



University of  
Central Lancashire  
UCLan

## **Authenticity to Action Conference**

# **Creative Approaches to Public and Patient Involvement in Health and Social Care Education**

**15-17 May 2024**

**Hosted by Comensus, University of Central  
Lancashire, Preston, Lancashire, UK.**

# **Book of Abstracts**



# CONTENTS

<b>Message from the Conference committee.....</b>	<b>3</b>
<b>Background and aims of the Authenticity to Action conference.....</b>	<b>3</b>
<b>Keynote speakers and their biographies.....</b>	<b>4</b>
<b>Full programme with timings and rooms.....</b>	<b>9</b>
<b>List of Poster sessions &amp; Exhibitors.....</b>	<b>16</b>
<b>List of abstracts and presenters.....</b>	<b>20</b>

## Message from the Conference committee

We are pleased to welcome you all to our 2024 **in-person** conference celebrating and reflecting on service user, carer and patient involvement in health and social care education and research. The conference is co-designed by a committee of Comensus volunteer members, the Comensus staff team and academic colleagues who together attend regular planning meetings to organise the event and screen abstracts. We hope you will find the content stimulating and highly pertinent for your learning and development over the next academic year and beyond. As always, we look forward to meeting you in person, to develop new working relationships and friendships for future collaborations.

We wish to thank our friends in the Corporate Events team, Kathryn Jones and Sophie Shorleson for all their help and patience in planning and supporting this conference.

With warm regards from the Conference committee: Janet Garner, Mick Mckeown, Angela Melling, Steven Seymour, Peter Sullivan, Grete Smith, Sue McClenaghan, Kizzy Felstead and Julia Johnson.


## Background and aims of the Authenticity to Action Conference

The Authenticity to Action conference was established in 2007, three years after the inception of the Comensus group. Its aim is to showcase excellence and service user, carer and patient involvement in health and social care education. This year we focus on the following themes:

- **Creative arts approaches** to involvement and innovation (including art, theatre, creative writing, multimedia).
- **Going under or getting over? Stumbling blocks or stepping-stones?** Recovery and healing- sharing lived experience as a therapeutic tool for wellbeing.
- **Creative solutions** to the challenges relating to service user and carer involvement (which include recruitment of under-represented groups, payments, power imbalances and so on).
- **Arnstein's ladder or squeaky see-saw?** The current state of play of democratic service user and carer involvement in research and education.
- **Are we surviving, thriving or just left behind?** Service user and carer involvement in the new world.

**Join the conversation on X by following @UclanComensus #ATAConf24**

## Keynote speakers and their biographies

<p><b>Thursday 16 May</b> <b>09.15-09.30</b></p>	<p><b>Welcome to UCLan - Pro Vice Chancellor Janice Allan</b></p> <p><b>Dr Janet Garner, Comensus Co-ordinator- Introduction to Comensus &amp; the Authenticity to Action conference.</b></p> <p>Janet Garner is the lead and Co-ordinator of the renowned Comensus group since 2021 and has worked with her Comensus colleagues since 2009. With experience of facilitating involvement in Nursing and Allied professional Health education as well as Social Work, Pharmacy &amp; Medical education, Janet recently completed a doctorate exploring the need to co-create a measure of impact with a participatory research team from Comensus.</p>
<p><b>Thursday 16 May</b> <b>09.30-10.15</b></p>	<p><b>Keynote: Sue Wheatcroft</b></p> <p>Introduced by Professor Mick Mckeown, Professor of Democratic Mental Health, University of Central Lancashire.</p> <p><b>Title: Learning from Experience: opportunities and barriers in patient and public involvement</b></p>  <p>Using her lived experience of mental health services and the criminal justice system, Sue will share how her passion for coproduction has led me to organisations where she has been able to influence decision making. She will discuss how and why she began her campaign work and public &amp; patient involvement, beginning with her dream of developing a support group for people with borderline personality disorder, and how it eventually came to fruition. She strongly believes that involvement should be of mutual benefit, and she will describe the barriers she has faced and why some attempts at coproduction have failed. Finally, she will examine the lessons learned along the way, and the ways in which her work has, with certain exceptions, helped her mental health and long-term recovery.</p> <p><b>Sue Wheatcroft's</b> background is in academia; she has a PhD in History and is a published author. During a mental health crisis, in which she was diagnosed with borderline personality disorder, she offended and spent time in prison. Since her release, she has been campaigning for prison reform, as well as better mental health treatment both in prison and in the community. Sue has worked for various organisations, either as a volunteer or as an ad-hoc worker, using her lived experience as a way in which to raise awareness of injustices and poor treatment. She is currently a fellow of, and</p>

implementation co-ordinator at, the international 'Fair access to justice knowledge hub', which fights for the right of defendants with disabilities. She is also an ad-hoc lecturer, as well as a lived experience member of the Offender Personality Disorder (OPD) Higher Education Programme research team, here at UCLan.

