West Yorkshire - Finding Independence
Delivering Fulfilling Lives:
Supporting People with Multiple Needs Programme

WY-FI Workforce Development and Learning

Multiple Needs Training Suite 2019/20

Impact Evaluation

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Workforce development

Contents

Introduction

The training offer for Year 6 consisted of a revised pilot of the Multiple Needs Training Suite which was first piloted in Year 5. The intention was to provide an opportunity for a group of front facing staff from West Yorkshire to experience a cohesive training package containing key principles and learning which the National Fulfilling Lives programme and MEAM have established are fundamental to working with multiple disadvantage. Full details of the course content are in Appendix 3. The revisions followed the evaluation of Year 5's pilot. In summary, the evaluation recommended that the training suite should be delivered again by Community Links Training over 5 days and consist of the following elements:

- ➢ Introductory course over 2 consecutive days:
  - o Psychologically Informed Environments
  - o Personality Disorders and Trauma
  - o Risk Enablement
  - o Working with Challenging Behaviour
- ➢ Understanding Personality and Personality Disorders
- ➢ Trauma Informed Practice
- ➢ Working with Complex Trauma (Level 2)

In addition, this year's pilot included understanding multiple and complex needs as experienced by women. This course was delivered by Women Centred Solutions and was originally run independently to the suite in Year 5. Because there are similarities in approach and principles, being trauma informed and advocating reflective practice, it was decided to incorporate this into the suite during Year 6. This course is evaluated separately from this report.

There was a strong emphasis on reflective practice throughout the training. During the first course, the candidates were given a reflective log (Appendix 1) to be completed and brought to the second and subsequent courses. The intention here was to help the delegates embed their learning in the workplace.

Summary and Recommendations

This second pilot of the Complex Needs Training Suite has been successful. Attendance throughout was very good and engagement was mostly positive. The revisions made to the training, particularly the change to ensure everyone completes the same 5 days rather than having a small range of options for 3 of the five days, has provided consistency of delivery. It has enabled the key concepts around trauma and trauma informed approaches to be at the forefront of learning throughout. The evaluation shows that mode of delivery has resulted in changes to work practice and a positive impact for people in need of support from the attendees. The number of people attending the pilot and the response rate of 50% does mean that this evaluation can only indicate that the suite is worth being made available to a larger number of people. Only when this is done can absolute conclusions about its impact on practice by drawn.

In conversation with the trainer at various points through the year, the following observations are noteworthy:

➢ A significant number of delegates did not complete the reflective logs between the courses. This is fundamental to the training and must be done.
➢ A very small number of trainees were a little resistant to the training and did not engage fully.
➢ The timetable for the course meant that the training was delivered over 5 months. This meant that momentum was reduced and some time was needed to refresh learning at each day.
➢ Attendance was much improved on the Year 5 run of the course.

Recommendations

The Complex Needs Training Suite is now in a form in which it could be made available widely to people working with people experiencing multiple and complex needs.

With the support of WY-FI, the training provider can, and should, promote the training package and deliver it with following considerations:

➢ Ensure all the delegates and their managers are aware of the requirements to complete tasks between the training days – specifically the reflective log – and ensure working time can be allocated to this.
➢ Make it clear that the concepts covered in the training may have an impact on some delegates personally and to ask people to consider this and how they can manage it well.
➢ Deliver the 5 days training over no more than three months.

Evaluating the Training

The questionnaire (Appendix 2) was sent to all those who attended the training and was designed to: be brief; be focussed on changes to practice, and; avoid open ended responses difficult to quantify and report on. In order to capture some qualitative information in a contained manner, two questions asked for three keywords to further explain answers to other questions. The questionnaires were sent after the whole suite was completed which allowed the delegates an opportunity to apply their learning and to reflect on its impact. The questionnaire focussed on examining the impact of the entire course rather than looking at each element individually. The pilot during year 5 established the validity of each element.

