

Mental Health Act Quality Improvement Programme

August 2024 update

Bluebird House & Serenity Path Hospital
(formerly Leigh House)

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OUR VALUES



People first



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Respect

Purpose

A disproportionate number of BAME individuals are detained under the MHA. For example, Black people are over four times more likely to be detained under the act and over ten times more likely to be subject to a Community Treatment Order (CTO).

People with a learning disability or autism are at a particular disadvantage, as professionals do not always have the time nor skills to understand how best to work with these patients. The vast majority (90%) of autistic people who are detained in hospitals are put there under the MHA.

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Purpose

"Improve the equity of experience for people from ethnically diverse backgrounds and people with a learning disability & autistic people when detained under the Mental Health Act in hospitals across England, including improving the cultural appropriateness of care they receive."

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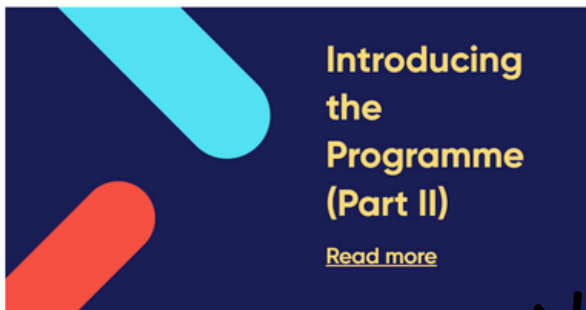
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- Part I focuses on the MHA reforms, and the rationale behind incorporating coaching on the national MHA QI programme, as part of the transformative process.



- Part II delves into the importance of co-production and the essential role of lived experiences in shaping the design and delivery of the programme.



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Starting off

With our diverse project group lead by staff working on the wards, we discussed inequity: What are our staff and service users experiencing on a daily basis.

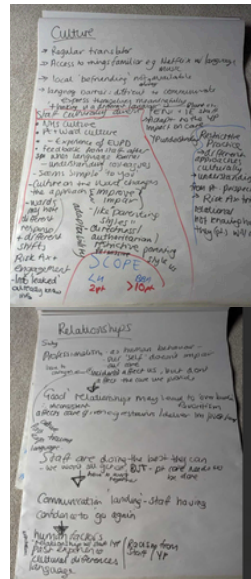
Learning from examples where things have gone well, and reflecting on what hasn't worked.

We undertook a 5 why's exercise to help us identify a root cause.

Identified priority areas to work on:

1. **Cultural and spiritual needs**
2. **Communication preferences**
3. **Relationship building**

We immediately identified that this work would be helpful for BAME and neurodiverse staff, as well as our young people.



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Observations

Using quality improvement principles, the team undertook observations in the ward space. Seeking to understand more about the key areas

Cultural & Spiritual

Relationships

Communication



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Driver diagram

Using a driver diagram, we mapped our ideas. As a project team, we identified change ideas that would have the most impact.



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Our new aim:

Coproduce a resource that:

- Facilitates a conversation about communication, relationship building and cultural and spiritual needs.
- Is a transitional item.
- Stays up to date, and managed by the young person.

Creating the resource:

Use
**appreciative
inquiry**

Using 'tools for talking' and the existing portfolio used by young people at Bluebird House.

- Remove waste from existing resources.
- Observe and interview staff and young people.
- PDSA cycles (trial and error).
- Working with young people and staff to co-design elements.
- Collecting data through surveys.

Use Quality
**Improvement
methodology**

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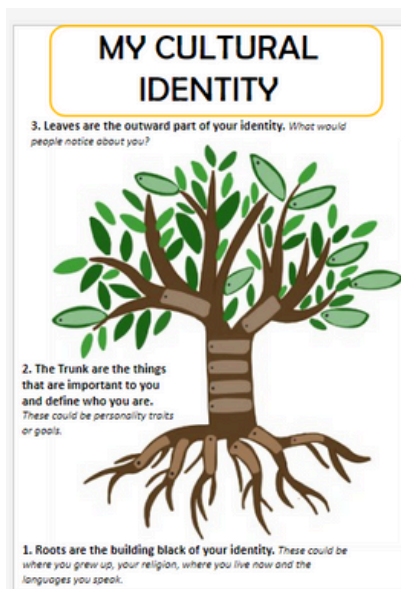
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Starting point and feedback

After creating a 'culture tree' page, we asked for feedback from young people. The feedback highlighted the need for variation and personalisation of the tool if it was going to be owned by young people.



Our 1st PDSA cycle was based off feedback on the Cultural tree.



Young people should have a choice in how their information was displayed. They could pick more 'grown up' or 'friendly and fun' or 'colour my own' versions that suited their personality and preferences.

