Birmingham and Solihull Mental Health NHS Foundation trust

Scheme of work

Approaches to Violence Through Effective Recognition and Training for Staff (AVERTS™)

5 Day AVERTS course for employees of BSMHFT

Additional Information;

Up to 16 course participants may attend the course, attendance is 100% in order to be certificated and considered compliant on the trust's training database.

The course is a mandatory requirement for all ward based staff within in-patient mental health facilities as identified within the Trust's training needs analysis.

All courses are currently held in Dartmouth training room, Uffculme learning centre.

Courses run Monday through to Friday for 1 week (slight variations where a bank holiday falls on a 5 day training week)

Course aims;

Through the process of taught and experiential learning activities this course aims to:

- Build the confidence of course participants in relation to the successful management of disturbed or violent behaviour.
- Identify the reasons for attendance and personal goals to be achieved by individual course participants.
- Provide a historical background to the course and its content.
- Develop a repertoire of appropriate and proportionate responses that may help a person to escape from a difficult situation e.g. where a person is alone and being threatened or held against their will.
- Provide participants with evidence-based practice.
- Explore problem-solving approaches relating to the management of an individual who may exhibit disturbed or violent behaviours.
- Highlight the ethical, legal and professional aspects surrounding the management of disturbed or violent behaviour within care settings.
- Develop a layered repartee of physical and non-physical interventions to manage incidents of disturbed or violent behaviour.
- Examine attitudes held by health care professionals about individual's who exhibit disturbed or violent behaviours.
- Examine the emotional and supportive needs of individual's and staff members who have been involved in, or observed an incident of disturbed or violent behaviour.
- Highlight the importance of trauma informed care and issues relating to the equality and diversity of care and potential for discrimination.
- Examine issues of risk during the application of physical interventions e.g. injury, physical collapse, positional asphyxia, emotional trauma.
- Highlight the importance of accurate reporting and recording of incidents.

Key to the best practice learning elements highlighted within Positive and Proactive Care: reducing the need for restrictive interventions (2014);

Education and training are central to promoting and supporting change. Staff who may be required to use restrictive interventions must have specialised training. Corporate training strategies need to be explicit regarding learning outcomes relating to:

1. The experience of people who use services
2. Trauma informed care
3. Core skills in building therapeutic relationships
4. The principles of positive behavioural support
5. Legal and ethical issues
6. Risks associated with restrictive interventions
7. Staff thoughts and feelings on being exposed to disturbed behaviour
8. The use of safety planning tools and advance decisions
9. Alternatives to restrictive interventions
10. Effective use of de-escalation techniques
11. The risks associated with restrictive interventions and how these risks can be minimised
12. Safe implementations of restrictive physical interventions
13. Post-incident debriefing and support for staff and people who use services.

The core reports, policies and guidance that are integral to the delivery of this course are;

A. Mental Health Act (2008) Code of Practice (2015)
B. Mental Health Units (Use of Force) Act (2018)
C. National Institute for Health and Care Excellence (NICE) Nice Guideline 10 (2015)
D. Positive and Proactive Care: reducing the need for restrictive interventions (2014)
E. Mental Capacity Act (2005) Code of Practice
F. Prevention and Management of Violence (2017) BSMHFT Trust Policy.
G. Seclusion and Segregation (2016) BSMHFT Trust Policy
H. Clinical search policy for service users in In-patient settings (2018) BSMHFT Trust Policy
I. Handcuff policy (2018) BSMHFT Trust Policy
J. Lone Worker policy (2018) BSMHFT Trust policy
K. Emergency Response Belt (2019) BSMHFT Trust policy
L. Independent Enquiry into the death of David Bennett (2003)
M. Independent Mental Health Enquiry into the Care and Treatment received by the late Geoffrey Hodgkins (2006)
N. Coroners verdict into the death of Gareth Myatt (2006)