**Thursday 16 May  
10.15-11.00**

**Keynote - James Wilson**

**Title: Learning Together, Empowering All: Innovative Learning and Sustainable Practices in a Collaborative Learning Network**



This presentation showcases an innovative approach to healthcare education through a Collaborative Learning Network (CLN). The CLN aims to empower individuals with lived experience of healthcare to become active contributors to the educational process. The CLN mainly shapes curricula, develops teaching materials as learning objects, and participates in supportive educational activities alongside community members, healthcare professionals and students.

This presentation also highlights the network's unique enterprise activities, such as simulation exercises and interactive theatre performances. These award-winning, innovative approaches not only serve as educational tools but also as sustainable sources of revenue. By leveraging these activities, the network demonstrates its commitment to financial sustainability while advancing its educational mission.

**James Wilson** is a highly regarded Registered Mental Health Nurse and Nurse Educator who has significantly contributed to healthcare education. His teaching approach is student-centred and has been recognised for his innovative use of interactive theatre to enhance learning and engagement.

James is a member of the inaugural team at the School of Nursing and Allied Health at the University of Chichester, where he works to ensure that diverse community perspectives inform healthcare practice.

As a recipient of the prestigious National Teaching Fellow, James was recognised by Advance HE for his contributions to transformative learning. He has developed an immersive suite of drama-based learning techniques that have gained national and international

	<p>recognition for their effectiveness in actively empowering students to participate in learning and explore key healthcare issues.</p> <p>James is a collaborator at heart, often partnering with students, charities, further education colleges, and local authorities. He is a sought-after speaker and presents regularly at the Royal College of Nursing and the World Congress of Psychiatry.</p> <p>In his teaching philosophy, James fosters dialogue and creates learning experiences that empower students to develop their voices and actively engage in healthcare practice discourse. His dedication to excellence has been recognised through prestigious awards and nominations, such as the Times Higher Education Award (Most Innovative Teacher of the Year).</p>
<p><b>Thursday 16 May</b> <b>16.00 -17.00</b></p>	<p><b>Making Co-production Work in 2024: A symposium</b></p> <p><b>Chaired by Jill Anderson &amp; Chris Essen</b></p> <p>Co-production is now a given in health and social care education. Professional and regulatory bodies expect it. Higher Education Institutions have responded to that in lots of different and creative ways. One approach has been the appointment of a <i>service user involvement development worker</i>, to facilitate the participation, in health and social care education, of people with experience of using services.</p> <p>A national network for those workers. <i>Developers of User and Carer Involvement</i> (DUCIE) was set up in 2005 and - as a community of practice - has been meeting since. Discussion and debate within the network has revealed lots of differences in the way in which these roles have been designed (whether the postholder has direct experience of using services, for example), in conditions of employment, in the contexts for involvement and in approaches to the work. It has also shed light upon a host of common issues, hopes, challenges, frustrations and dilemmas. DUCIE members embody a wealth of experience and collective expertise, not yet much reflected in the literature on involvement.</p> <p>This symposium will draw together three or four members of the DUCIE network to reflect with each other, and with conference participants, on some of the rewards and challenges of making coproduction work.</p> <p><b>Jill Anderson</b> is a co-founder of the DUCIE network. She is currently Senior Research Fellow on the Madzines research project based at the University of Central Lancashire.</p> <p><b>Chris Essen</b> is a co-founder of the DUCIE network. For the past four years he has been Service User &amp; Carer Involvement Development Lead at the University of Huddersfield.</p>

Other symposium members to be confirmed.

**Friday 17 May  
09.15- 10.00**

**Keynote: Professor Hel Spandler**

**Title: Zines as critical pedagogy: some perils and possibilities**

Recent years have seen a resurgence in DIY hand-crafted literature - 'zines' (pronounced zeens) and associated zine cultures. This has included zines about personal experience (perzines) and collaborative zines made by individuals and groups of people who have used, refused, or survived health and social care services. Such material clearly has potential as a critical pedagogical tool in higher education. This talk will draw on a current Wellcome funded 'Madzine' project to explore the perils and possibility of introducing zines into the academy.



**\*In a linked zine making workshop [From Authenticity to 'Quiet Activism'] there will be a chance to get hands-on with Madzines following the talk.**

**Hel Spandler** (they/them) is Professor of Mental Health Studies at the University of Central Lancashire. They hold a Wellcome Investigator Award Holder for the project, 'Crafting Contention: exploring the role of zines in challenging mental health knowledge and practice'. They are also the Managing editor of *Asylum: the radical mental health magazine*.



