominating and too subjective but were balanced by four who strongly agreed, two of them mentioning the expert by experience among the best parts of the course. *“The most beneficial thing I found was listening to the trainer / ex - service users personal experiences”.*

The sixth who disagreed gave no explanation. One other comment from a different cohort felt their expert by experience was inexperienced and lacking in confidence.

There were thirty-one favourable comments about the experts by experience (27% of respondents, up from 21% last year). The more specific ones mentioned challenging attitudes and talking about their own experience / point of view. *“...service user she shared her experiences with us this helps put the points across very easily”*

As it was in the last report, the distribution of replies to this question is fairly similar to the others but the increasingly large number of comments on the experts by experience shows the impact they have on many of the students.

“Were the facilities at the venue satisfactory?”

Most of the cohorts were held at the TVi training centre in an office building in Basingstoke. Three were held in Oxford and the two Berkshire cohorts were held at different NHS premises.

83% agreed or strongly agreed, the same as last year. Nobody disagreed strongly this time but six respondents disagreed. They had all been to Basingstoke. The two who explained in their comments mentioned technical problems with the wi-fi, poor lighting and air conditioning.

There were seven relevant comments, mostly about technical niggles – another mention of wi-fi problems, difficulty reading off the OHP and a faulty drinks machine at Oxford.

Nobody mentioned difficulty finding the venue this time, so the improved directions seem to have worked. One still mentioned having to travel a long way to Oxford. At the end of the period of this report the training centre at Basingstoke was given up and a wider range of venues used, which should address this issue.

“Were you satisfied with the course as a whole?”

This question was added this year. 83% of the respondents either agreed or strongly agreed with the question and the distribution of the replies was fairly close to the average of replies to the other questions on satisfaction.

Those who strongly agreed with this question were more likely to agree strongly with the other similar questions and to identify changes in their work. People from the voluntary sector were much more likely to strongly agree and people from a forensic background were less likely to. It is possible that the slightly lower overall satisfaction ratings this year are related to the increased likelihood of students from a forensic background completing the survey and the lower response rate of students from the voluntary sector.

3. “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 115 survey respondents, 104 replied to this question. Common themes were very similar to the previous year’s. Expressed as % of the 104 replies, they were -

- 90% identified some kind of improvement as a result of the course (down nearly 3%). That is 80% of the people who returned a survey.
- 38% knew more about Personality Disorders
- 26% felt they understood clients better (down)
- 24% felt they were responding better to clients (up)

- 14% were using what they had learnt to help or train colleagues
- 13% felt they were more self-aware or coping better with their jobs
- 3% were using it to improve their organisation or the way they referred clients to other organisations (down)
- 11% said it had had little or no effect on them (up)
- 8% had existing ideas reinforced (up)
- 5% had had no opportunity yet to use what they had learnt (new)

“Much greater knowledge of what difficulties arise when working with people with PD and the reasons why behind their behaviour, help me to approach it in a practical and supportive way”

“I have made changes in how I speak with people with PD. I create space so they feel heard, but I also give them information about how they can work with their disorder and learn to change the way they think and feel. I have also devised a training course for my staff....”

“Currently working with a group member who has borderline PD and I feel I am more aware of how he may need some extra support, but at the same time he will mostly be able to function in the group to the same level as other group members. Previously I may have been wary about someone with PD and not known if I could suitable work with them.”

“I was able to feedback to the staff group symptoms of working with PD i.e scapegoating/staff team splits, which we all found useful to be more aware of.”

“It hasn’t changed how I work with offenders with PD - just confirmed that i deal with this client group appropriately.”

“taken my knowledge from zero to aware”

4. Have you noticed any change in your attitude to people with a personality disorder since taking this training?

This was a free text box in which the students could write anything. Of the 115 survey respondents, 106 replied to this question, of whom 80% identified some kind of change in attitude as a result of the course.

