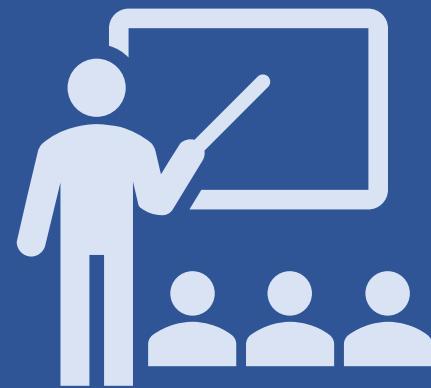


Rater Training at a Specialist Mental Health and Cognitive CRF: feedback from trainees

Rachel Delahay, Caroline Zangani, Katharine Smith, Amanda Colston
Contact: Rachel.Delahay@oxfordhealth.nhs.uk



Background

The NIHR Oxford Health Clinical Research Facility (OH-CRF) is the only NIHR-funded CRF entirely dedicated to mental health in the UK. During study visits, we administer complex mental rating scales to study participants. These scales form eligibility criteria and outcomes for trials and cover sensitive material.

Appropriate training is therefore crucial, as this directly impacts participants' health and trials' outcomes.

This poster represents an update on our poster presented last year (1) outlining the development of the OH-CRF rater-lead role. This year, we present the development of, and feedback on the **Rater Training Programme**.

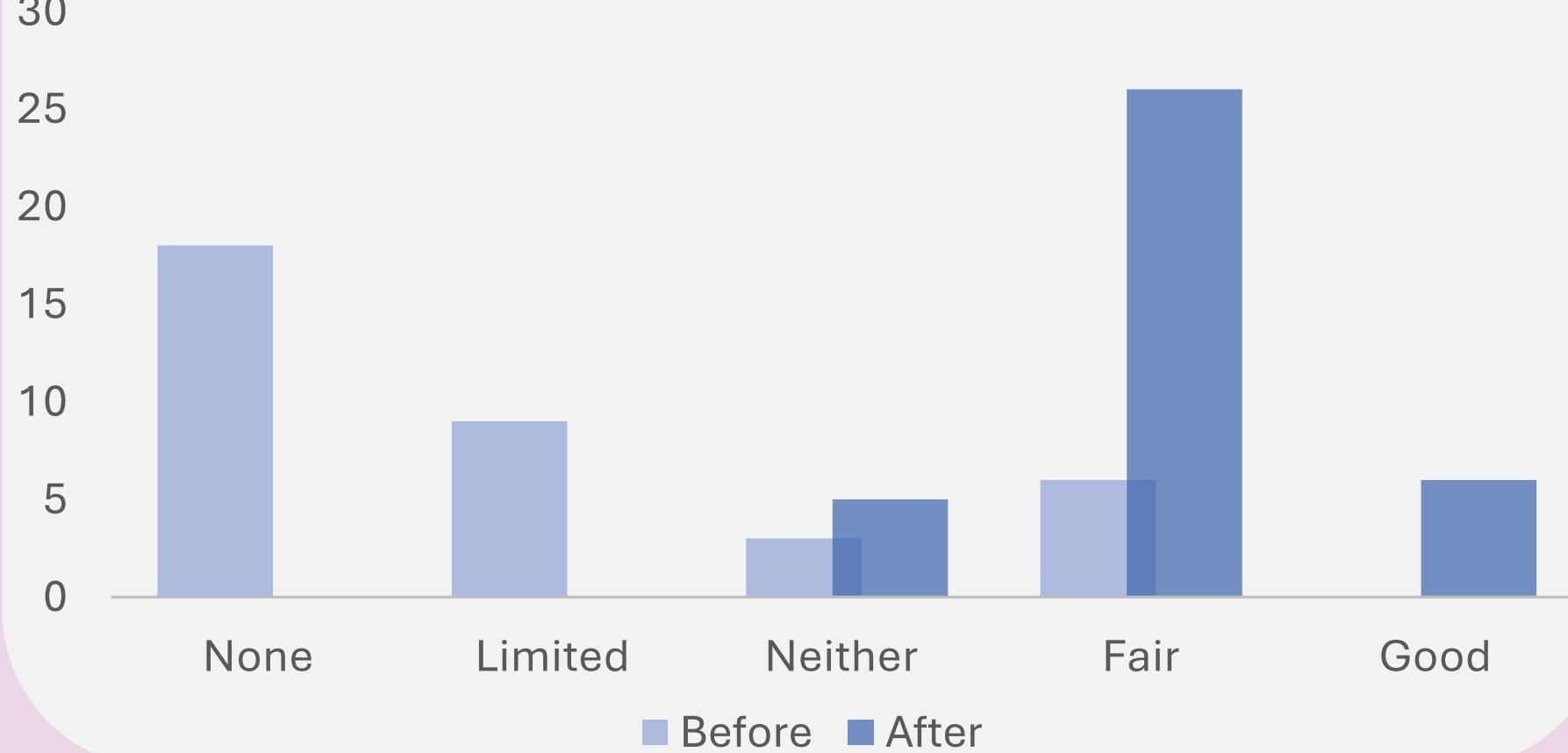
How did we collect feedback?