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Diversity questionnaire



The image shows five sequential pages of a 'Diversity questionnaire' form. Each page is numbered 1 through 5 at the bottom. The forms include sections for:

- Personal details: Name, Age, Gender (Male, Female, Transgender), and a note about leaving blank if not applicable.
- Gender identity: A section to circle the gender identity with options: Male, Female, Transgender, Other, and a 'prefer not to say' option.
- Nationality: A section to circle the nationality with options: British, Irish, Scottish, Welsh, English, and a 'prefer not to say' option.
- Ethnicity: A section to circle the ethnicity with options: White, Black, Asian, Mixed, Other, and a 'prefer not to say' option.
- Religion: A section to circle the religion with options: No religion or belief, Buddhist, Catholic, Hindu, Christian, Jewish, Muslim, Orthodox, Sikh, and a 'prefer not to say' option.
- Cultural events: A section to circle any cultural events you would like us to celebrate, with options: None, and a 'prefer not to say' option.

 Each form also includes a 'THANK YOU!' message at the bottom.

This questionnaire will help the Ward team plan religious, cultural and spiritual events - as well as think about what food, music, films and other important things to consider when planning activities.

Our 2nd PDSA cycle was changing the map graphic. Service users told us the first example was too small, too busy and colourful. We chose this simple one that could be coloured in.



Staff can also use an online resource to find the country by name and language.

We also had the idea to find a suitable globe, or wall map - but still need to find this!

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Other pages

All about me: profile page



ALL ABOUT ME:

MY NAME IS:	THESE ARE THE LANGUAGES I CAN SPEAK:
I AM FROM:	
MY PRONOUNS ARE:	
LIKE TO WATCH THESE FILMS OR SERIES:	A PORTRAIT OF ME:
	THINGS I LIKE TO TALK ABOUT:
MY FAVOURITE SONGS ARE:	MY FAVOURITE FOODS ARE:

- Top things that helps the people on the ward get to know each other a bit better.
- These can be totally customised and 3 young people chose these three different designs.
- A young person can draw, choose a picture or have a photo of themselves on this page.
- This page can also be completed by staff.

We are engaging a diverse population of young people. Our initial group of young people professed how important it was to have variation and the packs should reflect preferences, personality, and development stage.

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Other pages

How I build relationships

THIS IS HOW I BUILD RELATIONSHIPS

NAME:

WHAT CARDS DESCRIBE YOU BEST?

PICK THE ONES THAT FIT YOU

STICK THEM ON THIS PAGE

PUT THE CARDS THAT ARE MOST IMPORTANT TO YOU AT THE TOP

2

THIS IS HOW I BUILD RELATIONSHIPS

NAME:

WHAT CARDS DESCRIBE YOU BEST?

PICK THE ONES THAT FIT YOU

STICK THEM ON THIS PAGE

PUT THE CARDS THAT ARE MOST IMPORTANT TO YOU AT THE TOP

3

THIS IS HOW I BUILD RELATIONSHIPS

NAME:

WHAT CARDS DESCRIBE YOU BEST?

PICK THE ONES THAT FIT YOU

STICK THEM ON THIS PAGE

PUT THE CARDS THAT ARE MOST IMPORTANT TO YOU AT THE TOP

4

Politely ask me to do something, don't just tell me what to do.	I don't like lots of planned meetings, so just chat to me whenever.
Open the courtyard and get some fresh air with me. I like to: _____	I like to be introduced to new people by someone I know
I take time to build relationships. Take time to get to know me by _____	I build relationships really quickly, so new staff can ask me about anything and say "hi"
I like to chat, hear jokes and don't mind you being silly around me.	Please don't disturb me when I'm in my room, unless you have to do observations or for meals
I like to have structured meetings with staff, and these should be planned in advance.	If I'm in my room, encourage me to come out and get involved in activities or chats.
I like to do lots of activities and games including: _____	Please don't comment on _____
My boundaries are: _____	I like it when it's busy and there is lots to do

Activity cutting and sticking or colouring the behaviours, boundaries and preferences that help the young person build relationships and trust.

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Other pages

Things I find it hard to talk about

This page would be completed with a trusted staff member, other key worker or carer.

It's all about building trust and relationships, especially with staff who are unfamiliar.



THESE ARE SOME THINGS I FIND IT
HARD TO TALK ABOUT

NAME:



1



THESE ARE SOME THINGS I FIND IT
HARD TO TALK ABOUT

NAME:



2

NAME:

THESE ARE SOME THINGS I FIND IT
HARD TO TALK ABOUT



3

Boxes are left blank for handwriting, or for sticking cards from the values game we've created.

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Other pages

How I communicate with others

THE WAY I COMMUNICATE

NAME:

THE LANGUAGES I SPEAK ARE:



I LIKE LOTS OF EYE CONTACT



I NEED THIS MUCH PERSONAL SPACE



THESE ARE WAYS I COMMUNICATE

THE WAY I COMMUNICATE

NAME:

THE LANGUAGES I SPEAK ARE:

I LIKE LOTS OF EYE CONTACT

YES

NO

I NEED THIS MUCH PERSONAL SPACE:

THESE ARE WAYS I COMMUNICATE

THE WAY I COMMUNICATE

NAME:

THE LANGUAGES I SPEAK ARE:



I LIKE LOTS OF EYE CONTACT

✓ Yes

✗ No



THESE ARE WAYS I COMMUNICATE

1

2

3

Taking advice from research on communication styles, these are things we want to know about how a young person communicates.