This impact evaluation examines all courses together by the following themes:

➢ Relevance and Application
➢ Engagement of Service Users
➢ Work Practice
➢ Understanding
➢ Feedback on quality

Response Rates

The questionnaire was sent out after the course finished in late March 2020. Unfortunately, this coincided with the Covid-19 lockdown. However, 16 of the 32 delegates submitted responses which represents a high response rate, especially when compared to those from previous courses run by WY-FI. Three delegates did not complete the entire questionnaire, identifying the impact of Covid-19 and the change to their working circumstances as the reason. They felt they were not able to implement their learning satisfactorily and therefore could not report on it accurately. Overall, this does represent a small data set and conclusions from it should be considered indicative rather than conclusive.
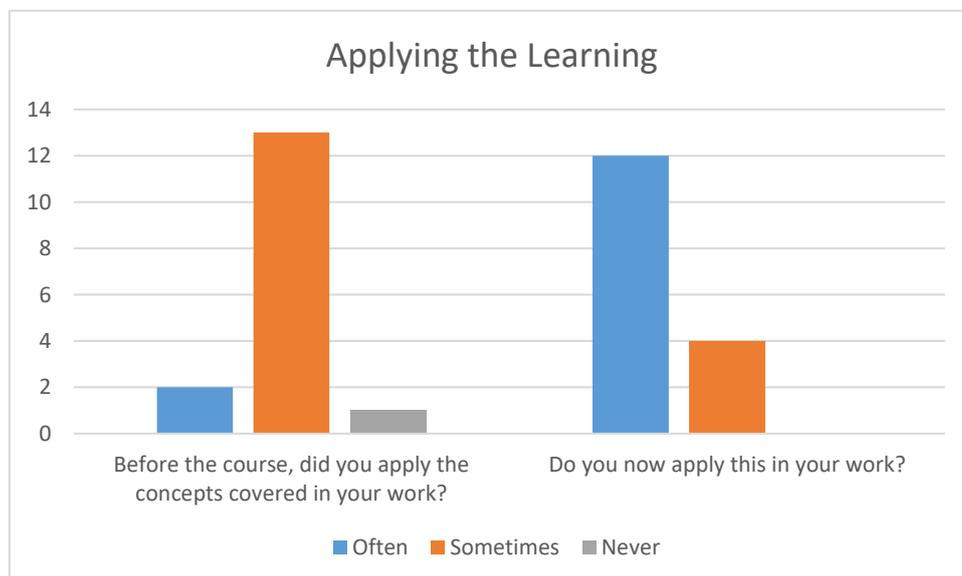
Relevance and Application

Asking about relevance and application after the course rather than before is useful as the delegates are absolutely clear on content and can reflect on whether it is applicable to their work.

How relevant are each of the following training elements to your work?
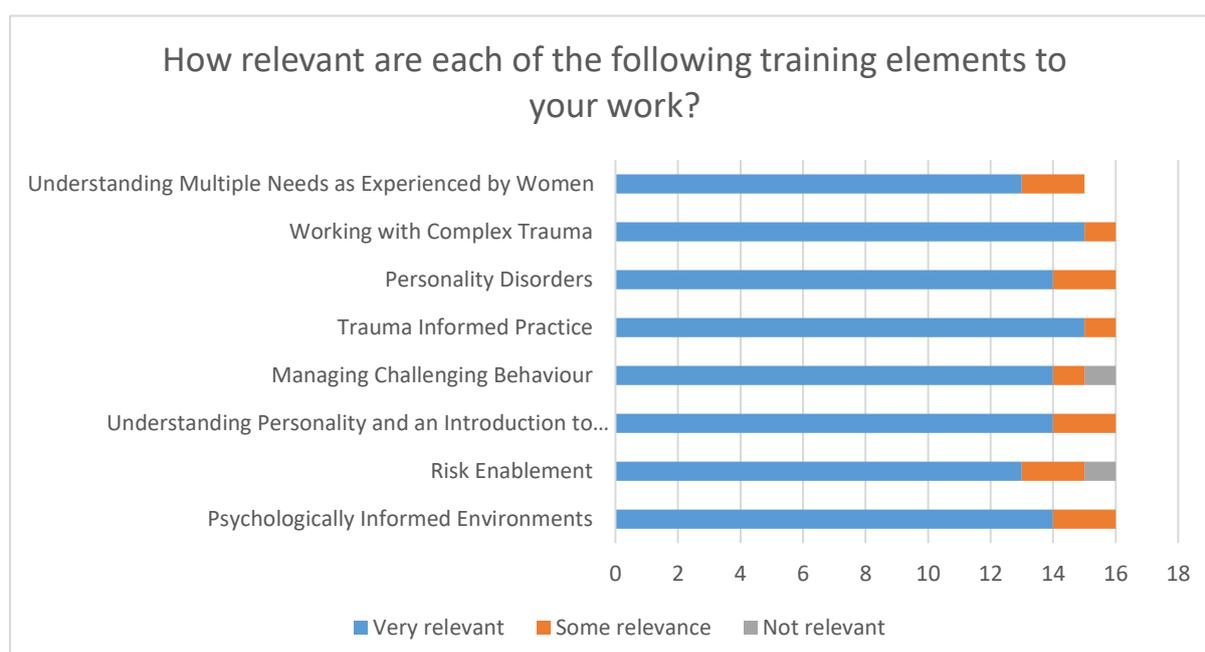
It is clear that all the topic areas are considered relevant by the delegates – most considered them to be very relevant. With only a very small variance between the training elements with the highest number of "most relevant" responses and the lowest, it would not be reasonable to infer anything else from these responses. It is curious, however, to note one response of "not relevant" to each of managing challenging behaviour and risk enablement. An anomaly in these results that recurs throughout the analysis.