## Full programme 15-17 May 2024

Date & Time	Session	Venue
<b>Wednesday 15<sup>th</sup> May 2024</b>		
17.15-19.00	<p><b>Join us for some social time on the rooftop terrace of the new Student Centre</b></p> <p><b>Music by 'Just Numbers' a local band based at Sound Skills Creative Community Centre, Preston.</b></p>	Student Centre
<b>Thursday 16<sup>th</sup> May 2024</b>		
08.30-09.15	<b>Registration &amp; refreshments in reception area</b>	Foster Building social space
09.15-09.25  09.25-09.30	<p><b>Welcome to UClan</b> Janice Allan, Pro Vice Chancellor &amp; Professor of Academic Leadership, University of Central Lancashire.</p> <p><b>Welcome to the conference &amp; Housekeeping</b> -Janet Garner, Service User and Carer Involvement Co-ordinator of Comensus group, University of Central Lancashire.</p>	Darwin Building lecture theatre
09.30-09.40  09.40-10.10	<p><b>Introduction</b> -Mick Mckeown, Professor of Democratic Mental Health, University of Central Lancashire.</p> <p><b>Keynote - Learning from Experience: opportunities and barriers in patient and public involvement</b> - Sue Wheatcroft, Uclan ad-hoc lecturer, Co-ordinator of the Fair access to knowledge justice hubs.</p> <p>Using her lived experience of mental health services and the criminal justice system, Sue will share how her passion for coproduction has led her to organisations where she has been able to influence decision making. She strongly believes that involvement should be of mutual benefit, and she will describe the barriers she has faced and why some attempts at coproduction have failed. Finally, she will examine the lessons she has learned along the way, and the ways in which her work has, with certain exceptions, helped with her mental health and long-term recovery.</p>	Darwin Building lecture theatre

10.15-11.00	<p><b>Introduction-</b> Janet Garner, Conference host &amp; Comensus co-ordinator</p> <p><b>Keynote - Learning Together, Empowering All: Innovative Learning and Sustainable Practices in a Collaborative Learning Network</b> - James Wilson, Senior lecturer, University of Chichester.</p> <p>As a recipient of the prestigious National Teaching Fellow, James was recognised by Advance HE for his contributions to transformative learning. He has developed an immersive suite of drama-based learning techniques that have gained national and international recognition for their effectiveness in actively empowering students to participate in learning and explore key healthcare issues.</p> <p><b>James Wilson</b> is a highly regarded Registered Mental Health Nurse and Nurse Educator who has significantly contributed to healthcare education. His teaching approach is student-centred and has been recognised for his innovative use of interactive theatre to enhance learning and engagement. This presentation showcases an innovative approach to healthcare education through a Collaborative Learning Network (CLN). The CLN aims to empower individuals with lived experience of healthcare to become active contributors to the educational process. The CLN mainly shapes curricula, develops teaching materials as learning objects, and participates in supportive educational activities alongside community members, healthcare professionals and students.</p>	Darwin Building lecture theatre
11.00-11.30	<b>BREAK</b>	Foster social space
11.30-12.30	<b>Parallel sessions 1</b>	
1.a	<p><b>CREATIVE SOLUTIONS TO THE CHALLENGES</b></p> <p><u>Showcases</u></p> <p>1. <i>Bringing Service Users into Simulated Practice</i> - Brogden, Lee &amp; Riachi, Oxford Brookes University</p> <p>2. <i>Making Simulated Placements a Real Alternative</i> -</p>	Darwin 247

	<p>Essen, Khan &amp; McCrorie and the Public Partnership Group, University of Huddersfield.</p> <p>3. <i>Future Physicians Must Not Think Like Engineers</i> - Sharda, Le Roux &amp; Eagles, Lancashire, South Cumbria NHS Foundation Trust.</p>	
1.b	<p><b>CREATIVE SOLUTIONS/ARNSTEIN'S LADDER</b></p> <p><b>Workshop-</b> <i>20 Years on-Comensus collective - Progress or the same-</i> service user and carer involvement in the new world- Melling, Mallen &amp; Sullivan, Comensus collective.</p>	Darwin 254
1.c	<p><b>ARNSTEIN'S LADDER or SQUEAKY SEESAW</b></p> <p><b>Showcases</b></p> <p>This session has been removed.</p> <p>.</p>	
1.d	<p><b>CREATIVE APPROACHES</b></p> <p><b>Workshop</b> - <i>Creative writing for wellbeing purposes in female criminal justice enabling environments</i> -Caroline Burnley, Senior Lecturer Psychological Therapies and Mental Health, Leeds Beckett University &amp; Emily Billington, Psychologist in Forensic Training of Rivendell Service, HMP Newhall.</p>	Harris room 014
12.30-13.30	<b>LUNCH &amp; POSTER SESSION</b>	Foster building social space
13.30-14.30	<b>Parallel sessions 2</b>	
2.a	<p><b>CREATIVE APPROACHES</b></p> <p><b>Showcases</b></p> <p>1. <i>Supporting SUI (service user involvement) at an Institutional Level</i> – Dr Jean Daly-Lynn &amp; Dr Katy Pedlow, Ulster University</p> <p>2. <i>Hope in The Heart-</i> Tam Martin-Fowles - Hope in the Heart.Org</p>	Darwin 247

