

Primary care and maternity care wellbeing training projects

Introduction

HEE ran an Innovation fund to support the development of learning resources that can fulfil the commitments to educate the healthcare workforce in public mental health.

Maudsley Learning (ML), part of South London & Maudsley (SLaM) NHS Foundation Trust, has a history of training and workforce development relating to mental health needs in primary and maternity care. The organisation was awarded a contract to develop and deliver a training pilot, in primary care and mental health.

Background

Policy and clinical ambitions have been developed to improve the provision of mental healthcare in primary care and maternity settings.

Maudsley Learning possess a series of simulation training courses, masterclasses and digital learning resources targeting the needs of mental health patients in these settings. The training focused on the assessment, management, and treatment of mental health conditions with a medical and clinical angle.

Whilst there are resources to support clinical practice, it was acknowledged there were few resources available nationally that address the wellbeing, mental health promotion, and sub-clinical threshold experiences of people accessing primary and maternity care services.

In addition to this, clinical and workforce development initiatives and policy were establishing the core skills and capabilities of primary care and maternity workforces in relation to mental health needs. Much of this work was being undertaken locally within our organisations and partnerships, including links between non-qualified workers, professional training, and continued professional development. One example of this was seeking to engage community pharmacy workers alongside primary care staff in collaborative understandings and efforts to address mental wellbeing needs. Furthermore, patient and public involvement in both clinical services and education and training demonstrated a need for this work.

The project sought to:

- Gain a tailored insight into the needs of the primary care and maternity workforces
- Increase the availability of training on mental wellbeing for these workforces
- Provide multi-modal programmes including interactive masterclasses and simulation training
- Socialise workforce leaders and commissioners to the needs of workforce relating to mental wellbeing and the ways that these can be met

Training programme development:

The training design was developed by Maudsley learning, utilising their extensive experience of creating training modalities in the field of mental health and mental wellbeing promotion. They also undertook stakeholder engagement and learning needs analyses. The training resources sought to complement those already in existence and meet the needs for mental wellbeing awareness and skills that have been evidenced, providing a learning pathway for staff rather than standalone training days.

Training methods

Training was delivered through two one-day in person simulation training courses, one newly designed online simulation training course, and two re-designed online Masterclass training days. Broadly, the masterclasses focused on core topics in mental wellbeing awareness and promotion, while the simulation training focused on translating knowledge into practice.

Using multiple modalities for delivery had significant benefits for learners and helped to maximise retention of information and skills development. Evidence suggests that learners retain a small amount of information when training is delivered didactically, while using several modalities of training can ensure that varied learning styles are met and that training remains engaging and effective in improving practice.

Masterclass training

Trainees were involved in a full-day online Masterclass. The training included didactic teaching, large and small group discussions, exercises, case studies, video and multi-media content, and reference materials to use in work settings. The courses were delivered by two facilitators who have both clinical and educational backgrounds, were significantly involved in the development of the training programme and have experience of mental health promotion training and clinical services. Additional subject matter experts contributed to specific parts of the training days. Masterclasses were developed with service user input from SLAM's lived experience network to ensure their experience and perspective was accurately portrayed in terms of experience of mental health and clinical services.

Simulation training

Participants were involved in a series of simulated scenarios focusing on the identification of a variety of mental health and wellbeing needs. This included both prevention of mental health conditions and awareness of mental wellbeing. Mental Health conditions was addressed with early identification and prevention in mind, while mental wellbeing was addressed with taking positive action in mind. Simulated scenarios used professional actors who have been trained by service users to provide as realistic an experience as possible in supporting the translation of learning into practice.

Structured and reflective debriefs followed each scenario to allow participants to learn positively and constructively from the experience within a safe learning environment. Psychological safety is paramount in simulation training, so that learners do not feel like their performance is being criticised or assessed. Furthermore, simulation training provides an important platform where trainees can put knowledge into practice in a safe learning environment without direct patient contact and interaction with direct colleagues.

Simulation training design involved experienced clinical educators working in our award winning dedicated mental health simulation centre, as well as our lived experience representatives, and subject matter experts on mental health, maternity, pharmacy and primary care.

Aims and objectives

These projects sought to develop training programmes of complementary resources for mental health promotion skills for primary care / community pharmacy and maternity care workforces,

and subsequently deliver the training resources to meet learners' needs through simulation training and masterclasses.

Overall achievements and critical success factors

1. Improvements to clinical care and practice, aiming to support the wellbeing of patients in primary and maternity care, evidenced by the testimonials and feedback.
2. The professional development of nearly 100 staff was supported through these projects (with the potential to reach many more), with subsequent benefits passed on to patients and clinical teams;
3. The potential to reach many more staff is based on the creation, piloting, and refinement of a multi-modal series of courses to support wellbeing in primary and maternity care. These courses have already been commissioned to be delivered subsequently and will continue.
4. System engagement has been a positive outcome of these projects, particularly across our local regions, bringing together various professions, organisations, and partnerships to collaborate on this work. One example would be collaborative working across pharmacy, primary care workforce leads, and our educators based in secondary care.
5. These projects have helped to raise the profile of public mental health in critically important healthcare services, supporting increased dialogue and reflection on the role of health promotion and wellbeing activities within healthcare services.
6. Finally, in responding to the Covid-19 pandemic, the team made significant and internationally leading strides in delivering interactive and experiential online learning, including the use of live simulated patients during training. This work has been recognised through the acceptance for publication of journal articles detailing progress and learning.

Examples of feedback from participants across the training courses:

"This was a very helpful course to assist me in undertaking mental wellbeing consultations it has given me confidence to pursue and empower patients in the clinic I offer."

