Longitudinal evaluation of the use of interprofessional, interdisciplinary simulation training surrounding intellectual disabilities across the lifespan –

Executive Summary

Chris Attoe
Hannah Iannelli
James Pathan

Maudsley Simulation, South London & Maudsley NHS Foundation Trust
Maudsley Learning, South London & Maudsley NHS Foundation Trust
Project Team

Chris Attoe – Principal Investigator – Research Lead, Maudsley Simulation, South London & Maudsley NHS Foundation Trust, and Head of Research & Development, Maudsley Learning
Chris.Attoe@slam.nhs.uk

Hannah Iannelli – Research Assistant – Research Assistant & Training Coordinator, Maudsley Simulation & Maudsley Learning
Hannah.Iannelli@slam.nhs.uk

James Pathan – Project Lead – Service Delivery Lead, Maudsley Simulation, and Head of Operations, Maudsley Learning
James.Pathan@slam.nhs.uk

Dr Grégoire Billon – Senior Simulation Faculty – Consultant Child and Adolescent Psychiatrist, South London & Maudsley NHS Foundation Trust
Gregoire.Billon@slam.nhs.uk

Dr Camilla Tooley – Simulation Faculty – Medical Education Fellow, Maudsley Simulation
Camilla.Tooley@slam.nhs.uk

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Longitudinal evaluation – simulation training for the ID workforce

Highlights

- This was the first study aiming to assess the longitudinal impact in the workplace of an interprofessional simulation training course on the health needs of people with ID

- Study participants had completed of the world’s first high-fidelity interprofessional simulation training course for the mental, physical health and social needs of people with ID

- Nine multi-professional health and social care workers completed semi-structured interviews 6-12 months after their completion of the one day training course

- Valuable learning and subsequent changes to practice were reported by participants, relating to communication, patient-centered care, reflective practice, and multidisciplinary working

- Specific examples included: understanding why double appointments should be offered and implementing this in practice; enhanced ability to consider legal issues at work; and increased appreciation and adoption of reasonable adjustments in clinical work.

- Participants highlighted that the safe, non-judgemental ethos of the simulation training was essential to their learning, as was the focus on patient journeys rather than symptomatology

- The opportunity to train interprofessional and across health and social care disciplines to appropriately support people with ID was valued by all stakeholders

- Co-producing and delivering the training with actors with ID was crucial, as demonstrated by the study findings and feedback from the actors themselves

- The need to expand delivery of simulation training in ID and build the capacity to achieve this was highlighted
Disseminating this work and strategically aligning the simulation training to the range of training opportunities available to the ID workforce would be highly valuable

Executive Summary

Background

People with intellectual disabilities (ID) experience poorer health outcomes than the general population, with barriers to accessing healthcare services, including mental health. High quality training and education may begin to address these barriers but there is limited evidence available to inform strategic workforce development. Various training methods are available, although there is a significant lack of research on simulation training to support working with people with ID.

Interprofessional simulation training has been emerging recently as a powerful educational tool (Attoe, et al., 2016). Billon and colleagues (2016) designed a simulation training course to support professionals based on the physical and mental health needs of people with ID. This training addressed issues commonly faced in training interventions which neglects mental health needs and primarily focuses on physical health needs (Attoe et al., 2017).

However, there is no literature investigating the longitudinal effects of simulation training, although initial research findings have been promising. Identifying key components of simulation training which aid learning, and understanding how training can impact workplace practice may be of significant value to developing the ID workforce.

Aims

This project aims to:

1. Review the current availability and evidence on longitudinal effectiveness of simulation training for staff working with people with ID
2. Longitudinally evaluate the impact of simulation training on staff and their clinical work
3. Determine next steps to support workforce development in ID through simulation training

Methods

Nine healthcare professionals were interviewed about their experience, learning and workplace practice following completion of a one-day simulation training course based on working with individuals with ID
between July and December 2017. Each participant had taken part in simulated scenarios which employed trained actors with ID to represent common and challenging aspects of healthcare provision. Face to face semi-structured interviews lasting 30-60 minutes collected data on participants’ memories of the training, experience of simulation, what was learnt, how it has impacted their clinical practice in the workplace, and how they have observed any impact in practice.

Findings
Thematic analysis (Braun & Clark, 2006) was conducted by two researchers triangulating the data to ensure rigor in determining the four major themes: communication, patient-centered care, reflection, and multidisciplinary team (MDT) working. The findings suggest core features of simulation training such as debriefing, the use of actors, scenario design, and facilitators have an impact on participants learning.

Notable changes occurred post training including the way professionals communicate with patients and increasingly make reasonable adjustments to suit patients’ needs. Following training professionals were more likely to consider the patient journey and how interactions in different clinical environments and healthcare professionals can impact care. Furthermore, the importance of considering the patient’s preferences and managing support network involvement in care was highlighted in regard to inequalities currently experienced in healthcare. Additionally, improvements in communication between MDTs in supporting patients were highlighted. Four valuable but less prominent themes were also highlighted through thematic analyses: skills of GPs; training dissemination; experience of simulation training; and feedback from actors with ID.