The question was new so there are no data from the previous year for comparison. Many of the common themes were similar to those for question 3, about changes in workplace practice. For instance (expressed as % of the 106 replies) -

- 33% felt they understood clients better
- 9% felt they were responding better to clients
- 7% felt they were more self-aware or coping better with their jobs
- 20% said it had had little or no effect on them (more than twice as many as for their workplace practice)
- 9% had existing ideas reinforced (three times as many as for workplace practice)
- 14% just said “yes” or very much so and did not clarify what the changes were. The question has been modified to ask for details to avoid this in future surveys.

Some new themes were mentioned too –

- 13% said or implied they'd had a good attitude already and some of those replies felt rather defensive, so it may be worth rephrasing the question in future.
- 12% felt they were more thoughtful / sensitive / empathetic
- 9% felt they were more patient / respectful / compassionate / open
- 4% felt more hopeful / enthusiastic
- 4% felt they were less condemning / rejecting
- Other themes were; having more realistic expectations, feeling able to challenge stigma and to set boundaries and being more frustrated by the lack of local facilities.

“Yes, I'm far more understanding and with brings being patient, whereas before I could have identified it as being rude mannered.”

“... now more aware so less anxious of working with individuals who have been labelled with PD”

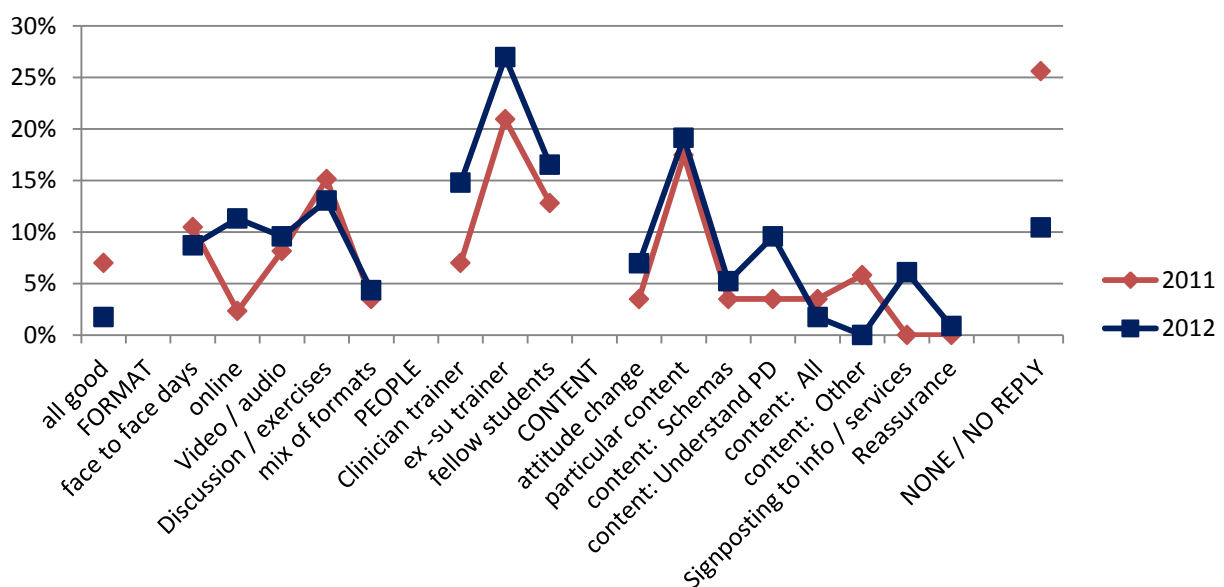
“No - I never had issues with people with any disorder”

“i think i had a lot of patience before but with more understanding of different types of PD i have renewed patience”

“It has given me a renewed enthusiasm.”

5. “Could you indicate the most helpful aspects of this training?”

This was a free text box in which the students could write anything. Previously this question was combined with question 6, on least helpful aspects. Of the 115 respondents, 103 replied to this question.



The graph shows the percentage of the 115 respondents who mentioned each theme in their reply. The themes are very similar to the previous year's, with the most popular theme still being the expert by experience trainer, at 27% (up from 21% the previous year).

Notable changes are that 90% mentioned a helpful aspect of the course (up from 75% the previous year). The online material was mentioned much more often and so was the content explaining Personality Disorder while vague comments about everything being good or about content which did not fit the other categories were made less often. Two new themes emerged: Reassurance and Signposting to further info / training or to services for clients. There were more favourable comments about people (the trainers and the other students) than the previous year.

