

NATIONAL INSTITUTE FOR HEALTH AND CLINICAL EXCELLENCE

GUIDELINES EQUALITY IMPACT ASSESSMENT FORM RECOMMENDATIONS

As outlined in the guidelines manual NICE has a duty to take reasonable action to avoid unlawful discrimination and promote equality of opportunities. The purpose of this form is to document that equalities issues have been considered in the recommendations of a clinical guideline.

Taking into account **each** of the equality characteristics below the form needs:

- To confirm that equality issues identified in the scope have been addressed in the evidence reviews or other evidence underpinning the recommendations
- To ensure the recommendations do not discriminate against any of the equality groups
- To highlight areas where recommendations may promote equality.

This form is completed by the National Collaborating Centre and the Guideline Development Group **for each guideline** before consultation, and amended following consultation to incorporate any additional points or issues raised by stakeholders.

The final version is submitted with the final guideline, signed by the NCC Director and the Guideline Development Group (GDG) Chair, to be countersigned by the GRP chair and the the guideline lead from the Centre for Clinical Practice.

| EQUALITY CHARACTERISTICS |
|---|
| <p>Sex/gender</p> <ul style="list-style-type: none"> • Women • Men |
| <p>Ethnicity</p> <ul style="list-style-type: none"> • Asian or Asian British • Black or black British • People of mixed race • Irish • White British • Chinese • Other minority ethnic groups not listed |
| <p>Disability</p> <ul style="list-style-type: none"> • Sensory • Learning disability • Mental health • Cognitive • Mobility • Other impairment |
| <p>Age¹</p> <ul style="list-style-type: none"> • Older people • Children and young people • Young adults <p>¹: Definitions of age groups may vary according to policy or other context.</p> |
| <p>Sexual orientation & gender identity</p> <ul style="list-style-type: none"> • Lesbians • Gay men • Bisexual people • Transgender people |
| <p>Religion and belief</p> |
| <p>Socio-economic status</p> <p>Depending on policy or other context, this may cover factors such as social exclusion and deprivation associated with geographical areas (e.g. the Spearhead Group of local authorities and PCTs, neighbourhood renewal fund areas etc) or inequalities or variations associated with other geographical distinctions (e.g. the North/South divide, urban versus rural).</p> |
| <p>Other categories²</p> <ul style="list-style-type: none"> • Gypsy travellers • Refugees and asylum seekers • Migrant workers • Looked after children • Homeless people <p>²: This list is illustrative rather than comprehensive.</p> |

GUIDELINES EQUALITY IMPACT ASSESSMENT FORM: RECOMMENDATIONS

Guideline title: Coexisting psychosis and substance misuse

1. Have the equality areas identified in the scope as needing attention been addressed in the guideline?

Please confirm whether

- the evidence reviews addressed the areas that had been identified in the scope as needing specific attention with regard to equalities issues.
Please note this also applies to consensus work in or outside the GDG
- the development group has considered these areas in their discussions

Note: some issues of language may correlate with ethnicity; and some communication issues may correlate with disability

As mentioned in the scope, many people who have coexisting psychosis and substance misuse do not receive substance misuse interventions, and there is an uneven distribution of services with regard to ethnicity. In substance misuse services, those with a severe mental illness and coexisting substance misuse are generally white; whereas, assertive outreach teams have a much higher proportion of clients classified as African-Caribbean than all other teams. Therefore the GDG specifically examined ways to improve access to substance misuse services, and the experience of care for people from black and minority ethnic communities.

Across all areas of the guideline, the needs of people with coexisting learning difficulties or significant physical or sensory difficulties, and the needs of people from black and minority ethnic groups were considered. Both the evidence reviews as well as discussions undertaken by the GDG addressed these equality areas.

2. Do any recommendations make it impossible or unreasonably difficult in practice for a specific group to access a test or intervention?

For example:

- Does access to the intervention depend on membership of a specific group?
- Does using a particular test discriminate unlawfully against a group?
- Do people with disabilities find it impossible or unreasonably difficult to receive an intervention?

No.

3. Do the recommendations promote equality?

Please state if the recommendations are formulated so as to promote equalities, for example by making access more likely for certain groups, or by tailoring the intervention to specific groups?

A number of recommendations were developed that specifically promote equality. These include ensuring competency of healthcare professionals to assess, discuss and negotiate with service users and their carers from diverse cultural and ethnic backgrounds, providing interpreters where necessary, offering written information in an appropriate language, or for those who cannot use written text, in an accessible format, and promoting cooperation with local black and minority ethnic organisations and groups to promote treatment engagement and provide further support and information. In addition, people with psychosis are often excluded from substance misuse services and staffed accommodation; specific recommendations were developed to address this. Finally, there are specific issues for young people with psychosis and substance misuse, therefore specific recommendations were developed to address these issues.

Signed:

Tim Kendall

Centre Director

Date: 02/02/2011

Peter Tyrer

GDG Chair

Date: 01/02/2011

Approved and signed off:

Sharon Summers-Ma

CCP Lead

Date: 10/02/2011

Rob Walker

GRP chair

Date: 08/02/2011