When asked how important this training is to their work, the results are unambiguous. There is clearly a recognition that focussing on trauma and the consequent impact on development is considered very important by all but one of the delegates.
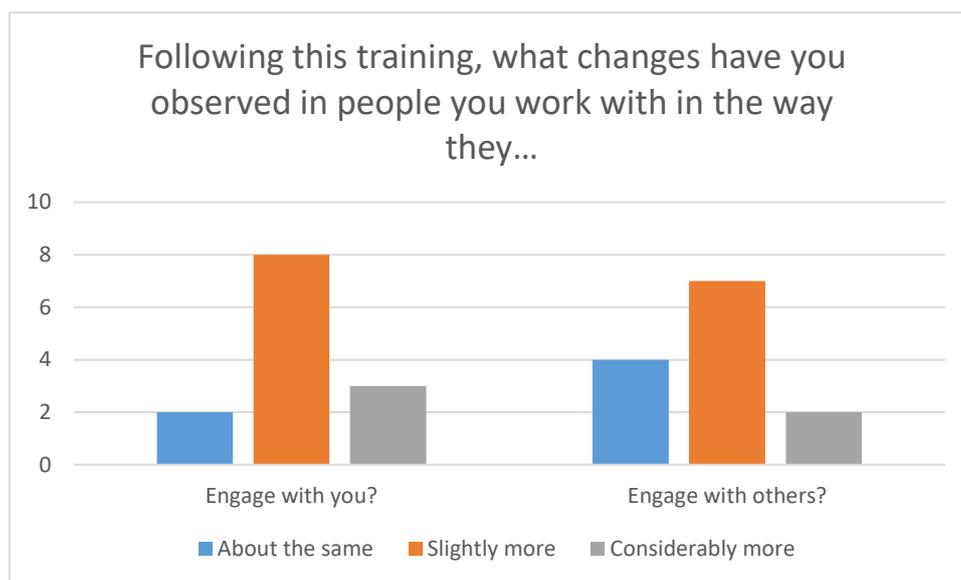
Overall, how Important is this training to your work?

1

15

■ Very Important   ■ Not at all important

Applying the Learning

■ Often   ■ Sometimes   ■ Never

The chart above shows the responses to the two questions: "Before the course, did you apply the concepts covered in your work?" and "Do you now apply this in your work?" Although over 75% of the delegates stated they applied the concepts covered in their work from time to time, it is clear that the training has caused most to apply their learning more regularly and consistently. This indicates that the course goes beyond the theoretical for most of the respondents and they are able to apply the learning to their daily work practice.

Engagement of Service Users

The delegates were asked to reflect on any changes they observed in how those they work with engage with them and with others (if this can be observed). The rationale for this question came about from recognising that those experiencing multiple needs have often not had good experiences of services and have, therefore, disengaged from them or, more often, have been excluded from them. Engagement is an effective measure of how valuable the service offered is.

Although far from conclusive, the number of delegates who report a positive change to individual engagement suggest that the application of learning to practice is having a positive impact on individuals utilising the service. By contrast, the slightly lesser change observed in how successful engagement with others is, suggests that it is the change of practice of our learners which has been key to improving engagement.