We supplement this with a communication dictionary that describes an action or statement, described what the young person means, then suggestions for how to respond.

 <p>What I say or do</p>	 <p>What I mean</p>	 <p>How to respond</p>
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Other pages

How others can communicate with me

HOW I LIKE YOU TO COMMUNICATE WITH ME

NAME:

PICK SOME THINGS THAT ARE
IMPORTANT TO YOU ABOUT
COMMUNICATION AND STICK THEM HERE

STICK THE MOST IMPORTANT CARDS AT
THE TOP

**Cut and
stick or
colour
the boxes
activity**

Talk loudly so I can hear you	Don't talk too loudly to me
Check that I have understood you by saying	Don't say things like
Talk clearly and slowly so I can understand you	Try and say something in my first language like: "Hello my name is..."
Please don't use acronyms or jargon.	I don't like when you use idioms (this means saying exactly what you mean)
Please write everything down for me so I can read it	Read out letters or words to me
Using please and thank you	Using pictures to help me understand
Talk very calmly to me and don't be loud	Volume, pace and tone

Our 3rd PDSA cycle was an idea from one of the young people who helped test out these worksheets.

They suggested linking the communication dictionary to the zoning care plan - Now staff can know how to respond to actions or statements, depending on how well the young person is. This helps everyone feel safer.



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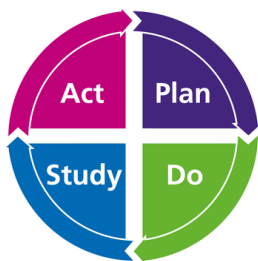
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Your care:

1. My care plans
2. My Keeping myself and others plan
3. My Zoning Care Plan
4. My hospital passport
5. Dates of appointments



We talked about what really added value to the young people from the current portfolio.

PDSA cycle 4 was to add in the 'At a Glance Care Plan' as this was really important to keep.

6. At a glance care plan (at the beginning of the pack)

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The card game facilitates discussion about the young person's values.

It prompts discussion about their identity, belonging in society, religious beliefs and community, family, education and other important concepts.



After testing the card game with 3 young people, PDSA cycle 5 was to develop the cards:

- Ensuring simple terminology on the front of the cards
- Create 'further discussion' cards, so the conversation doesn't stand still after the first prompt.



We created a laminated pack of digitally designed cards and used these at a launch event at Bluebird House. This version was easy to store and use, and this actions was the 6th and final PDSA cycle.

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<p>What's important to your family?</p> <p>What's your role within your family?</p> <p><i>Ward family counts as well</i></p> <p>Family Values</p>	<p>What manners are important to you?</p> <p><i>Role play what you would or wouldn't do in a social situation!</i></p> <p>Manners</p>	<p>What's your favourite food?</p> <p>What foods have you eaten from around the world?</p> <p><i>Fancy cooking your favourite food for someone?</i></p> <p>Food</p>	<p>What languages do you speak?</p> <p>If you could speak another language what would it be?</p> <p><i>Say hello or a catchphrase in a different language!</i></p> <p>Languages</p>
<p>What's important about your dress style?</p> <p><i>Draw your dress style and hair style.</i></p> <p>Dress style</p>	<p>What do gender roles mean to you?</p> <p>If you swapped genders for a day what would you do differently?</p> <p>Gender Roles</p>	<p>What holidays/festivals do you celebrate?</p> <p>What do you enjoy about these?</p> <p>Tell us about how you celebrate them.</p> <p>Holidays and Festivals</p>	<p>Is education important?</p> <p>What do you want to be in the future?</p> <p>Has this changed from when you were younger?</p> <p>Education</p>

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Service user feedback

"The questions about society make me think about where I belong when I'm out of the hospital."

"It's a lot better" (than the current portfolio)

"Really good."

"There is a difference in how I'll answer these if I'm more well, or un-well."

"This stuff is important for staff and other people to know. about me"

"Different examples mean you can make it your own."

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Diverse
project
team

Service
users and
carers
involved

11
Project group
meetings over 2
sites

A
completed
getting to
know me
pack

A values,
cultural and
spiritual card
game
coproduced
with young
people

Launch event
at Bluebird
House

Successes:

Ward staff
leading the
project

Cohort 2:
Hazel Ward
PICU at
Parklands

Exec
sponsorship
and presence at
meetings

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Suggestions from the Launch event

Could have an easy read values card game or with pictures.

Could it have a summary/quick read page at the beginning with key info e.g. likes/triggers/pronouns/languages/communication needs.

Some of the information feels like it's repeated.

The packs should be used during assessment and prior to admission.

Review the portfolios so they stay relevant.

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Other Feedback

I like the different portfolio options.

I love the idea of the portfolios and I like the different designs.

Lots of information is stored in more than one place, we can use this pack to streamline.

Values game might help filling in the book and with care planning.

Will be interesting to see it evolve (PDSA) with evaluating once it is more embedded.

Sharing the staff 'all about me' information with each other is a good team building exercise.

I really like the values cards and the prompts on the back.

I think the values game will help YPs to identify their values.

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