	3. Co-creation of a zine to explore the experiences of public research partners in health research - Harman, Roughley, Sumner & Wallis University of Liverpool	
2.b	<p><b>CREATIVE APPROACHES</b></p> <p><b>Workshop-</b> <i>Collecting our Thoughts - using group poetry as a means of expressing experiences of participation - Lefroy &amp; Wynn, Outside In group, Wrexham University.</i></p>	Darwin 254
2.c	<p><b>GOING UNDER OR GETTING OVER?</b></p> <p><b>Showcases</b></p> <p>1. <i>How We Work Together- nothing about us without us...without us, there is nothing -D Redfearn University of Huddersfield.</i></p> <p>2. <i>Navigating the Healthcare System as a Disabled Person from a lived experience perspective- Alissa Nehrlich, UCLan</i></p> <p>3. <i>Sharing lived experiences, connectivity and well-being - K Livesey &amp; No Whispers CIC</i></p>	Harris 014
2.d	<p><b>CREATIVE SOLUTIONS TO THE CHALLENGES</b></p> <p><b>Workshop -</b><i>Hybrid is not just for Cars</i></p> <p>A Melling, A Urmston, P Sullivan and S Seymour, Comensus with School of Pharmacy &amp; Biomedical Sciences, UCLan.</p>	Maudland room 143
14.40-15.40	<b>Parallel sessions 3</b>	
3.a	<p><b>SURVIVING OR THRIVING</b></p> <p><b>Showcases</b></p> <p><i>Come to the library- Working with service users to 'see, experience, and grow in social care research -</i></p> <p>C Heap, E Mallen, Lived Experience Advisory Panel (LEAP) of Community Enhanced Social Prescribing (CESP) project, Cheshire UK.</p> <p>2. <i>A reflexive approach to overcoming PPI challenges in research: learning from facilitating local and national Lived Experience Panels-M Ahmed and Dr J McLean Glasgow Centre for Population Health (GCPH) with</i></p>	Darwin 247

	<p>representatives from the CommonHealth Assets Lived Experience Panel.</p> <p>3. <i>Enhancing PARITY: Co-creating an impact measure for service user and carer involvement in pre-registration nurse education</i> - Dr J Garner, S Holmes, S McClenaghan, E Mallen, A Melling and R Tayya PARITY research group, Comensus, UCLan.</p>	
3.b	<p><b>GOING UNDER OR GETTING OVER</b></p> <p><b>Showcases</b></p> <p>1. <i>FATNANAEE (For all the Neils and Nells and Everyone Else)</i> - K Felstead Comensus, Spring Projects</p> <p>2. <i>Are we surviving, thriving or just left behind?</i> - Denise Wilkinson and Dr Pete Forrester -Lancashire Visually Impaired Forum</p> <p>3. <i>Who am I? The identity crisis of mental health professionals living with mental illness.</i></p> <p>J Fisher, School of Nursing, UCLan</p>	Darwin 254
3.c	<p><b>Workshop</b> - <i>Voices of resilience: Trauma informed narratives of Refugees and Asylum Seekers in Blackburn with Darwen</i> - Dr Peggy Mulongo, School of Nursing, UCLan</p>	Harris 015a
3.d	<p><b>Workshop</b> - <i>Terminology in a New World of Service User Involvement</i>- Daly-Lynn, Ramsey and Pedlow, Ulster University</p>	Harris 014
15.40-16.00	<b>Refreshment Break</b>	Foster social space
16.00-17.00	<p><b>Symposium session</b></p> <p><i>Making Co-production work in 2024</i></p> <p>J Anderson, UCLan, C Essen, University of Huddersfield co-founders of DUCIE Network</p>	Darwin building lecture theatre
17.00	<b>Close of day.</b>	

