

Is there a way to educate staff and inform practice by exploring the reasons men self-harm?

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Citation:

SOUTER, Gary (2015). Is there a way to educate staff and inform practice by exploring the reasons men self-harm? In: British & Irish Group for the Study of Personality Disorder annual conference, Leeds, UK, 4-6 Apr 2015. (Unpublished) [Conference or Workshop Item]

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Is there a way to educate staff and inform practice by exploring the reasons men self-harm?



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Background

Men who self-harm can be very complex and challenging and the literature suggests that it can have a negative and frustrating effect on the staff who work with them. This is a critical review to explore why men self-harm and to find an effective way to educate staff and inform practice

Method

For this critical review a systematic search strategy was conducted to find primary research articles for analysis and evaluation. A list of keywords were developed from within clinical practice and the National Self-Harm guideline developed by NICE (2004)

Table 1. Keywords identified for initial search.

Self-harm	Deliberate self-harm
Self-injury	Attempted suicide
Parasuicide	Self-injurious behaviour

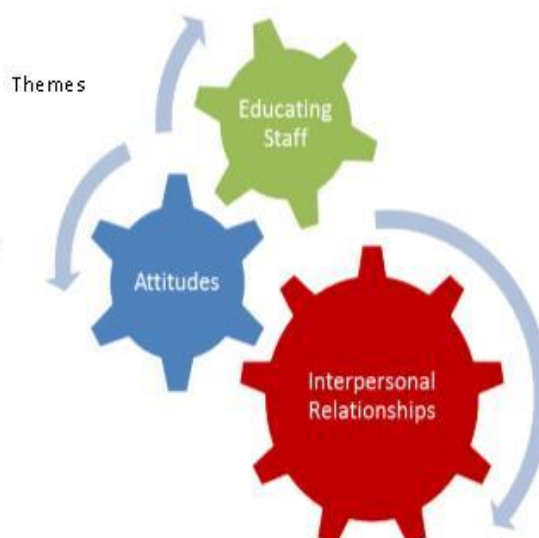
Inclusion criteria

Published since 2004 | Participants 18 years or older | All mental health settings | Relevant to the research question | Epidemiological or etiological studies | Published in English | Suicide initially included but will later be excluded after relevant literature is found

All studies were then quality reviewed using the McMaster critical review method (Letts et al 2007). A methodological matrix was then developed in order to examine findings and research processes

Recommendations

An effective way to educate staff is to facilitate transformative learning to challenge and change their values and beliefs. By delivering the process of perspective transformation (Mezirow 1978) staff can be encouraged to change their behaviour and view themselves and their relationships differently. This can have a positive impact on developing & maintaining therapeutic relationships



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