"Case study and reflection was useful - nothing was unhelpful. Personal experience is powerful so [the lived experience] contribution at the end was great."

"Evidenced based material, videos and questions in the small group was very useful I was able to identify areas to improve in my assessments."

"First zoom full day course, enjoyed it, well presented and knowledgeable team, videos and questions were excellent learning tool. Excellent signing up for your upcoming motivational interviewing and more courses, looking forward. Will share with my colleagues. Thank you."

The critical success factors behind project achievements are many, but most significant among them include:

1. Accessing existing organisational infrastructure and management process aimed at producing innovative and interactive training courses that support development of health workforces, particularly in regards to mental health.
2. Mobilisation of a skilled, diverse, and cohesive team working towards a shared mission of improving mental health, who were able to quickly respond to the needs of the project including during rapidly evolving circumstances.
3. Flexibility and support from commissioners, including in response to the pandemic as well as stakeholder engagement and communications, were essential.
4. Finally, the openness to learning new approaches and prioritisation of accessing training to improve care are critical features of the population of workers attending our courses, driven by the desire to improve the health of others.

Delivered outcomes

<p>For trainees</p>
<p>The quantitative and qualitative data collected and analysis are part of these projects. It demonstrated multiple learning outcomes, as well as unanticipated areas of improvement and development. These included increased knowledge or wellbeing and associated approaches, confidence in new ways of working, skills for addressing wellbeing with patients (e.g. communication tools), attitudes towards the importance and values of wellbeing and its place within health services, awareness and access to resources that can be used in practice, and motivation to try new approaches when working with patients. Additional evidence pointed to benefits for trainees in relation to connecting with and learning from peers, other professions, and building positive educational experience of simulation training and online learning.</p>
<p>For patients</p>
<p>Findings from data analysis suggest that patients will benefit from the attitudinal and behaviour change of health workers attending the training. This was evident in the domains of signposting patients to wellbeing support and activities, including access to existing resources, as well as understanding the experience of patients (e.g. through clinical case vignettes and simulated scenarios).</p>
<p>Wider community</p>
<p>We believe that the wider health community has and will continue to benefit in various ways, including:</p> <ol style="list-style-type: none"> 1. The continued availability of training materials and resources 2. System engagement and collaboration across professions and organisations 3. Training participants have reported cascading their learning to colleagues and teams as well as seeking out further training in this area 4. Increased dialogue around wellbeing and public mental health 5. The learning from these projects, particularly around digital delivery and the course content, will be used to influence other courses.
<p>Value for money</p>

Importantly, the development of these courses has been funded, meaning that they can be commissioned and run more cost effectively in future. Adaptation to online training delivery can increase accessibility, enable regional dissemination of learning, as well as reducing fixed costs required for venue hire, travel etc. The increased focus on wellbeing and health promotion in primary care and maternity care (due to the nature of these fields) has significant potential for economic benefit through improving the way care is delivered.

Recommendations

Innovative and forward-thinking approaches to interactive online delivery of simulation training in particular were developed during this project. This has been of significant benefit to continuing workforce development activities during and beyond the covid pandemic.

Tailoring and framing of teaching wellbeing content to clinicians and considering how this can fit into clinical pathways and care. The content developed and further resources mapped will be of major benefit in subsequent training activities.

Multiple, complementary learning experiences (i.e. a Masterclass followed by simulation training), based on evidence from participants attending multiple sessions and commenting on how this provided the opportunity to translate learning into practice.

The critical enablers:

1. Appropriate stakeholder engagement with workforce leaders, commissioners, influencers, e.g. Training Hubs, CCG/ICs, and individual practices and surgeries for primary care training
2. Prepare for multi-disciplinary, interprofessional training – bringing multiple groups together enriches the learning experience and mirrors clinical realities
3. Service users at the heart of the projects – whether this is service user involvement in the training itself, or basing learning discussions around case studies, the training must locate patients at the centre
4. Facilities, in person or online – whether a simulation training course or Masterclass, in person or online, the learning environment must be created and tested to ensure that learning activities can run successfully, e.g. using simulated patients in live online training, or ensuring that clinical case videos function well
5. Evaluation skills, both in determining the local needs and evaluating the impact of the training, are helpful skills throughout.

Sustainability and adoptability

These courses have now been developed and will be sustainably available via Maudsley Learning. Additionally, all course materials are available to anyone interested in accessing them and can be shared widely. This content is available directly from Maudsley Learning, who will continue to manage this project and its outcomes.

ML used the piloting and evaluation process to refine the courses for future delivery, also learning wider lessons about training delivery and the experience of training participants, e.g. accessing live online interactive training. This learning has been shared with two academic

publications in appropriate mental health education journals. Both are currently under consideration.

The courses have been subsequently commissioned by new organisations within the NHS, involving targeted delivery to a specific part of the maternity or primary care workforce. As innovative and new additions to our course catalogue we will continue to have ongoing conversations through our national network of healthcare organisations about commissioning these courses in future.

We would welcome to opportunity to continue working in future with HEE and partners on the continuing expansion of both these courses, and our learning from these projects.

We would strongly recommend and welcome any organisation to approach us with their interest. We have experience in supporting the adoption and rollout of interactive mental health and wellbeing training across the UK within the NHS and other settings. We would relish the opportunity to do that again with these projects.

Further details here:

[Perinatal mental wellbeing](#)

[Promoting mental wellbeing in the perinatal period](#)

[PG Tips: Pharmacy and General Practice simulation course](#)

[Wellbeing in action: practical approaches to mental health](#)

[Wellbeing in primary care: preventing illness & sustaining recovery](#)

Appendices

Any supporting information

Slide decks

Learning materials

Evaluation tools

Learning materials, scripts etc