Following this training, what changes have you observed in people you work with in the way they…

|	Engage with you?	Engage with others?
About the same	2	4
Slightly more	8	7
Considerably more	3	2

The learners were then asked for three words that came to mind when considering engagement. As there were only 13 respondents to this question, the results are only a snapshot indicator of how, or whether, they view engagement changing. Some responses are a little ambiguous or not even a direct response to the question. Nevertheless, they are presented here in full:

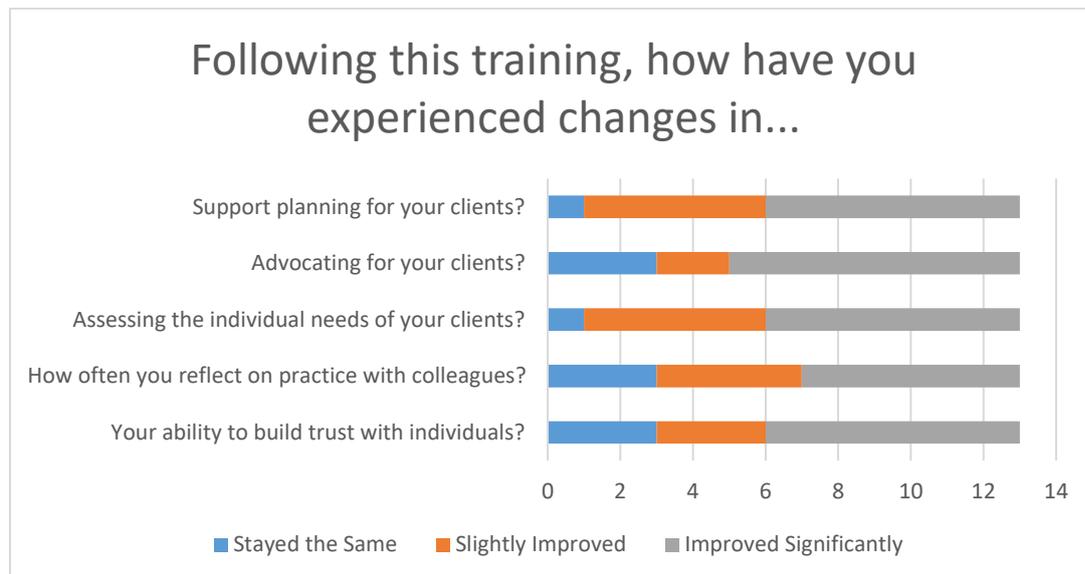| Understanding	Knowledge	Hope
reinforced	previous	learning
Relationship	Understanding	Awareness
Less withdrawn	Understood	trusting
Understanding	Relaxed	Sympathetic
Since attending	my role has	changed
body posture	with others	tone voice
Openness	Listening	Patience
reflective practice	trauma informed	perspective
motivation	understanding	empathy
Understanding	Confidence	Patience
No change	Not used	Not relevent
self reflection	judgements	what has happened to you

The frequency of words relating to understanding and establishing a trusting relationship are significant here. These words reflect the learning from WY-FI and other Fulfilling Lives projects regarding behaviours and skills employed by our navigators. These topics and mode of delivery are encouraging a set of values and approaches which the evidence of WY-FI has proven to effective when working with people who have experience of multiple exclusions.

The chart below shows estimates of the percentage of the delegates' caseload who were affected by the observations recorded above. This suggests that the delegates are working with people experiencing various levels of need. For some, just over a third, the training had an influence on how they worked with less than half of their caseload. For others, a quarter, it impacted on their practice with most of the people they work with.

Proportion of Caseload Affected

- 0-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%
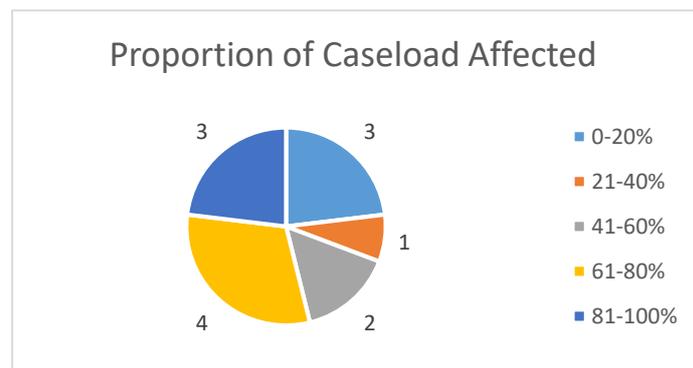
Work Practice

The trainees were asked to reflect on their own practice and assess whether it has changed in 5 key areas.

