

## **Medicines with respect project**

TURNER, James <<http://orcid.org/0000-0002-8360-1420>> and HEMINGWAY, Steve

Available from Sheffield Hallam University Research Archive (SHURA) at:

<http://shura.shu.ac.uk/26195/>

---

This document is the author deposited version. You are advised to consult the publisher's version if you wish to cite from it.

### **Published version**

TURNER, James and HEMINGWAY, Steve (2009). Medicines with respect project. In: Mental health nursing research: Measuring success multiple perspectives, Oxford, UK, 24-25 Sep 2009. (Unpublished)

---

### **Copyright and re-use policy**

See <http://shura.shu.ac.uk/information.html>



**Steve Hemingway, Senior Lecturer in Mental Health, University of Huddersfield**

**Robert Maginnis, Practice Effectiveness Manager, South West Yorkshire Mental Health Partnership Foundation Trust**

**Co- authors:**

**James Turner Principal Lecturer, Sheffield Hallam University,**

**Jacqueline White Lecturer in Mental Health and University Teaching Fellow, University of Hull**

The Medicines with Respect process has been developed by higher education institutions and NHS trusts within the Yorkshire and Humber region.



# Background

- Based on work commenced in 2000 to support medication management within Trusts who signed up for the National In-Patient Practice Development Network (Norman et al 2000)
- This work reported positively its effects for staff confidence and service user satisfaction (Turner et al 2007, 2008).

New figures from the National Patient Safety agency show that drug errors caused at least 37 deaths and 63 cases of severe harm in 2007. **(NPSA 2009)**

In total more than 200 patients every month require further treatment or die because of mistakes made with their medication **(NPSA 2009)**

# MwR

Its goal is to support practitioners achieve safe and effective practice in relation to medicines management. It is primarily an assessment tool that can be utilised to measure performance and identify development issues.

