

Extremely Unique People Developing:

Creation of a training pack as a response to institutional prejudice

Sandra Walker & SM225
Faculty of Health Sciences



INTRODUCTION

A recurrent theme in the tutorials of SM225 post-graduate diploma student mental health nursing group was the difficulty that those diagnosed with Emotionally Unstable Personality Disorder (EUPD) face in utilising mental health services. The students were aware that there was a real lack of understanding amongst staff about the diagnosis and this often resulted in some very prejudicial attitudes. As a response to this we decided to create, between us, an education pack that we could all take into practice and either deliver in three face-to-face seminars or as a self-study e-pack. Each member of the group, including the tutor, chose an aspect of the topic and created a short presentation which we then delivered to each other at a tutorial a month later. This presentation was then amalgamated into one pack and further developed by consultation (see below) with people living with the diagnosis.

Patients with a diagnosis of EUPD are routinely labelled “difficult”, subsequently routed out of care through a variety of direct and indirect means and the structures in which patients are treated and clinicians’ ability to effectively help a patient may be closely tied to the “difficult” label (Sulzer, 2015). Establishing positive relationships is associated with positive treatment outcomes (Bowen, 2013) BUT negative attitudes towards this diagnosis are still present in staff - this subsequently has a negative impact on building relationships (Dickens et al. 2016).

The mnemonic EUPD was reframed to **Extremely Unique People Developing** as it was felt that it represented more fully the individual nature of the person behind the label who may have experienced serious disruptions to development in early life. It also suggests that development is ongoing and possible.

The overall aim of the work was to address the prejudice and discriminatory practice witnessed by the students in a way that had the potential to improve care for as many people as possible.

CONSULTATION FORMAT

The pack was shared with two people electronically who could not attend the meeting in person and they fed back via email. The face-to-face meeting took place in a local community center in a room regularly used for service user events.

The presentation, as it was then, was shared with those present, informal discussion took place throughout as each slide was considered. The last slide was populated by quotes from the attendees with the take home message they would have liked the professionals involved in their care to hear.

OBJECTIVES OF CONSULTATION

- Explore the training pack with those with lived experience
- Check the content did not inadvertently reinforce stigmatising or prejudicial attitudes
- Check if there were any gaps from the perspective of people living with the label

PACK FORMAT

The pack is available as:

- 3 seminars to be delivered by a trainer
- online self facilitated training pack which contains additional material
- The online training pack also forms the electronic handout to enhance the face-to-face training

FORMAT OF TRAINING PACK

- Pt 1 - Aetiology and diagnosis of EUPD
 - Definition and prevalence
 - Possible causes
 - Validity of diagnosis
 - Attitudes
- Pt 2 - Therapeutic relationships and working with EUPD
 - Importance of therapeutic relationship
 - Strategies for developing a therapeutic relationship
 - Challenges faced by patient and professionals
 - Aggression versus assertiveness
- Pt 3 - Treatments of EUPD
 - Policy recommendations
 - Effective interventions
 - Challenges to support provision
 - Generalist approach

DISSEMINATION

- Students from SM225 all incorporated the development of the pack into their CVs and many were asked about it at interview.
- Before graduating 3 of the students delivered the training to their final placements at their request
- Since taking up post 2 Graduates have delivered the training in their new workplaces and 2 more plan to.
- The training pack is being considered by the curriculum development team for the new 2018 curriculum at the university
- The face-to-face training is incorporated into the current curriculum for mental health nurses.

POTENTIAL IMPACT IN PRACTICE

- Students from SM225 have entered practice with a comprehensive understanding of EUPD beyond that they would have received from the regular curriculum
- The students will role model a commitment to providing high quality care and training related to EUPD.
- Improved attitudes of staff trained
- Improvement in subsequent patient care

REFERENCES

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CONTACT

Sandra Walker
Mental Health Lecturer
scw1y10@soton.ac.uk
Faculty of Health Sciences
Building 67
University Road
Southampton
SO17 1BJ
Tel : 02380597897

SM225 are:

Peter Hurst
Ruvinder Kaur
Hannah Lake
Grant Malyn
Heather Nemeč
Marielle Restall
Rebecca Rowlands
Flora Scutt
Elizabeth Welch