Friday 17 <sup>th</sup> May 2024		
08.30-09.15	<b>Registration and refreshments</b>	Foster social space
09.15-10.00 Chair - Professor Mick Mckeown	<p><b>Keynote</b>- Professor Hel Spandler</p> <p><i>Zines as critical Pedagogy: some perils and possibilities</i></p> <p>Hel Spandler- UCLan Prof of Mental Health.</p> <p>Recent years have seen a resurgence in DIY hand-crafted literature - 'zines' (pronounced zeens) and associated zine cultures. This has included zines about personal experience (perzines) and collaborative zines made by individuals and groups of people who have used, refused, or survived health and social care services. Such material clearly has potential as a critical pedagogical tool in higher education. This talk will draw on a current Wellcome funded 'Mad zine' project to explore the perils and possibility of introducing zines into the academy.</p>	Darwin building lecture theatre
10.15-11.15	<b>Parallel sessions 4</b>	
4.a	<p><u>Showcases</u></p> <p>1. <i>Redesigning medical student assessments</i> - K Ramsey, Ulster University</p> <p>2. <i>Meaningful collaboration with cancer patients</i> - Dr A Johnson University of the West of England, Bristol</p> <p>3. <i>The Structural Embedding of Knowledge by Experience in Higher Education (SEKEHE). Lessons learned by an expert by experience</i> - Tijs Van Steenberghe University of Applied Sciences and Arts, Ghent Belgium</p>	Darwin 247
4.b	<p><b>CREATIVE APPROACHES</b></p> <p><b>Workshop</b> - <i>Getting Hands-on with Mad Zines</i></p> <p>J Anderson and T Martin Fowles Critical and Creative Approaches to Mental Health Practice and Hope in the Heart</p>	Darwin 254
4.c	<b>SURVIVING OR THRIVING</b>	Harris 014

	<p><b>Showcases</b></p> <p>1. <i>Service Users and Carers, Patient Participant Involvement. What does it mean?</i> - Kuti-Matekenya, Bewley and Scott Bolton University, Edge Hill University and University of Sunderland.</p> <p>2. <i>Creative, Collaborative, Simulated Student Social Work Assessment with People with Lived Experiences</i></p> <p>K Martin, UCLan &amp; J Johnson et al. Comensus staff and volunteers.</p> <p>3. <i>Are We Surviving, Thriving or just being left behind?</i></p> <p>L Ashworth, L Broadley and K Felstead, UCLan.</p>	
11.15-11.20	<b>Refreshment break</b>	Foster social space
11.30-12.30	<b>Parallel sessions 5</b>	
5.a	<p><b>CREATIVE APPROACHES/Arnstein's ladder</b></p> <p><u>Showcases</u></p> <p>1. <i>"Am I Ready for This?" A case study exploring the experiences of Peer Mentors with Lived Experience of poor mental health -</i></p> <p>Sophie Wilson Director of Research Birmingham Voluntary Service</p> <p>2. <i>Keeping Active: Democratic engagement to improve alcohol care services -</i> M McKeown, J Garner &amp; the ACTIVE PPIE Group.</p> <p>3. <i>The Crafting of Spaces within which we can collectively survive and thrive as survivor researchers -</i> J Lovell et al Survivor Researcher Network (SRN)</p>	Darwin 247
5.b	<p><b>CREATIVE APPROACHES</b></p> <p><b>Workshop -Educational Escape Rooms</b></p> <p><i>Using Educational Escape Rooms as a teaching method</i></p> <p>T West and A Morris, University of Huddersfield</p>	Darwin 254
5.c	<b>CREATIVE SOLUTIONS/ARNSTEIN'S LADDER</b>	Harris 014

	<p><b>Showcases</b></p> <p>1. <i>Removing Bureaucracy</i> J Salt -Staffordshire University Health and Social Care</p> <p>2. <i>Towards a cross-sector Community Research and Engagement Network: Foundations and Next Steps</i> - Keshena Partridge-Bowie &amp; Clare Harwood, Birmingham Voluntary Service Council Research (BVSC)</p> <p>3. <i>The Good, The Bad and The Needed co-production in practice</i> -Hayley Bamber &amp; Sam Pywell UCLan</p>	
12.30-13.00	<b>Closing plenary, feedback &amp; thank you.</b>	Darwin building lecture theatre

**POSTERS are displayed in the Foster social space throughout the conference. Presenters have been asked to make themselves available over the break times and lunch period for discussion.**

***Defining the co-production spectrum for simulation education*** - Sam Pywell, Social prescribing Unit, University of Central Lancashire.

Coproduction in simulation based education is not fully utilised or understood. Working with people with lived experience can significantly improve the fidelity and quality of simulation based education, yet the full spectrum of action within coproduction has not been explored. Historically, people with lived experience have been included in some aspects of simulation based education as actors within the simulation or co-designers of the case study an actor uses. Few examples appear within the literature of the full spectrum of coproduction where people with lived experience are included from conception through to evaluation. This poster defines the spectrum of coproduction for simulation based education, and provides examples on the connections between improving fidelity and quality. This includes the wellbeing of people with lived experience within simulation based education, and the potential for a new model of debriefing following simulation which is inclusive to all.

**Biography:**

Sam Pywell leads the Social Prescribing Unit and Mental Health research and knowledge exchange cluster. Sam has over 17 years experience as an occupational therapist primarily in the NHS and has a passion for simulation based education.

