

## Innovation Case Study

<b>Title of innovation</b>
<b>Developing a Multidisciplinary Simulation course to address the Physical Health Agenda in Mental Health: Recognising and Assessing Medical Problems in Psychiatric Settings (RAMPPS)</b>
<b>What area of work, mandate or business plan deliverable does this innovation relate to?</b>
Delivering excellent education and training
<b>Has your innovation been implemented or is it currently in development?</b> If complete, please enter the date completed
Complete
<b>What was the driver for your innovation?</b> Please describe the issue or challenge that your innovation addresses
<b>(100 words max)</b>
<p>Patients suffering mental health problems have more physical health problems and greater morbidity and mortality than the general population. “Diagnostic overshadowing” is still a recognised problem across medical specialties and other professions. This can, and has, adversely affected the physical health care of people suffering mental illness. People with a mental disorder smoke almost half of all tobacco consumed and account for nearly half of all smoking related deaths. Depression doubles the risk of coronary heart disease, and significantly worsens survival rates for cancer. In a similar vein, those suffering with chronic pain are four times as likely to suffer an anxiety or mood disorder, further compounding their risks.</p> <p>The vast majority of people being cared for under mental health die from “natural” causes, notably circulatory and respiratory disease. Physical health is an area where doctors, registered mental health nurses and healthcare assistants can lack confidence in the requisite skills.</p> <p>In 2010 a team of Regional Clinical Skills Advisors (RCSA) were tasked with creating a clinical skills and simulation strategy for the Yorkshire and Humber region. They found there was no co-ordinated plan addressing the physical health agenda in mental health. In 2011, the regional mental health trusts, school of psychiatry and RCSAs worked to create a project applying simulation training to mental health. From this, RAMPPS was born.</p> <p>Recently supported by Health Education Yorkshire and the Humber, the RAMPPS course is led by a Clinical Leadership Fellow and a RCSA, with many trusts involved with developing and running courses.</p>
<b>What did you do?</b> Please describe your aims and objectives and how you implemented these
<b>(200 words max)</b>
<p>RAMPPS aims to improve the core competencies of health care staff. This can include communication, physical health care, leadership skills, collaboration, compassion and other key skills. Scenarios test technical competencies around measurement and interpretation of observations, communication, handover of information and team dynamics.</p> <p>Scenarios are based upon real-life incidents from psychiatric inpatient wards. Using high-fidelity manikins, part-task trainers, and standardised patient-actors, we produced</p>

simulations akin to real-life. The core idea being to replicate, as far as is possible, real life situations for delegates to experience and take part in, so that they may be better prepared for situations occurring outside of a simulation setting.

The creation of a novel multi-disciplinary simulation course focussed both physical and mental health has continued over the last four years, with progression from the initial trial run of four stations to a regularly run program supported with a newly designed E-learning RAMPPS module, a workbook explaining how to run the course, definition of course and team structures, advice on good facilitation and debriefing, as well as expansion of the course to include ten different scenarios.

Included is the means to analyse the progression and confidence changes people acquire from the course, partially automated using Microsoft Excel software.

From the completion of the scoping exercise, nursing and clinical leads, along with chief executives, clinical and medical directors, and an enthusiastic cohort of nurses, doctors and other personnel have worked collaboratively to secure funding for RAMPPS and implement the program successfully.

### Has this innovation been evaluated?

Yes

### What were the outcomes and key learning points?

(200 words max)

I am always surprised by the immense enthusiasm people have for running RAMPPS courses, and by the benefits that delegates talk about at the end of the day. Seeing the transformation from the first scenario where people feel nervous and lack confidence to when people leave at the end happier and brimming with new ideas and learning is remarkable.

Having a good structure when implementing RAMPPS locally is essential, as is having nurses, medics and clinical support workers invested in creating a local course. I have seen both sides of the spectrum, and it can be disheartening when a course is cancelled due to poor uptake from a discipline. This can be caused by stresses in staffing numbers to poor dissemination of information.

However, when all parties are invested, as I have seen in some areas, the possibilities for implementation and change are immense, and they can happen remarkably quickly. One area has gone from having no knowledge of the course to running a comprehensive pilot in a matter of months, complete with designated trainee, clinical, nursing, simulation and administrative leads.

My best advice is to remain enthusiastic and ensure that you have a plan for running a pilot before trying a full course.

### Further information

Please use this field to enter any relevant further information, such as links, references or associated innovations

We aim to continue developing the program further through a collective direction from our representative RAMPPS Regional Steering Committee, and the continuing support of the Leadership Fellows and RSCA roles.

Current proposals include creating an online platform and freely available database of RAMPPS resources for areas to access, to continue helping other trusts implement the

course, to monitor and improve the course following feedback from delegates, and to refine and expand our repository of scenarios available for the course.

We are working with an intercollegiate group to include RAMPPS as an example of how to improve physical health care in mental health.

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### Please enter between one and five key words to help HEE staff searching the Hub find your upload

Please enter your key words below as a list

Clinical Simulation  
Multidisciplinary  
Mental & Physical Health  
Psychiatry  
RAMPPS