"Very detailed and informative online experience"

"The online videos were helpful as they provided an insight into how people with PD feel and react in real-life, which was more of an eye-opener than the information you find in textbooks and online. I also noticed that there were a lot more activities to complete in modules 4-6, which I initially found irritating but afterwards, I realised it really made me think and consider how i would react if i were to place myself in the given situation. And i feel doing those kind of exercises were actually what really changed my attitude and enhanced my learning progress. Also, I really liked how the online course offered links for more information."

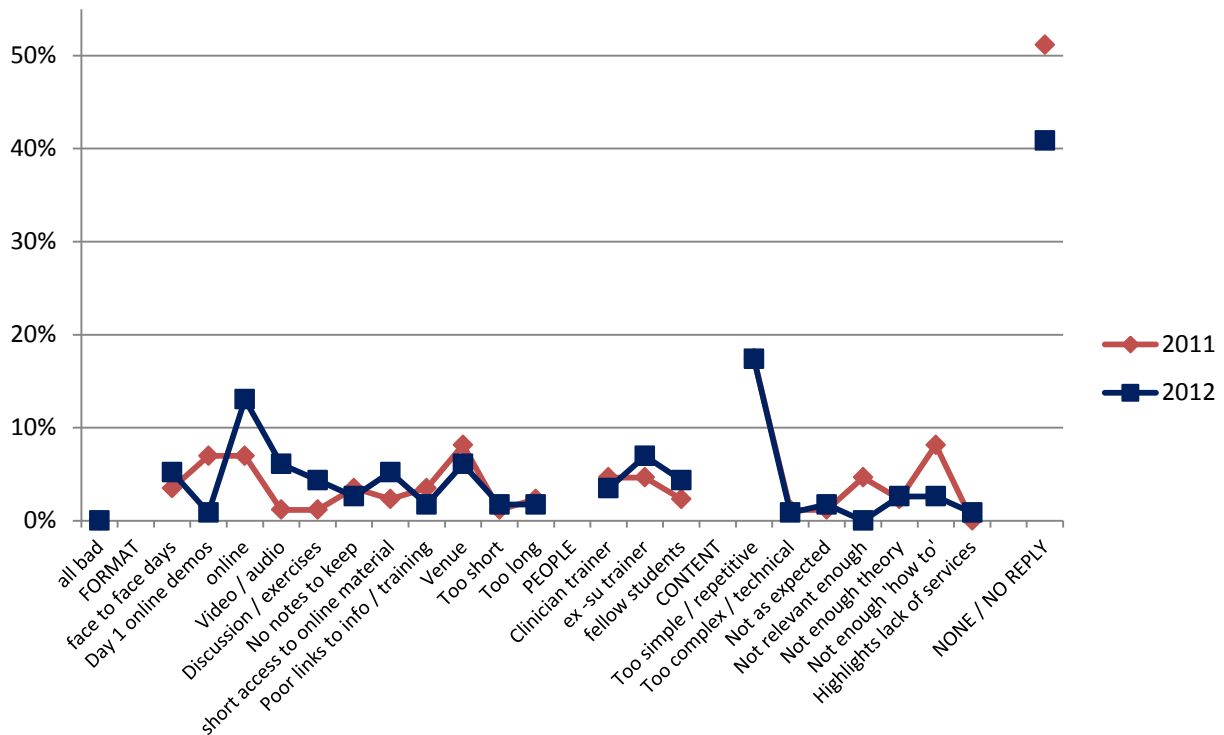
"Really enjoyed the work on Schemas and can apply this to my role on a regular basis. I also loved meeting colleagues from Probation and other areas. It is good to know that we all struggle but keep trying."

"The interactive sessions where all professionals could discuss PD and bring the virtual sessions to life. It was very useful to have an ex service user involved as her input was true to her and challenged our professionals views"

"Both the clinician and the ex-service users who facilitated our three days at Littlemore were excellent. I came away feeling optimistic because there's help out there that works."