***Pushed Closer to the Edge- How the COVID-19 pandemic contributed to the increasing marginalisation of disabled people and their carers in the UK, a report for PREPARED.*** Partington H, Garner J, Chatfield K (2023)



## **Learning by listening - involvement in student nurse education at a College of Nursing in India.**

Toni Bewley, Senior Lecturer, Edge Hill University, UK.

The literature on patient and carer (informal family member) involvement in student nurse education in India seemed to be lacking, especially when compared to the United Kingdom and other countries. In light of this, research was undertaken to determine the impact, barriers, and facilitators of patient and carer involvement in student nurse education at a College of Nursing in India, the results from this research have the potential to have profound and meaningful implications for nurse education across the globe.

The overarching theme of "Involvement," as perceived by student nurses, emphasised the importance of identity. Three sub-themes emerged: involvement as seen by student nurses, access to carers, natural learning, and support for students; identity of the nurse, patient, and carer, cultural awareness of the nurse, and transformation of the nurse.

The findings suggested a tripartite knowledge transfer, not only from student nurse to carer, but also from carer to student, knowledge was dominated by the student nurse to the carer. Findings underscore the importance of developing students' reflective practice skills during clinical placements and university and are transferable to other countries.

This involvement had an effect on student nurses' learning, cultural sensitivity, and social consciousness.

The implications for practice highlight the need for an increased emphasis on student nurses spending time with patients and, notably, with carers. Furthermore, by encouraging students to reflect on these experiences may not only enhance their educational experience but also positively influence their future contributions to society.

### **Biography:**

I am an adult and children's nurse with 20 plus years clinical experience. I have worked in paediatric specialist hospitals across a number of settings including complex care, intensive care, risk management and back care management. I have been teaching across Health and Social Care settings in Higher Education Institutes since 2000 and am passionate about including the voice of the patient in all health and social care related educational programmes. My focus on the inclusion of patients and carers in all aspects of Health and Social Care education stems from my personal experience of being a carer for my daughter and my mother, both of whom had complex needs. Since 2015 I have been the Chair of the Service User and Carer Group in the Faculty of Health, Social Care and Medicine at Edge Hill University. I have researched into many aspects of patient and carer involvement in student nurse education both nationally and internationally and my doctoral thesis explored the involvement of patients and care givers in student nurse education in India.

## **EXHIBITORS**

Comensus group

## SPACE

Registration, posters, stalls and refreshments will all be based in the Foster building social space (rear of Foster building).

Quiet rooms have been made available for all delegates adjacent to this area in Scholars restaurant/bar/boardroom area (enter through Foster refectory, rear, left hand side).

Keynotes and Symposium session will be held in Darwin building lecture theatre, rear and left of Foster building.

Break-out classroom spaces are situated in Harris building and Darwin building



### Buildings and outdoor spaces

AB	Adelphi Building	LIB	Library and Learning & Information Services (UIS)
AL	Allen Building	LH	Livesey House
BB	Brook Building	MB	Maudland Building
CB	Chandler Building	ME	Media Factory
CM	Computing & Technology Building	OFS	Oasis Faith and Spirituality Centre
DB	Darwin Building	PSC	Pre-School Centre
ER	Eden Building	STF	Sir Tom Finney Sports Centre
EB	Edward Building	AC	St Peter's Arts Centre
EIC	Engineering Innovation Centre	SPC	St Peter's Court
FB	Foster Building	SFG	St Peter's Gardens
FS	Foster Square	STU	Student Centre
GR	Greenbank Building	SU	Students' Union
HR	Hanover Building	UIS	University Square
HA	Harrington Building	VE	Vernon Building
HB	Harris Building	VTB	Vet School Building
H4	Heatley House	VB	Victoria Building
W	The Ironworks	WB	Wharf Building
JBF	JB Fifth Building	33ES	33 Edward Street
KM	Kirkham Building	S3	S3 Degrees
LE	Leighton Building		

### University accommodation

DW	Derwent Hall	R	Ribble Hall
DR	Douglas Hall	RR	Roeburn Hall
PN	Pendle Hall	WR	Whitendale Hall

### University car parks

1	Adelphi / S3 Degrees	14	Leighton
2	Acabaw	15	Livesey
3	Beestie	16	Pendle
4	Brook	17	Pollard Street
5	Computing & Technology	18	Ribble
6	Darwin	19	Roeburn I (Peckler Street)
7	Douglas	20	Roeburn II (Peckler Street)
8	Fylde Road	21	Vernon (Berkeley Street)
9	Hanover	22	Vernon (Moorbrook Street)
10	Harrington (Pay and display)	23	Victoria I (reserved spaces for visitor)
11	Harris	24	Victoria II (Pay and display)
12	Heatley	25	Whitendale
13	Hope Street		