O. Coroners narrative into the Death of Kurt Howard (2007)
P. Coroners verdict into the death of Derek Lovegrove (2011)

Session no.	Subject Topic and Content (Theory and Practical)	Method of Delivery	Key Learning Elements/Core Reports and Guidance	Key Learning Outcomes; *At the end of the session learners will be able to:*	Assessment Criteria	Resources and Learning Materials Required
Session 1 Day 1 09.30-11.00	**Background Information:** Introduction to course, Course requirements, goal setting, group expectations, introduction to Safewards, Know Each other module.	- Verbal exposition (VE) -Group work activity - Whole group feedback -Individual work	1, 2, 3, 7, 9, 10, 11, 13, B, C, E,	-Demonstrate the ability to communicate effectively within the group. - Identify key learning objectives for the week - hold an awareness of others clinical experience, backgrounds and areas of speciality. - identify expected standards of behaviour for the group - explore and identify individual learning requirements. - raise awareness of Safewards and the "Know Each Other" module	- Quiz - Group work exercise -Know each other exercise - Completion of Workbook at the end of the course	- Quiz - Workbook -blank Know Each other template - Flip chart - Pens -sufficient 'break out' space for completion of smaller group work -Evaluation forms
Session 2 Day 1 11.15-12.30	**Anticipation, Prevention and de-escalation (including risk assessment and risk management)** Incorporating identification of triggers and early warning signs (EWS), the assault cycle (Kaplan and Wheeler 1983), care and management planning	-VE -Paired work -Buzz groups -Group work activity -application of work completed to the assault cycle -Tutor facilitated whole group discussion.	1, 3, 4, 8, 9, 10, 13, B, C, E, F,	-communicate effectively with other members of the group - Anticipation and prevention of anger/aggression -Identification of appropriate responses to prevent aggression -Promote proactive approaches to minimise the use of restrictive interventions and practice -Develop understanding of the effect of inter-personal skills within the process of de-escalation -discuss potential approaches to the escalation of aggression and violence. -identify management strategies that may be adopted within the clinical area.	- Formative during session - Completion of the relevant section of the workbook	-blank paper or students use workbooks -Biros -Flip chart -Flip chart pens -sufficient 'break out' space for completion of smaller group work
Session 3 Day 1 13.15-14.30	**SafeWards- Talk Down module (A model for De-escalation)**	-VE -Group work -Group feedback -whole group	1, 2, 3, 10, 13, B, C, E,	- be able to communicate effectively with other members of the group - define de-escalation and its components -develop a whole group model for de-	- Formative assessment of group work exercise	-2 flip chart stands, one with arms to display final model. -5 sheet of flip chart

		collaboration on producing a model of de-escalation		escalation -understand how staffs' behaviours can influence and impact upon a situation -promote proactive de-escalation strategies for use within the clinical area. -To increase self-awareness and recognise the importance of non-verbal communication when utilising de-escalation strategies	- Completion of relevant section of the workbook -Quiz	paper -4 different coloured flip chart pens -4 sheets of A4 plain paper -4 biros -sufficient break out space for group task -workbooks
Session 4 Day 1 14.45-16.15	**Introduction to Personal safety**	-Buzz groups -Group work activity -Tutor facilitated whole group discussion	7, 10, 13, B, C, I,	-Communicate effectively with other members of the group -List a variety of personal safety considerations related to the clinical setting -Raise awareness of general personal safety themes within the organisation -Identify 5 essential elements of personal safety -Devise a personal safety induction package incorporating the 5 essential elements	-Formative assessment through group work activities and whole group discussion - relevant sections completed in workbook	-Flip chart paper -Pens -sufficient 'break out' space for completion of smaller group work
Session 5 Day 2 09.30-11.00	**Ethical and professional Information in the management of Violence and Aggression**	-VE - power-point presentation -Buzz groups - student activity -Group discussion and feedback	1, 2, 5, 6, 9, 13, B, C, E	- able to identify the 4 ethical tenets proposed by Beauchamp and Childress - recognise the importance of applying the 4 ethical tenets when working with and managing violence and aggression - encourage application of ethical thinking using a framework to promote such practice -Identify the importance of ethics when working in a trauma informed way and through the implementation of Safewards	-Formative assessment through group work activities and whole group discussion, relevant sections completed within workbook	- Laptop - Projector and screen - Power-point presentation -Blank ethical framework - pens -sufficient 'break out' space for completion of smaller group work
Session 6 Day 2 11.15-12.30	**Legal information in the Management of Violence and Aggression**	-VE -power-point presentation -Buzz groups	1, 3, 4, 5, 8, 9, A, B, C, D, E	- Identify the core elements and legal perspectives relating to the clinical decision making process during a mental health emergency.	-Formative assessment through group work activities	- Laptop - Projector and screen - Power-point