6. “Could you indicate the least helpful aspects of this training?”

This was a free text box in which the students could write anything. Last year this question was combined with question 5, most helpful aspects. Of the 115 respondents, 68 replied to this question.



The graph shows the percentage of the 115 respondents who mentioned each theme in their reply. The themes are very similar to the previous year's. 59% identified a less helpful aspect to the course (up from 49% the previous year) and nobody said it was all bad.

As before, the most common theme was that the course content was too simple or repetitive in some way, e.g. not covering something in enough depth or going over online material again. Only one now felt that too much time was spent on introducing the VLE on the first day (down from 8% the previous year), suggesting that our changes were effective. 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. It is made clear on booking that this is intended as an awareness level course but students can be very thirsty for knowledge. Signposting to other training is valued by the students. Positive changes in meeting students' expectations this year are shown by the fact that nobody said the content was not relevant and fewer said they would have liked more direct training on how to do things.

Other comments about content were more about the students' own styles of learning rather than any problems with the course itself.

More mentions were made of aspects of the online material this year, including access problems (4%), finding time to do the work (3%) and preferring to learn in one of the other formats available, so the online work felt unnecessary. Students also wanted longer access to the VLE (5%) or notes to keep (3%).

Comments on the experts by profession were down to 3% (from 5% the previous year) and half of them were about the trainer team together. Comments about the experts by experience were up to

7% (from 5%) and several were about their contribution being too subjective.

“Didn't feel that the online material added much to the facilitated days (which were excellent)”

“The three days spent in Basingstoke. These were covering the work we had already completed at home in our own time. Also, no helpful handouts and the on-line material was only available for a limited period”

“Some of the video sketches were a bit over the top.....classroom time was a bit on the long-side for the amount of content and the length of the journey!”

“Not being indicated as online learning. The basic level of the training regarding not being diversity aware, concerning that a practitioner at my level would hold beliefs such as those displayed. Found that the training came across as condescending because it started at such a basic level of, service users are people too. Perhaps this is due to us already having more advanced training that all staff have access to. Felt that the training was more at a level that reception staff and admin staff would need in Probation.”

“Going off into groups, everyones views can be so different....can confuse things more.”

“There wasn't enough content in terms of how to identify a personality disorder & things to look out for. I thought the course be more about learning about personality disorders themselves. I wouldn't feel confident after the training in saying I knew much about personality disorders.”

“... at time it felt uncomfortable the way in which the two facilitators worked together. The service user made broad generalisations on occasions which probably could not be substantiated...”

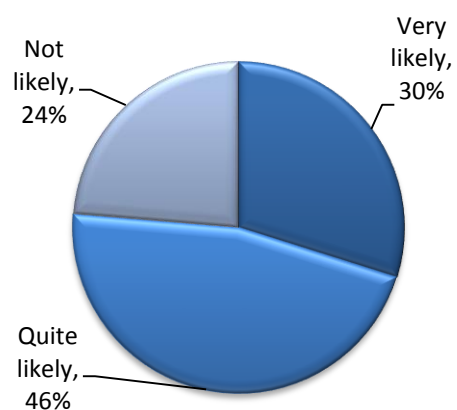
“None really, however the course was so enjoyable , and it did feel a little "rushed" to cram everything in you could really do with at least another or make it a week long .”

“It was mentioned that further training was available, but how to access this was not clearly highlighted. I particularly enjoyed the module about organisations, and could have done with more clearly referenced reading material about this.”

7. “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.

Overall, they were slightly less likely to continue training than the previous year's students, but one explained *“I ticked Not Likely for 7. because of work pressure not disinterest.”*