Following this training, how have you experienced changes in...

- Stayed the Same
- Slightly Improved
- Improved Significantly

Asking delegates to reflect on the own practice and report improvements is inevitably very subjective. It could be argued that it is easier for people to report an increased confidence in more practical, tangible tasks such as assessing needs and planning than it is in longer term changes to approach which are required in building trust or advocacy. These skills may need greater attention over a longer period of time before to result in an improvement that could be observed.

As with the previous question on engagement, the delegates were asked to identify three key words that came to mind when considering their responses to the above questions. They are displayed below.

Knowledge	confidence	equanimeous
developed	new ways	of working
Reflection	Use of self	Empathy
client focus	reflective logs	understanding needs
Confidence	Understanding	Patience
Since attending my role has changed	I don't have	a caseload
confidence	sharing	caring
Pause	Observe	Respond
planning	relationships	regular
understanding	support	time
Informed	Personalised	Time management
No change	Not used	Not relevant
listening	assessed to death	client focussed

It is difficult to draw any significant conclusions here. Overall, there is an indication that key concepts relating to applying a trauma informed approach have been applied to practice.

Understanding
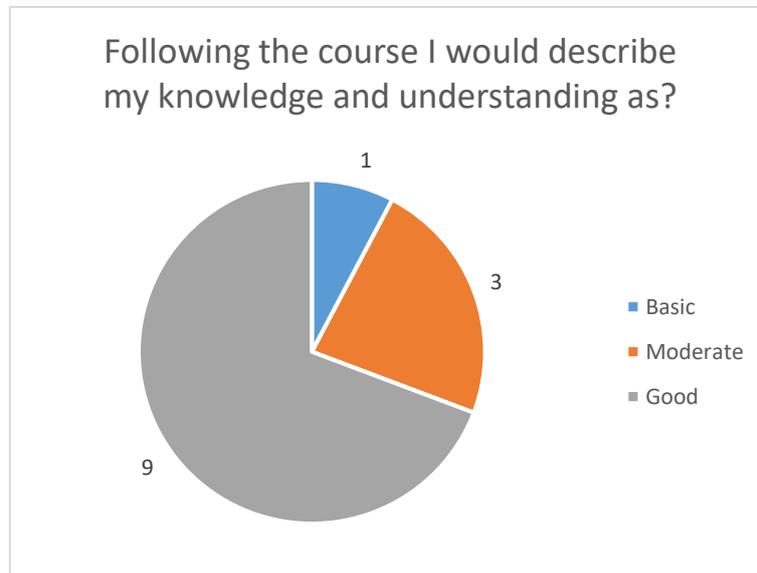
This shows that although most of the delegates reported that their understanding of the subjects is now good, a significant number reported a moderate or basic understanding of the subject. Some consideration should be given here to how the learning can be extended after the training in order to increase individuals' confidence in the subjects.

Feedback

This question is included mainly for the benefit of the training provider. It shows that the standard of training is high – which is as expected. A great deal of preparation time was spent in setting up this training to ensure that the topic areas fitted together and provided a coherent programme over the five days. It is notable that there is a high rating for knowledge and skills of the trainer.

Appendix 1 – The Reflective Log
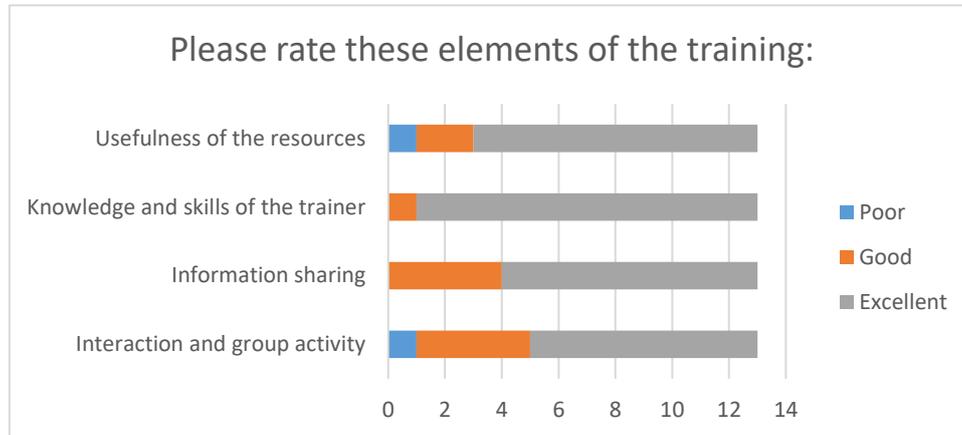
Reflective Practice Log
(Adapted from Gibbs 1988)