**A stepped approach**

**4**

**Nurse Prescribing**

**3**

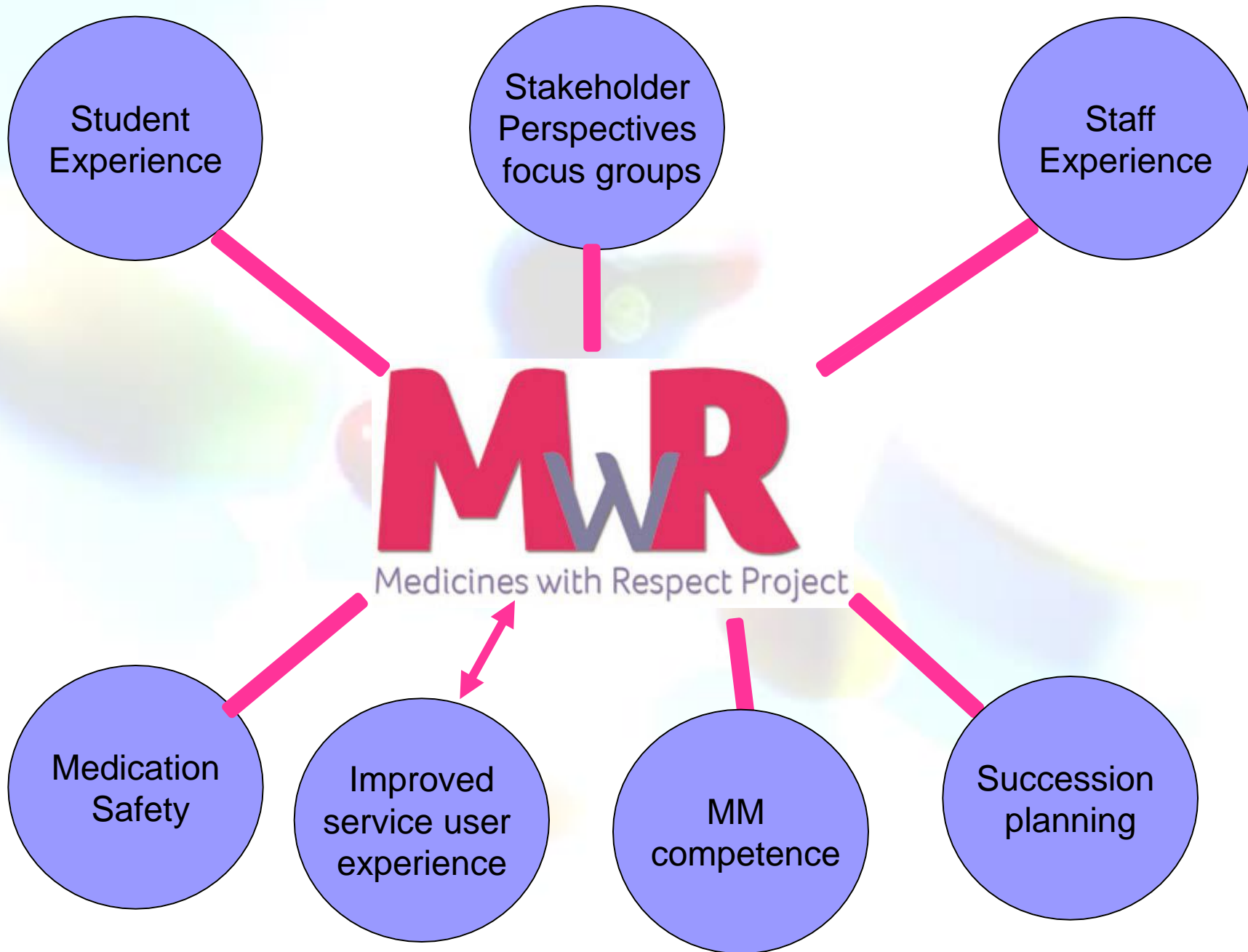
**Medication management**

**2**

**Medicines with Respect**

**1**

**Psychopharmacology  
workbook**





## **MwR can be used in several ways**

- Pre registration curricula at Huddersfield, Sheffield Hallam and Hull Universities
- For preceptorship and new starters to the Mental Health Trusts
- For team or individual development
- Capability

# Who is deemed competent?

- Clinical practitioners at band 6 and above
- Clinical mentors

## Resources

- DVD
- Assessment tool
- 'Medication Management Champions'

# Results: Student experiences

**What is the experience of Mental Health Nurses who have undertaken medicines management education and training as part of the pre registration programme at The University of Huddersfield?**

1. 12 item SAQ mixed method.
  - Pilot Sample 32 mental health nursing students
  - SREP

## **Clinically related activities rated highest:**

- Overall satisfaction
- Administration of medicines assessment
- Observed Examination (OSCE)
- Wanted a separate Medication Management Module

## **Confidence**

- Very Confident 27%/Confidence 49%/ Some confidence 23%
- Those with longer work record were less confident of their ability!

# Results staff survey (pilot)

## **Governance**

- Permission gained from SWYPFT D&T TAG
- Conducted by Trust Clinical Governance Dept

## **Method**

- 20 item SAQ Oral/I.M. experience
- Mixed method

## **Sample Characteristics**

- 20 staff completed the questionnaire
- All OPS
- 85% IP 10% Community/Clinic 1NA
- 55% Band 5, 25% Band 6
- Certificate 15%, Diploma 45%, Degree 1%, PGD 1%

# Results staff survey (pilot)

## **Type of administration**

- 85% administered medication orally
- 40% administered I.M.