(Please note: University car parks require permits)

13399 0

**1A. CREATIVE SOLUTIONS TO THE CHALLENGES OF INVOLVING SERVICE USERS AND CARERS**

**Showcases**

**1. Bringing Service Users into Simulated Practice**

**Brogden, Lee & Riachi, Oxford Brookes University**

Service user involvement in simulated practice has been developing in the past two decades but is not widespread in the UK. By simulated practice we mean “structured activities that represent actual or potential situations in education and practice, which allow participants to develop or enhance their knowledge, skills, and attitudes, or to analyse and respond to realistic situations in a simulated environment” (ASpiH 2023). Simulated practice allows students to reflect on their approaches and receive feedback through a debriefing process led by faculty staff and peers (Webster et al 2012).

After consultation with the University Service User and Caregiver Group, a plan was developed to include service users as observers and facilitators of the debriefing process following simulated practice with undergraduate nursing students. A pilot session was completed in December 2023 with two service users who provided feedback on the simulation sessions.

Service user feedback is widely used in Practice Learning assessments while students are on placement. We propose that service user feedback in the simulated learning environment could be equally valuable to promote a compassionate approach to care (Kuti and Houghton 2019). We recognise that for service users to be effective in giving feedback in simulated practice we will need to provide training in the Diamond Debriefing Model (Jaye et al 2015) used at the University.

This session will discuss the feedback on the pilot session from service users and students and explore options and challenges for future involvement of service users in simulated practice.

**Biographies**

**Bridgette Brogden** trained as an adult nurse in Nottingham, and worked clinically in Intensive Care Units across the UK and Australia. Before moving into an education role within the NHS and then more recently into Higher Education Institutions. Bridgette has wide experience in simulation learning within healthcare and completed a postgraduate certificate in simulation learning and a Masters degree in Medical Education.

**Amanda Lee** trained as an Registered General Nurse at the School of Nursing in Oxford and worked clinically in the field of Neuroscience Nursing and Neuroscience Intensive Care She was formerly a Matron for the Neuroscience Directorate at the Oxford University Hospitals Trust before moving to Higher Education Institutions. Amanda has extensive experience in the field of simulation, she has a Masters Degree in Health and Social Care Management and is currently studying for a Post Graduate Certificate in Multidisciplinary Simulation at the University of Birmingham.

**Rhonda Riachi** is Lead for Service User and Caregiver Involvement at Oxford Brookes University, Faculty of Health and Life Sciences. She has worked in professional education and training for 30 years, including 15 years in health education settings. Rhonda has an MSc in Managing professional education in healthcare and wrote her dissertation on Person-centred communication in dementia care.

## 2. Making Simulated Placements a Real Alternative -

### **Essen, Khan & McCrorie and the Public Partnership Group, University of Huddersfield.**

Simulated placements are an alternative to some of the time students spend on practice placement in healthcare settings and are designed to recreate certain aspects of professional practice learning. The Nursing and Midwifery Council (NMC) say that proportionate use of simulated practice involving “real people” is a valuable way for students to develop appropriate attitudes and skills (pg. 10, Part 3, NMC, 2018).

At the University of Huddersfield, 300 hours of simulated practice learning hours have been incorporated within the BSc Nursing programme (out of 2300 total practice placement hours) and 200 hours within the MSc programme. We have been keen to ensure our simulated placements, experienced mostly online, are relevant to student nurses and as such involve our Public Partnership Group (PPG) members. From the outset, a range of PPG members have influenced and shaped simulated placements across each of the three years.

In this showcase, we will present the context and examples of where students have engaged with PPG members. For example, during online sessions where they discuss their experiences of health services, their care preferences, and opinions about matters such as complaints handling. And in another, when they provide feedback and help judge a competition for health promotion posters created by learners as part of their simulated placement.

We will also highlight how PPG members helped produce resources used outside of live sessions, before concluding with some positive student evaluations, demonstrating that service user and carer voices are central to achieving inspiring student learning during their simulated placements.

### **Biographies**

**Chris Essen** is responsible for leading and developing service user and carer involvement in health and social care education at the School of Human and Health Sciences, University of Huddersfield, including facilitating involvement in simulated placements for student nurses. He is interested in how personal narrative, emotional resonance, reflection, and dialogue can be harnessed to enhance the student experience and improve professional practice.

**Carolyn McCrorie** is a mental health nurse and manages simulated placements for pre-registration nursing students at the School of Human and Health Sciences, University of Huddersfield, supporting content development, delivery, and evaluation. Her role involves ensuring that the student experience aligns with standards for simulated practice learning, and that they have interactions with real

people in ways that achieve relevant learning outcomes and support professional values.