Description: Describe something you have done in practice that you will be reflecting on (Avoid making judgements, simply describe)

Feelings: What were your reactions and feelings? How do your feelings relate to your thoughts and actions?

Evaluation: What was good and bad about the experience? What are the implications / complications? Consider different perspectives e.g. you, service users, colleagues, family, carers etc. Is there another point of view that you could explore – are there alternative interpretations to consider? Are there any ethical / moral / wider social issues?

Analysis: What sense can you make out of the situation? What does it mean? Why did I respond as I did? What was really going on? Draw on some theory about good practice that you have learnt.

Conclusion: What else could you have done? What other choices did I have? What could you have done better? Draw on and relate to some theory about good practice that you have learnt.

Action Plan: If the situation arose again what would you do? What would you differently? What steps are you going to take on the basis of what you have learnt?

Appendix 2 – The Evaluation Questionnaire

Complex Needs Training Suite Evaluation

1 Please rate each element of the training according to its relevance to your work.

	Not Relevant	Some relevance	Very relevant
Psychologically Informed Environments			
Personality Disorder and Trauma Informed Practice			
Risk Enablement			
An Introduction to Challenging Behaviour			
Trauma Informed Practice			
Personality Disorders			
Working with Complex Trauma			
Understanding Multiple Needs as Experienced by Women			

2 Overall, how Important is this training to your work?

Very Important	Some Importance	Not Important

3 Before the course, did you apply the concepts covered in your work

Often	Sometimes	Never

4 Do you now apply this in your work?

Often	Sometimes	Never

5 Following this training, what changes have you observed in people you work with in the way they…

	About the Same	Slightly More	Considerably More
Engage with you?	About the Same	Slightly More	Considerably More
Engage with others?	About the Same	Slightly More	Considerably More

Please give three key words to explain your answer

Based on your answers above:
What proportion of your caseload has been affected by these observations:

0-20%	21-40%	41-60%	61-80%	81-100%

6 Following this training, how have you experienced changes in…

Your ability to build trust with individuals?	Stayed the Same	Slightly Improved	Improved Significantly
How often you reflect on practice with colleagues?	Stayed the Same	Slightly Improved	Improved Significantly
Assessing the individual needs of your clients ?	Stayed the Same	Slightly Improved	Improved Significantly
Support planning for your clients	Stayed the Same	Slightly Improved	Improved Significantly
Advocating for your clients	Stayed the Same	Slightly Improved	Improved Significantly

Please give three key words to explain your answer

7 Following the course I would describe my knowledge and understanding of the subjects covered as?

Little or None	Basic	Moderate	Good	Excellent

8 Please rate these elements of the training?

Interaction and group activity	Poor	Good	Excellent
Information sharing	Poor	Good	Excellent
Knowledge and skills of the trainers	Poor	Good	Excellent
Usefulness of the Resources	Poor	Good	Excellent

Appendix 3 – Course Summaries, Aims and Objectives

Introduction to Working with Complex Needs (2 days)

Part 1 – Psychologically Informed Environments
Aim: To explore and understand the 6 key areas of PIE

At the end the course participants will have:
- Begun to complete a PIE evaluation for their service
- Looked at a psychological approach – Ladder for Life
- Taken part in Reflective Practice

Part 2 – Introduction to Personality Disorder & Trauma Informed Practice
Aim: To provide participants with an overview of personality disorder & trauma informed practice

At the end this session, participants will:
- Understand what personality disorder means
- Have an overview of personality disorder diagnosis
- Have been introduced to the concept of Trauma Informed Practice
- Understand key principles of best practice

Part 3 – Risk Enablement
Aim: To revisit risk assessment and risk management as a means to getting the best out of situations for service users and their families.