Conclusions

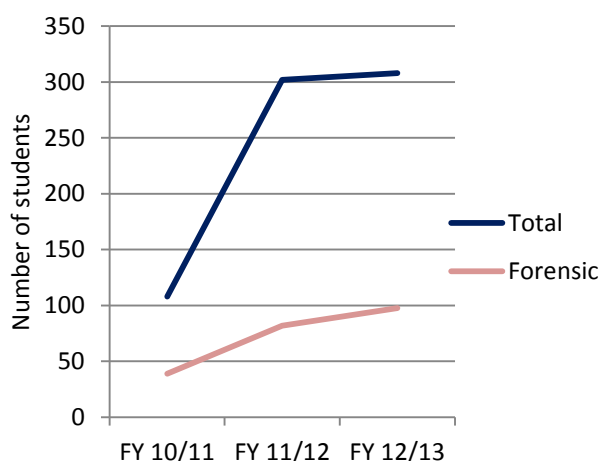
Overall the students seem to be pleased with the course. They found the expert by experience trainer particularly helpful and also particularly challenging and 80% of the people who returned a survey were able to identify a change in the way they work as a result of the course.

This report allows us to evaluate improvements which had been identified and made.

- **Reducing the time spent introducing the VLE to suit the IT abilities of the students:** The survey confirms that this continued to work better.
- **Ensuring the welcome email which is sent to every student has clear directions to the venue and description of the course:** Nobody complained of getting lost this time. One person still mentioned that they had not been aware that it was partly an online course. To make sure that students know what they need in order to be able to access the whole course, and are able to check they have it, it may be worth including a link to the sample video on the VLE, which can be accessed without a login.
- **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:** This will be done again with a summary of this report.
- **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 presented a few cohorts in Oxford which reduced journey times for some students:** Ironically, the only student who complained of a long journey this time was at one of the Oxford cohorts! Didcot, Thame and Portsmouth are being added in 2013/14 to widen the range of venues.

TVi's aims for 2012 were

- **Increase the overall number of students trained:** This report covered more students than the previous one and the graph shows a slight increase year-on-year.
- **Increase the number of students from the criminal justice system:** This report covered more students with a forensic background.
- **Continue surveying the students and repeat this assessment at the end of the financial year (April 2013):** Done in this report. Surveys continue for the next one.



Plans for the future

Recommendations arising from this report

- In order to pick up technical problems earlier and remind students that the course has an online component, consider including in the welcome email a link to the KUF taster, which can be accessed without a login (<http://www.open.ac.uk/cpdtasters/pdi-demo/index.htm>), along with a warning of shouting and swearing in the videos and details of who to contact if it does not work.
- Feed back the results of this survey at a trainers' meeting, particularly students' comments about the facilitated days and the trainers, as a basis for trainers to share ideas on what they find works well.
- Use the next survey to determine whether changes between the previous survey and this one are part of trends which need more investigation.
- Review the survey questions, particularly "4. Have you noticed any change in your attitude to people with a personality disorder since taking this training?" but keep them as similar as possible, so that different years can be compared.

At the end of this report period the funding structure changed.

- TVi stopped using the Basingstoke venue as the funding for it ended. A range of venues should reduce students' journey times further. An aim for 2013-14 is to hold more cohorts in the south of the region.
- A reduction in numbers of students with a forensic background is anticipated when the prison service has developed a custom-designed KUF awareness level course which will be presented within their own organisations, but even when the in-house training comes online there will be opportunities for some officers to come to TVi's training to get the benefit of the multidisciplinary angle.
- TVi needs to ensure continuity of funding to go on presenting enough cohorts.

Appendix

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. Please rate these aspects of the course.....

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

Strongly disagree Disagree Neutral Agree Strongly Agree

Were the video and audio clips helpful?

Strongly disagree Disagree Neutral Agree Strongly Agree

Did you find the facilitated days helpful?

Strongly disagree Disagree Neutral Agree Strongly Agree

Did you find the clinician trainer knowledgeable in the subject matter?

Strongly disagree Disagree Neutral Agree Strongly Agree

Did you find the ex-service user trainer helpful?

Strongly disagree Disagree Neutral Agree Strongly Agree

Were the facilities at the venue satisfactory?

Strongly disagree Disagree Neutral Agree Strongly Agree

Were you satisfied with the course as a whole?

Strongly disagree Disagree Neutral Agree Strongly Agree

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

4. Have you noticed any change in your attitude to people with a personality disorder since taking this training?

5. Could you indicate the most helpful aspects of this training?

6. Could you indicate the least helpful aspects of this training?

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

- Very likely
- Quite likely
- Not likely