		- student activity -Group discussion and feedback		-Raise awareness regarding MHA Code of Practice chapter 26 -Introduce Mental Health Units (use of force) Bill (2018) -identify the legal requirements when managing individual's at point of crisis. -Identify the difference between policies/ guidance and legal requirements. -Apply best practice to a range of provided clinical scenarios. - Recognise the importance of Duty of Care, professional Codes of Conduct, and current local and National policy/guidance.	and whole group discussion, relevant sections completed in workbook -Quiz	presentation - Case studies -additional consideration questions -Blank decision making models -pens -sufficient 'break out' space for completion of smaller group work
Session 7 Day 2 13.15-14.30	**Introduction to Physical skills** Safety information, Initial interventions, Standing, Introduction of a 3rd person (incl. Managing stamping and kicking	-VE -Tutor led Physical skills demonstration - Group discussion of issues raised	1, 2, 6, 8, 11, 12, E	-For students to be aware and understand issues around mat safety -Learners will be aware of parts of the body to make contact with and part to avoid. -For learners to able to demonstrate/apply the appropriate use of the risk assessment process when intervening with a person who is standing and when the risks change (person standing on a raised platform, person arms themselves with a weapon). - For students to demonstrate an appropriate level of competency when applying the practical skills involved in intervening with individuals who are in a standing position.	-Formative assessment through observation - Completion of skills checklist	- Flip chart stand -Flip chart paper -Flip chart markers - sufficient space and matted area for physical skills training
Session 8 Day 2 14.45-16.15	**Physical Skills;** Initial interventions, Moving Around and Navigating doorways **Service User Experience DVD**	-Tutor led physical skills demonstration -Group discussion of what's been observed and it's practical application - Group observation of DVD	1, 2, 3, 4, 5, 6, 7, 9, 13, E	-Assess the practicality of the proposed task within the context of *Moving and Handling* Issues and risk assessment. - Identify the process required in order to be able to intervene and escort an individual whilst engaging in physical intervention. -Demonstrate effective communication to the person who is being escorted and	-Formative assessment through observation - Completion of skills checklist - Formative assessment of whole group	-sufficient space and matted area for physical skills training -TV and DVD player - A copy of the service user experience DVD

		-Whole group discussion		other members of the team. -Demonstrate the practical application of skills in a safe manner. -Identify the potential risks associated with working with a person who is standing, moving around or attempting to stamp and kick - Reflect on own practice and experiences - Reflect on the impact that physical intervention can have on the therapeutic relationship - Identify relevant changes to practice through learning lessons.	discussion	
Session 9 Day 3 09.30-11.00	**Consolidation of day 2 physical skills** **Seated skills**	-Tutor led Physical skills demonstration - Group discussion of issues raised	1, 6, 7, 11, 12, 13, E,	-Identify associated manual handling issues when working with people at point of crisis. -Recognise their own abilities and limitations to performing the required task. -Demonstrate the safe application of core physical skills. -Demonstrate effective communication to all parties. -Demonstrate the ability to work as part of a team. -Demonstrate a range of responses to manage both increasing and decreasing levels of risk -Demonstrate 3 levels of physical intervention -Demonstrate safe application of managing movement.	- Formative assessment through observation - Summative assessment via Completion of skills checklist	-sufficient space and matted area for physical skills training
Session 10 Day 3 11.15-12.30	**Case Studies and Positional asphyxia** **Application and removal of handcuffs** (for registered nurses within designated areas and TSS)	-Tutor lecture -Group discussion -Q&A opportunities	1, 2, 5, 6, 11, 12, 13, A, B, E, K, L, M, N, O 1, 3, 5, 6, 8, 12, A, E, H	-Identify the 3 elements that are required to achieve 'normal' breathing. -Have an awareness of what is meant by the term 'positional asphyxia'. -Identify additional risk factors that need to be considered when planning and implementing physical interventions.	-Formative assessment will be generated through group discussion of issues raised	-Lap top -Projector -Projector screen -Presentation "Case studies NEWS2"