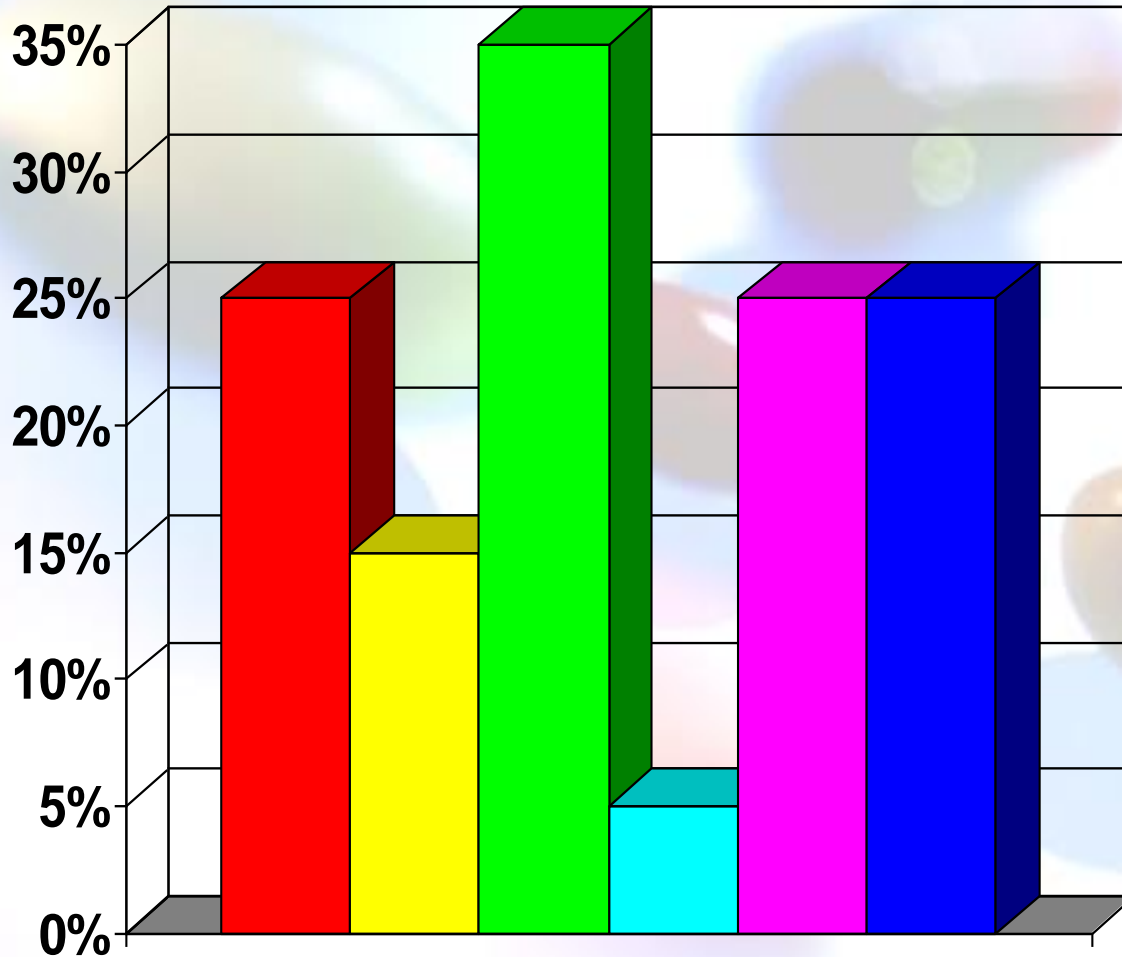
## **Type of assessment**

- 80% completed the oral/ I.M-20%

## **When assessed**

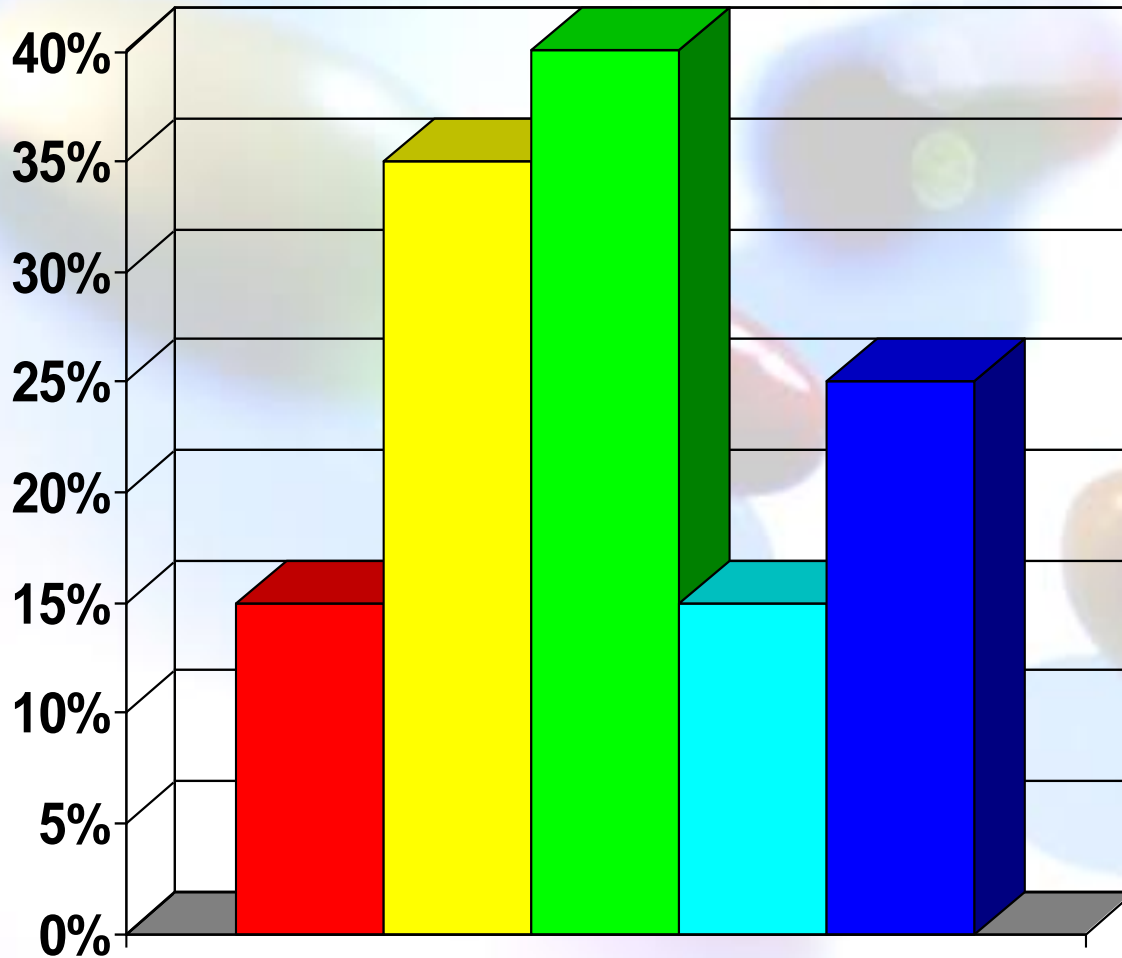
- 20% <6 months
- 20% 6-12 months
- 60% 12-24 months

