

# INFORMHAA THEORY OF CHANGE

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## Enhancing workforce knowledge and skills to improve interprofessional working in interpreter-mediated Mental Health Act assessments

### Vision

The overarching vision is to foster positive transformations across key stakeholders, promoting a culture of continuous improvement and excellence in the field of interpreter-mediated Mental Health Act assessments involving Approved Mental Health Professionals (AMHPS) and spoken/signed language interpreters. The vision encompasses specific objectives:

- National rollout of INforMHAA study learning
- Enhancement of AMHP interpreter, trainer and practitioner knowledge skills
- Confidence building for resource users
- Heightened awareness amongst stakeholders
- Adaptability in other care sectors

### Mechanisms / Means of Impact

- Dissemination events nationally and internationally
- Conference presentations
- INforMHAA project website
- Suite of video resources with and without subtitles (English and translations / BSL)
- Easy-to-access evidence-based guidance document in a single guide and available as individual topic-specific guides
- Suggested lesson plans for trainers
- Opportunity to contact research team with questions
- Submission of a funding application to explore application of the guidance and resources to other services in the care sector

### Intended impact

- 1. On AMHPs and interpreters**
  - Awareness and adoption of guidance and resources with enhanced points of reference for best practice
  - improved knowledge for better interprofessional working
- 2. On AMHP and interpreter education and training**
  - Awareness of guidance and resources
  - Confidence in adapting guidance to local context of practice and needs
  - Confidence in using resources to support teaching and learning in initial and continuing professional development
- 3. On service users and carers**
  - Awareness of the availability of the guidance and resources to support own understanding of interpreter mediation and what best practice looks like
  - Understanding how the guidance can help individuals make a complaint if an interpreter-mediated assessment has been problematic
- 4. On the wider care sector workforce**
  - Enhanced awareness of the INforMHAA resources
  - Willingness to reflect on the applicability of the guidance and resources to other social care services (children and adults) ask questions and adapt

### Success indicators

1. High level of AMHP/interpreter educators', relevant professional associations' engagement with dissemination events and follow-up communications
2. Links to INforMHAA guidance and resources embedded in key documents at regional AMHP services to inform practice as needed
3. Access to guidance and resources available in all mental health settings and service user and carer groups
4. Inclusion of guided video resources to illustrate practice dilemmas in initial and ongoing AMHP and interpreter education
5. Examples on the INforMHAA website of how AMHP services have adapted the INforMHAA resource to local needs
6. Links to the INforMHAA guidance as an example of best practice in related relevant care sector service documents/training.
7. Successful grant application to investigate the applicability of INforMHAA resource to other areas of social care services (children and adults)

**Assumptions:** the AMHP core curriculum is very packed and educators lack readily available resources on interpreter mediation to use in teaching and/or to signpost trainees to for individual access; local AMHP services are anticipated to hold information on organising interpreters which currently does not appear to include support for effective joint professional working; service user and carer groups currently lack information on what best practice in assessments looks like when an interpreter is involved; in areas where there are low migrant populations interpreter-mediation may be viewed as less important, but in so doing may miss the importance of deaf awareness and how to work effectively with signed language interpreters.

**Enablers:** Effective knowledge exchange between the transdisciplinary project team and intended constituencies; timely application for funding to support dissemination activities; strong engagement by the constituencies involved in the initial study to support dissemination and raise awareness of guidance and tools at local service, education and training level; effective use of funder and professional networks to promote the findings of the initial study and related guidance and resources.