Implications
Overall, the finding suggest that simulation training is an effective training tool which has a sustainable impact on the participants, their workplace practice, and the patients and carers that they support. The evidence outlined in this report bolsters the literature on the effectiveness of interprofessional simulation training in ID. Furthermore, this growing evidence presents justification for renewed efforts to disseminate simulation training for ID in a more strategic and systematic manner, to achieve workforce change. Future, research examining the role of simulation training in blended and continued learning approaches would be valuable.
Recommendations

**Simulation training – Intellectual Disabilities course**

1. Continued delivery of interprofessional simulation training for ID workforce at a greater scale than is currently available
2. Faculty development and capacity building is required to meet workforce scale and demand
3. Simulation training could be targeted at key individuals and professions within the ID workforce, to complement other existing training opportunities
4. Up-scaled delivery should be accompanied by additional longitudinal evaluation, collecting more data from a larger number of participants across the workforce
5. A wider research programme could be developed to support this and other work, including understanding learning outcomes for different professions

**Stakeholder engagement**

6. Dissemination of this report and simulation training course through the HEE ID Programme network, including the Programme Board
7. Review of this report and simulation training by clinical and educational experts, and people with ID involved in the wider programme

**Strategic workforce planning**

8. Mapping role of simulation training in delivering core competencies for the ID workforce
9. Full mapping of available workforce training opportunities, and appropriate position determined for simulation training
10. Strategic alignment of training availability to ensure blended and continued learning at a national level

Longitudinal evaluation – simulation training for the ID workforce
Appendix - Project background

Intellectual Disabilities at Health Education England: Workforce development for and with people with Intellectual Disabilities

This programme to create a sustainable and secure workforce supply so that people can live a good life. Mencap wrote a report called ‘Death by indifference’ in 2007. The report was about 6 people with learning disabilities who should not have died. Health Education England want to make sure that staff that work people that have Intellectual Disabilities have the rights skills and values, in the right place at the right time. HEE runs as a single organisation, across four regional hubs across 12 local offices. The Intellectual Disabilities programme is a regional programme working across the south of England.

The programme aims to create a sustainable and secure workforce supply, for people that have Intellectual Disabilities and/ or Autism, who require support from and/ or access to services. All activities focus on how the workforce can support people with an Intellectual Disability to lead healthy and fulfilling lives. The programme began in Kent, Surrey & Sussex during 2013 and remains a trail-blazer within HEE as it is the only programme of this type. In September 2017 it expanded to include London for a year, in April 2018 it further expanded to include the whole of the South.

To stay in touch, click here to view HEE’s online blog that we use to keep everyone updated with news, updated, opportunities. If you would rather receive a single weekly email that summarises news, updates and opportunities you can sign up here. The programme email address is SouthID@hee.nhs.uk, and you can connect with us on twitter @HEE_SouthID and use the hash tag #SouthID when you want to share with us.

The project described in this document aims to support the goals of the Intellectual Disabilities programme, creating an evidence base for workforce development initiatives.

South London & Maudsley NHS Foundation Trust

SLaM is one of the UK’s largest mental health service providers, in close partnership with the Institute of Psychiatry, Psychology and Neuroscience (IoPPN) at King’s College London, Europe’s largest centre of research and education in psychiatry, psychology and neuroscience. This partnership provides centuries
of experience in bringing together mental health services, scientific research, and education. As part of King’s Health Partners Academic Health Science Centre, the tripartite mission of aligning clinical services, research, and education has received renewed focus. Our organisation’s core mission is to prevent mental illness, promote mental health and improve the lives of the populations and staff we work with locally and nationally.

**Maudsley Simulation**

Maudsley Simulation is the UK’s first simulation training centre focusing on mental health, aiming to improve services for all who are affected by mental health issues, [click here to see our work explained](#). Since 2014, working as part of South London and Maudsley NHS Foundation Trust, we have developed a range of simulation training courses for health care professionals including: GPs, psychiatrists, nurses, occupational therapists, clinical support workers, healthcare assistants, psychologists, emergency services such as police and ambulance social workers and many more. Maudsley Simulation was recently named the British Medical Journal’s Education Team of the Year 2018, awarded a commendation from the Health Services Journal Awards, and won a Kate Grainger Award for Compassionate Care.

**Maudsley Simulation Training - Meeting the Health Needs of People with Learning Disabilities**

This is the first simulation training designed for a range of health and social care professionals with regular patient contact who want to explore how to improve care for people with Intellectual Disabilities. The course uses actors with ID who have been trained and supported to portray their experiences of accessing support in a range of healthcare settings. This course was specifically designed with subject matter experts and service users to provide high qualification educational mental health training. The personal impact of ID, consequent health inequalities, barriers to accessing effective healthcare, and application of reasonable adjustments are explored. The training supports different professionals to collaborate in addressing the challenges faced in these situations and build skills to deal with them.

**Estia Centre**

The Estia Centre is a market leader in training and research in mental health and intellectual disabilities, working as part of SLaM’s Behavioural and Developmental Psychiatry Clinical Academic Group. In close collaboration with clinical services, Estia trainers aim to improve the care of people with learning disabilities through evidence-based practice supported by high quality education. Working with a range
of professions and settings across health and social care workforces is essential to our mission of reducing health inequalities.