					-Highlight restraint positions that carry an increased level of risk and that are not endorsed within current training. -Have a raised awareness of case studies that have resulted in tragedy, and will be able to identify areas of concern and poor practice.	-Completion of relevant sections of the workbook	
Session 11 Day 3 13.15-14.30	**Physical Skills;** Prone skills and getting up	-Tutor led Physical skills demonstration - Group discussion of issues raised	1, 2, 6, 8, 10, 11, 12, A, E, K		- Demonstrate safer management of a person's head, arms and legs in a prone position -Reflect on the service user experience -Recognise the importance of good observation, communication and teamwork -Demonstrate safe application of the management of a person's arms prone to standing -Reflect upon clinical practice issues and experiences	-Formative assessment through observation - Completion of skills checklist	-sufficient space and matted area for physical skills training
Session 12 Day 3 14.45-16.15	**Physical Skills;** Managing descents, taking over (prone)	-Tutor led Physical skills demonstration - Group discussion of issues raised	1, 2, 6, 8, 9, 11, 12, E		-Demonstrate safe application of the management of a person's shoulders and head standing to prone -Demonstrate safe application of the management of a person's arms standing to prone -Demonstrate the safe management of legs when a person is lying in the prone position -Identify a variety of reasons why staff may need to change over. -Identify links to de-escalation. -Recognise the importance of communication. -Demonstrate safer management principles of changing staff members over -Reflect on experience and service user experience.	-Formative assessment through observation - Completion of skills checklist	-sufficient space and matted area for physical skills training

Session 13 Day 4 09.30-11.00	**Consolidation of day 3 physical skills Plus addition of new skills** Reverse fig. 4 (bloods under restraint) Taking over (alternative positions) taking over (problem solving).	-Tutor led Physical skills demonstration - Group discussion of issues raised	1, 2, 6, 7, 9, 10, 11, 12, A, B, C, E,	-Identify potential risks when working with people at point of crisis. -Identify associated manual handling issues when working with people at point of crisis. -Recognise their own abilities and limitations to performing the required task. -Demonstrate the safe application of core physical skills. -Demonstrate effective communication to all parties. -Demonstrate the ability to work as part of a team.	-Formative assessment through observation - Completion of skills checklist	-sufficient space and matted area for physical skills training
Session 14 Day 4 11.15-12.30	**Physical Skills;** Turning over, Supine skills and getting up	-Tutor led Physical skills demonstration - Group discussion of issues raised	1, 2, 4, 5, 6, 11, 12, 13, A, B, C, E, O	-To be able to identify occasions when it may be necessary to turn an individual over. -To be able to recognise the contra-indications to turning an individual over. -To identify the process required in order to be able to turn an individual over whilst engaging in physical intervention. -To demonstrate the practical application of skills in a safe manner. -Identify potential risks associated with supine holding. -Demonstrate the safe application of supine interventions. -Demonstrate possible emergency responses to increased levels of disturbance, giving a clear rational for their application. -Demonstrate the ability to work as part of a team. -Reflect on the service user experience -Identify the associated emotional and psychological effects of managing individuals in a supine position.	Formative assessment through observation - Completion of skills checklist	-sufficient space and matted area for physical skills training

				-Recognise one's own abilities and limitations to performing the required task.		
Session 15 Day 4 13.15-14.30	**Personal searching of service users.**	-VE - power-point presentation - Group discussion - Tutor demonstration or video presentation of practical application of the task -Student activity	1, 2, 3, 5, 8, 10, A, B, E, G,	- Comprehend elements of the trusts policy "Clinical Search Policy for Service Users in In-patient settings" - Recognise why it may be necessary to search service users. - List the Laws that may give authority for staff to conduct a personal search on a service user. - Understand issues surrounding consent and refusal. - Have an awareness of the correct procedure for conducting a personal search on a service user. - Simulate the process required when conducting a personal search on a service user.	Formative assessment through observation of course participants conducting a personal search on a colleague - summative assessment; physical skills checklist -Quiz	-Laptop -Projector and screen -Power-point presentation -Flip chart picture or additional training facilitator -8 trays -16 pairs of disposable gloves - sufficient space for completion of practical task
Session 16 Day 4 14.45-16.15	**PPE/ Ligature cutters.** **Reasonable force framework** **Reactive interventions and strategies (3rd party interventions)** **Emergency response belt (ERB) (for participants from designated areas and TSS)**	-Verbal exposition -Presentation of facts -Whole group discussion -Tutor led physical skills demonstration - VE -Tutor led physical skills demonstration -group discussion and Q&A opportunity	5, 6, 7, A, B, E, I 1, 4, 5, 6, 7, 8, 11, 12, 13, A, B, E, J	-Understand what is meant by the term 'reasonable force'. -Identify circumstances when it may be reasonable to use force in the defence of the person -Understand what factors are considered when determining whether the force used was reasonable or not. -Recall a case study when reasonable force was used as a defence. -Demonstrate techniques that a person may use in order to dis-engage from a situation that based upon the appropriate management of risk -Have an awareness of the options that staff may have when coming to the assistance of others.	- Formative assessment through whole group discussion, targeted questioning -Completion of relevant section within the workbook - Formative assessment through observation -Quiz -participant	- Flip chart -Pens (Black, blue, red, orange, green) -sufficient space and matted area for physical skills training -sufficient ERB's and soft cuffs for course participants. Minimum 1:4