# Why assessed n = 20



- Preceptorship 5 (25%)
- KSF 4 (15%)
- Personal development 7 (35%)
- Result of drug error 1 (5%)
- Identified need for team 5 (25%)
- Other 5 (25%)

# Value of assessment n = 20



■ Environmental 3 (15%)

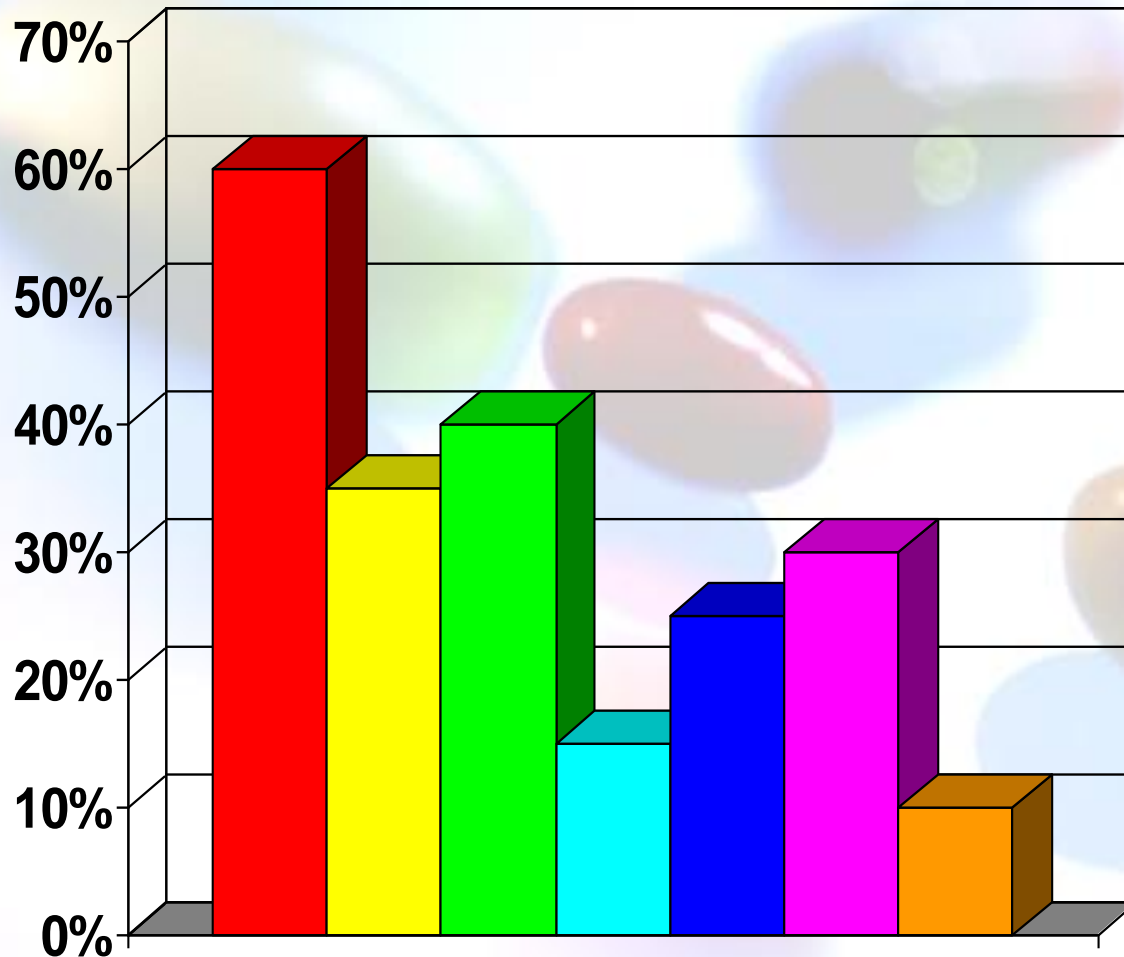
■ Preparation 6 (30%)

