

Teaching safety skills to mental health service providers: a comparison of two training methods

Submission date 05/09/2023	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered <input checked="" type="checkbox"/> Protocol
Registration date 06/09/2023	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
Last Edited 20/05/2024	Condition category Other	<input type="checkbox"/> Individual participant data

Plain English summary of protocol

Background and study aims

Violence in the workplace is a concern in healthcare and particularly in mental healthcare. Consequently, mental healthcare staff are often required to take safety skills training. However, little is known about what training methods work best. Our study aimed at comparing two training methods for staff in a large Canadian psychiatric hospital to see if one was better than the other in teaching staff safety skills and in improving staff confidence in using those skills. The two methods we compared were behavioral skills training, a method that measured performance and competence, and the hospital's usual training method which demonstrated the skills and allowed staff to practice but which did not measure performance and competence.

Who can participate?

All newly hired hospital staff were required to register for a mandatory safety skills training session. All those who registered and agree to participate in study were included.

What does the study involve?

All registrants went through the mandatory training and had their safety skill and their confidence in using those skills assessed before training started and just after training ended. The skills assessments for those registrants who had agreed to be in the study were videotaped (with their consent) while their confidence levels were assessed using a written questionnaire. Study participants were then asked to come in one month later to have their skills and confidence assessed again.

What are the possible benefits and risks of participating?

None directly to the study participants. The benefits are expected to be for the institution to help it decide how to deliver the training.

Where is the study run from?

The location of the study was the Centre for Addiction and Mental Health, a psychiatric hospital in Toronto, Canada.

When is the study starting and how long is it expected to run for?

January 2020 to October 2021

Who is funding the study?

The study was funded by the Centre for Addiction and Mental Health (Canada)

Who is the main contact?

Dr Elizabeth Lin, elizabethbetty.lin@camh.ca

Contact information

Type(s)

Principal Investigator

Contact name

Dr Elizabeth Lin

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Additional identifiers

EudraCT/CTIS number

Nil known

IRAS number

ClinicalTrials.gov number

Nil known

Secondary identifying numbers

101/2020

Study information

Scientific Title

Behavioral skills training for teaching safety skills to mental health service providers compared to training-as-usual: a pragmatic randomized control trial

Acronym

BSTTAU

Study objectives

Behavioral skills training will be no different than training-as-usual for teaching mental health professionals safety skills or for changing their confidence in using those skills (null hypothesis).

Ethics approval required

Ethics approval required

Ethics approval(s)

Approved 07/12/2020, Centre for Addiction and Mental Health Research Ethics Board (33 Ursula Franklin Street, Toronto, M5S 2S1, Canada; +1 4165358501; research.ethics@camh.ca), ref: 101/2020

Study design

Single center interventional pragmatic randomized controlled trial

Primary study design

Interventional

Secondary study design

Randomised controlled trial

Study setting(s)

Hospital

Study type(s)

Other

Participant information sheet

No participant information sheet available

Health condition(s) or problem(s) studied

Mandatory safety skills training for all newly hired hospital staff

Interventions

Behavioral skills training (intervention) versus training-as-usual. Behavioral skills training is a performance and competency-based training method that uses a modeling, practice, and feedback loop as assessed by structured checklists to evaluate skill performance and mastery. Training-as-usual involved trainers describing and demonstrating safety skills with time for trainees to practice. However, it does not involve structured and objective performance measurement.

Prior to the scheduled mandatory training sessions, registrants were randomly assigned to sessions and sessions randomly assigned to the intervention or control conditions using GraphPad software. All registrants attended a 30-minute information presentation about the study (immediately preceding their mandatory orientation session) during which they asked questions and were then met, privately and individually, with a research team member to indicate their consent to either participate or not participate. Those consenting were assessed, along with all other registrants, for their safety skills just prior to training and immediately after the 3-hour training session by a skills trainer. Additionally, study participants assessments were, with their consent, videotaped, and they were asked to come back one month later for a follow-up skills assessment. Study participants also completed a self-report survey on their confidence

in using these skill at baseline, post-training, and one-month follow-up. For the intervention arm (behavioral skills training), trainers led the registrants through a feedback loop, guided by a skills checklist, in which each step of the skill was explained and demonstrated; the registrants were then asked to practice and repeatedly demonstrate the skill until a predetermined success level as defined by the checklist was achieved before moving on to the next skill. For the control arm (training-as-usual), the same sequence was followed except there was no checklist and no requirement that any particular level of successful performance was achieved before the trainer moved to the next skill.

Intervention Type

Behavioural

Primary outcome measure

All videotaped assessments for both arms were scored using the skills checklists by raters blind to which condition the participant was assigned to as well as which timepoint (baseline, post-training, and one-month follow-up.)

1. Competence in self-protection and team-control safety skills was measured as the percentage of correct executions observed by the videoraters
2. Mastery calculated using a pre-set threshold -- specifically 80 percent or higher competence scores.

Secondary outcome measures

Staff confidence in using skills measured based on a self-reported survey at baseline, post-training, and one-month follow-up

Overall study start date

07/12/2020

Completion date

30/09/2021

Eligibility

Key inclusion criteria

1. All newly hired hospital staff
2. Registering for mandatory safety skills training
3. Agreeing to participate in the study
4. Signing informed consent

Participant type(s)

Employee

Age group

Adult

Lower age limit

18 Years

Upper age limit

100 Years

Sex

Both

Target number of participants

2 clusters with 40 participants each who completed all three assessments (baseline, post-training, follow-up)

Total final enrolment

199

Key exclusion criteria

Does not meet inclusion criteria

Date of first enrolment

01/01/2020

Date of final enrolment

31/10/2021

Locations**Countries of recruitment**

Canada

Study participating centre**Centre for Addiction and Mental Health**

1025 Queen Street West

Toronto

Canada

M6J1H1

Sponsor information**Organisation**

Centre for Addiction and Mental Health

Sponsor details

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research.ethics@camh.ca

Sponsor type

Hospital/treatment centre

Website

<http://www.camh.ca/en/hospital/Pages/home.aspx>

ROR

<https://ror.org/03e71c577>

Funder(s)

Funder type

Hospital/treatment centre

Funder Name

Centre for Addiction and Mental Health

Alternative Name(s)

Centre for Addiction & Mental Health, Centre de Toxicomanie et de Santé Mentale, CAMH

Funding Body Type

Government organisation

Funding Body Subtype

Research institutes and centers

Location

Canada

Results and Publications

Publication and dissemination plan

Planned publication in a high-impact peer-reviewed journal

Intention to publish date

01/12/2023

Individual participant data (IPD) sharing plan

The datasets generated during and analyzed during the current study will be available upon request from Elizabeth Lin (elizabeth.lin@camh.ca). Data available will be in de-identified and aggregated form. All participants signed informed consents.

IPD sharing plan summary

Available on request

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Protocol article		14/12/2022	06/09/2023	Yes	No
Results article		17/05/2024	20/05/2024	Yes	No