After facilitated training and practice sessions, feedback was collected via anonymous Microsoft Forms. In total, 52 responses were received.

Trainee ratings before/after teaching session: knowledge of the purpose of the scale



Trainee ratings before/after teaching session: confidence administering the scale



What is the programme?

The programme that consists of a practical interactive taught session and practice opportunities. Since last year, our programme has expanded from an internal teaching initiative to a training package that can be accessed by NHS, academic and industry staff.

1 - Interactive Taught Session

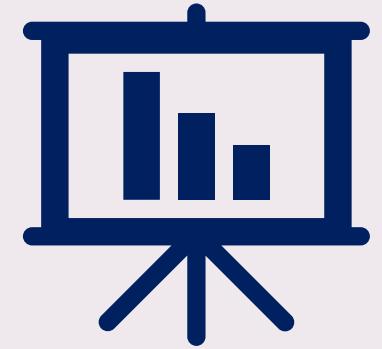
A small group teaching session is delivered outlining how to administer and score the rating scale. This session is presented by a consultant psychologist and experienced rater.



2 - Practice Sessions

Raters are given the opportunity to practice scoring the scale by either (a) watching a pre-recorded example (b) practicing in small groups or (c) shadowing experienced raters. Scores are assessed by experienced raters.

Results



Across 37 responses on teaching sessions:

- 100% rated the teaching informative
- 89% rated material-coverage sufficient after one training session

Across 15 responses on group practice sessions:

- 100% reported that dedicated time to practice the scale supported their learning
- 100% reported that the opportunity to observe or co-rate was helpful

100% (37 trainees) rated knowledge of the scale and its purpose as "good" or "fair" after teaching

86.49% (32 trainees) rated their confidence in administering the scale as "good" or "fair" after teaching

"It was detailed and covered everything"

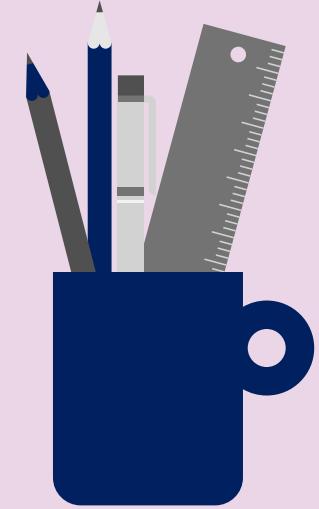
"I liked that there was time to practice what we had learned."

"Opportunity to ask questions and discuss anonymised examples"

"The trainers included us in the teaching by making it interactive"

Trainees liked:

- Practical tips
- Depth and detail
- Interactive group discussions
- Opportunity to practice



Conclusions

Feedback shows raters benefit from a systematic training programme, combining interactive teaching and practice opportunities. We are developing further training on mental health, research design and PPI. **A systematic approach with practical experience is key to rater training.** We are developing further training on mental health, research design and PPI.