■ Administration 7 (35%)

■ Assessment questions  
8 (40%)

■ Discussion with  
assessor 13 (65%)

# Barriers to safe administration n = 20



- Environmental 12 (60%)**
- Pharmacology 7 (35%)**
- Complicated documentation 8 (40%)**
- Drug calculations 3 (15%)**
- Service user adherence 5 (25%)**
- Time management 6 (30%)**
- Cultural factors 2 (10%)**



# Educational Strategies Completed

	Trust medicines management updates	University medicines management modules	Pharmacology sponsored events	Conferences	Personal study
Yes	9 (45%)	3 (15%)	4 (20%)	-	16 (80%)
Did not respond	11 (55%)	17 (85%)	16 (18%)	20 (100%)	4 (20%)

# Useful Educational strategies

Usefulness	M w R	Trust Medicines Management Update	University medications management modules	Pharmacology Company sponsored events	Conferences	Personal Study
Very useful	4 (20%)	5 (25%)	2 (10%)	3 (15%)	-	11 (55%)
Useful	12 (60%)	5 (25%)	2 (10%)	3 (15%)	1 (5%)	6 (30%)
Not very useful	3 (15%)	-	1 (5%)	-	-	-
Not at all useful	-	-	-	-	-	-
Not applicable	-	6 (30%)	8 (40%)	7 (35%)	12 (60%)	1 (5%)
Did not respond	1 (5%)	4 (20%)	7 (35%)	7 (35%)	7 (35%)	2 (10%)

# Most positive aspect of the Medicines with Respect programme?

- “Can identify areas where further training or study may be required”
- “Concentrating my knowledge of the drugs looking up any unknown factors/knowledge”
- “Felt it was beneficial for staff to question their knowledge of medication”
- “I personally found it to be a confidence boost in administering medication and ensuring that I was doing my medication round correctly and had no major issues regarding it”
- “It identifies practitioners who are not safely administering medication”

## Has MwR increased your confidence in administering medication?

- 8(40%) Very Confident
- 11(55%) Quite confident
- 1(5%) No response

### Comparison to the students survey

- Very Confident 9(27%)
- Confidence 16 (50%)
- Some confidence 7(23%)

# Most negative aspect of the Medicines with Respect Programme?

“Creates some amount of pressure”

“If someone watches you too closely and invades your space, it can make you feel uneasy, this then throws you to make a mistake or feel that you are not capable.

“Lowers self esteem”

“Its is stressful, people panic prior to doing it”

“Takes qualified nurse away from other duties during assessment process to supervise”

“Pressure of being watched by a senior manager”

Do you think the service users benefit from your participation of the Medicines with Respect Programme?

“Confidence in qualified staff in regards to medication”

“Defines good practice. Encourages good practice”

“More competent professional”

“Ensures safer working practice, awareness of side effects to ensure wellness of the individual and help with recovery”

“More confident as I am up to date with knowledge regarding medications and their adverse reactions and administration techniques”

# Next steps

- Literature review
- Stakeholder perspectives
- Final report September 2010
- Available through Yorkshire & Humber NHS website
- Peer Reviewed Articles

# References

- **Norman, I., Hills, B and Murrels, T. (2000)** *Descriptive analysis of findings from Baseline Survey of Service Users in Sheffield Care Trust* London Kings College
- **Turner J, Gardner, B Staples T, Chapman J (2007)** Medicines with Respect: developing an integrated collaborative approach to medication management *Mental Health Nursing* 27(6): 16-9
- **Turner J, Gardner, B Staples T, Chapman J (2008)** Medicines with respect (part two): Implementation and evaluation of a medication management initiative in acute in-patient settings *Mental Health Nursing* 28(1): 12-15



# Contact

Steve Hemingway

[s.j.hemingway@hud.ac.uk](mailto:s.j.hemingway@hud.ac.uk)

Robert Maginnis

[robert.maginnis@swyt.nhs.uk](mailto:robert.maginnis@swyt.nhs.uk)

Jim Turner

[james.turner@shu.ac.uk](mailto:james.turner@shu.ac.uk)

Jackie White

[jacqueline.white@hull.ac.uk](mailto:jacqueline.white@hull.ac.uk)