				-understand the uses for the ERB in relation for serious self-injurious activity -Understand health and safety considerations for the application of the ERB -Simulate the safe application of the ERB and soft cuffs	observation and application of required skills	
Session 17 Day 5 09.30-11.00	**Consolidation of all skills covered including the personal searching of service users.**	-Tutor led Physical skills demonstration - Group discussion of issues raised	1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, A, B, C, E, G,	- Have an awareness of the correct procedure for conducting a personal search on a service user. - Simulate the process required when conducting a personal search on a service user. -Identify potential risks when working with people at point of crisis. -Identify associated manual handling issues when working with people at point of crisis. -Recognise their own abilities and limitations to performing the required task. -Demonstrate the safe application of core physical skills. -Demonstrate effective communication to all parties. -Demonstrate the ability to work as part of a team.	Summative assessment via Completion of skills checklist	-8 trays -16 pairs of disposable gloves -sufficient space and matted area for physical skills training
Session 18 Day 5 11.15-12.30	**Consolidation of skills continued and formal assessment of physical skills attainment.**	-Tutor led Physical skills demonstration - Group discussion of issues raised - Smaller group problem solving	1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, A, B, C, E, G,	-Identify potential risks when working with people at point of crisis. -Identify associated manual handling issues when working with people at point of crisis. -Recognise their own abilities and limitations to performing the required task. -Demonstrate the safe application of core physical skills. -Demonstrate effective communication to all parties. -Demonstrate the ability to work as part of	Summative assessment via Completion of skills checklist	-sufficient space and matted area for physical skills training

				a team.		
Session 19 Day 5 13.15-14.30	**Seclusion (including working on a bed)**	-Tutor led presentation of fact's commensurate with current Trust policy and national guidance. -Tutor led physical skills demonstration -Group Q+A and discussion - Smaller group problem solving	1, 2, 5, 6, 8, 11, 12, 13, A, B, E, F, G	-Identify what seclusion is and what it is not -Be aware of the Trusts Seclusion policy and implementation documents. - Make appropriate clinical decisions in relation to the use of seclusion as a restrictive intervention -Problem-solve the application of physical skills and relate the acquired knowledge to a variety of different contexts. -Demonstrate the safe application of core physical skills. -Demonstrate effective communication to all parties. -Demonstrate the ability to work as part of a team.	-Formative assessment through whole group discussion, targeted questioning - Formative assessment through observation - Quiz	-Copy of the Code of Practice (2015) -Current BSMHFT Seclusion policy -PPE box and contents -2x deep base mattress -sufficient space and matted area for physical skills training
Session 20 Day 5 14.45-16.15	**Course Evaluation;** Quiz, Information post – course, Evaluation forms, Individual assessment and feedback	-VE -Individual activity -1:1 feedback between facilitator and attendee	1, 5, 7, 12, 13, B, C, E	- Provide an evaluative account of the course. -Understand the trust's expectations of staff for reducing the use of restrictive interventions. Understand the Trust's expectations for staff when managing violence and aggression. -Identify contact points for additional support	- Completion of quiz. -All sections of the workbook completed -Physical skills checklist completed -Individual feedback	-Quiz -Pens -completed, signed off workbooks -completed skills checklist -completed course evaluation forms -sufficient space for individual feedback