At the end this session, participants will have:
- Revised the concept of risk and considered positive risk taking
- Looked at practices that make dialogue and the recording of risk and recovery better

Part 4 – An introduction to challenging behaviour
Aim: To increase participants' understanding of how and why challenging behaviour may present.

At the end the course participants will have:
- Identified different types of challenging behaviour
- Considered factors which contribute towards challenging behaviour
- Reflected on their own practice

Understanding Personality and Personality Disorders

Aim
To enable participants to become more psychologically informed about the development of personality and personality disorders
At the end of the course participants will have:

- An understanding of the development of personality

- Explored how someone's past experiences can affect the present

- An overview of personality disorder diagnosis

- Related schema therapy to personality disorder

- Reflected on their own practice
This one-day course is aimed at anyone interested in developing their understanding of personality difficulties and disorders. It will focus on the development of personality using the therapeutic model of schema therapy to explore the impact of early life experiences on the adult self. The course uses a number of learning activities (for example presentation, group work and reflection) to help participants develop their understanding.

Trauma Informed Practice

The majority of people accessing mental health, substance abuse, homeless and criminal justice services have trauma histories. Despite this high prevalence the role of trauma is often unaddressed by both services and practitioners. Emerging evidence from the field of trauma research is leading to a new understanding of the psychological and neurobiological impacts of trauma and highlighting new possibilities for recovery.
Aim
To enable participants to become more psychologically informed about the impact of experiencing trauma.
At the end of the course participants will have:

- An understanding of different types of trauma

- An overview of diagnosis related to experiencing trauma

- Been introduced to psychological models used to explain trauma

- An overview of the principles of best practice

- Reflected on their own practice
This course is aimed at anyone interested in developing their understanding of trauma and the impact it can have on psychological and physical health. It will explore how experiences of trauma in both childhood and adulthood can affect people psychologically, physically, behaviourally and emotionally.
It may be of particular interest to practitioners working with people with experiences of trauma or diagnosed / experiencing symptoms of Post-Traumatic Stress Disorder (PTSD), Complex PTSD, psychosis and personality disorders. Furthermore, it complements the 'Understanding personality + personality disorders' training currently delivered by Community Links. The course uses a number of learning activities (for example presentation, group work and reflection) to help participants develop their understanding.

Working with Complex Trauma (level 2)

Aim
To build on 'Understanding Personality & Personality Disorders' and 'Trauma Informed Practice' training and enable participants to apply practical skills to work more effectively with people diagnosed with or traits of personality disorders and complex trauma
At the end this session, participants will:

▪ Have been introduced to the principles of good practice guidance

▪ Understand and have practiced skills for establishing and maintaining a therapeutic relationship

▪ Understand and be able to identify cognitive distortions + dialectical thinking

▪ Understand and have practiced validation skills

▪ Reflected on how learning can transfer into practice
This 1-day course is aimed at anyone interested in developing their skills to work more effectively with people who have experienced complex trauma. **It is required that participants have completed 'Understanding Personality & Personality Disorders' and 'Trauma Informed Practice' prior to attending the course as it builds on the knowledge and psychological models covered during in this training.** The day will incorporate a number of learning activities (for example presentation, group work and reflection) and will involve significant skills development exercises.

Understanding Multiple and Complex Needs as Experienced by Women

This training course has been produced for WY-FI and is being delivered by an expert in this field, Clare Jones. Previously, Clare was Joint CEO of WomenCentre and a founder and Steering Group member of Agenda for Women and Girls at Risk. She has since developed the Women Centred Working platform and written related publications. In 2012, Clare was awarded a CBE for her work with vulnerable women and now works nationally developing better services for women facing multiple disadvantage and providing better practice training in gender sensitive approaches for women with multiple and complex needs.
Aim
To increase knowledge and understanding of the nature of multiple and complex needs as experienced by women and how to improve ways of working to better support and enable them.
At the end this session, participants will have:

▪ An evidence based knowledge of the nature of multiple and complex needs as experienced by women

▪ Heard from the direct voice of women themselves through their own publications

▪ An introduction to the characteristics of gender sensitive approaches

▪ Considered the implications of the course content for improved design and delivery of services