**Sohail Khan** has been a member of the Public Partnership Group at the University of Huddersfield for 3 years. He worked in the applied arts and creative sector professionally for thirty years. Sohail has suffered from mental ill health for most of his childhood and adult life, culminating in a crisis in 2019. He remains an artist, activist, and theatre maker. Since the spring of last year, he has toured with Men's Talk, a co-produced play about men's lived experience of mental ill health devised by men with direct experience.

### 3. Future Physicians Must Not Think Like Engineers

#### **Sharda, Le Roux & Eagles, Lancashire & South Cumbria NHS Foundation Trust.**

Educator by lived experience (EbLE) teaching has become an important part of undergraduate medical education in psychiatry. While EbLE have talked positively about their experiences of involvement, they have also reported it can feel stigmatising and anxiety-provoking. EbLE at LSCFT were consulted in 2023 using methods suitable for them. The consultation comprised 1-1 conversations and two small group discussions (involving 12 EbLE).

EbLE considered it important to offer medical undergraduates a safe place away from the clinical environment to hear from people with different backgrounds and diagnoses. Some medical undergraduates were described as 'shocked rabbits'. EbLE considered they provided an opportunity for medical undergraduates to develop humanity, to develop skills in relational working, and to enhance communicative abilities. 'Future physicians must not think like engineers'.

The involvement of EbLE was considered pivotal to learning in psychiatry. EbLE chose to be involved so that future doctors would have strong communication skills and would not discriminate against mental ill health. Partnership with professional educators was essential to manage the sometimes unpredictable emotions of medical undergraduates.

We have revised our policy and procedures and improved safety and support for EbLE involved in medical education in psychiatry at Lancashire and South Cumbria Foundation Trust (LSCFT). However, there is a need for further research in this area. The complexity and risks of EbLE involvement in medical education in psychiatry must be better understood. We also need to understand how EbLE involvement optimally supports learning.

#### **Biographies**

**Dr Leila Sharda** is a Clinical Academic Mental Health Nurse in undergraduate medical education at Lancashire and South Cumbria NHS Foundation Trust. Leila has spent most of her 20-year nursing career in the NHS, holding a BSc (Hons) in Sexual Health and an MSc in Advanced Practice, Leila completed a PhD in 2020. Leila currently leads an educator by lived experience programme in forensic psychiatry and her current interests include social justice, relational working, mental health advocacy, and peer-led teaching.

**Jane le Roux** has over 30 years of experience working as a Registered Mental Health Nurse (NHS). During this time she has worked with adults (18 years+) experiencing a wide range of mental health difficulties and she is very much aware of the impact that

	<p>sleep has on mental and physical wellbeing and visa-versa. With a particular interest in sleep and Insomnia, Jane is CBT-I trained (Cognitive Behavioural Therapy for Insomnia) and she maintains her professional nursing registration.</p> <p>Jane is also an accredited Mindfulness teacher, she trained with Breathworks, founded in 2001 - A globally recognised leader in teaching mindfulness and compassion to individuals and organisations worldwide. Jane takes a holistic approach to her work and tailors sessions to her client's specific needs.</p> <p><b>Eric Eagles</b></p> <p>Eric is a medical student on placement with the EbLE teaching team.</p>
1B.	<p><u>Workshop</u></p> <p><b>20 Years on-Comensus collective -Progress or the same- service user and carer involvement in the new world-</b> Melling, Mallen &amp; Sullivan, Comensus collective.</p> <p>Comensus was created 20 years. Some of the original members are still with us.</p> <p>We will be talking about our experiences at Comensus, from the start, as well as newer members and their experiences.</p> <p>The following areas will be covered in a workshop: the history of Comensus, the make-up of Comensus- staff, CSG, school groups, the Schools we are involved in and types of involvement (interviews, teaching, research), the practicalities of service user and carer engagement - ie. Payments, getting around campus, training, polices, access, mentoring, the support within Comensus, recruiting new members, personal experience from long standing members and newer members, how we embed the service user and carers experience to students using various techniques ie; film, case studies. We hope to leave you with an insight into Comensus and how we have learned from the past to make Comensus a leader in involving service users and carers in Higher Education.</p> <p><b><u>Biographies</u></b></p> <p><b>Angela Melling</b></p> <p>I have been with Comensus for 20 years. My background is being a service user and carer, giving me a wide knowledge of Health and social care issues. Which has enabled me to help educate students within higher education. I have been involved with numerous activities, from personal narratives, interviewing, teaching modules, representation on strategic panels. Including research projects on a personal level and within wider groups. I am a member of the Comensus Steering Group(CSG) and also Chair of Service User and Advisory Group (SUCAG)</p> <p>I really enjoy being involved with the University, I have benefited being a part of the team meeting great people and making many friends.</p> <p><b>Ernie Mallen</b></p> <p>I have been with Comensus for 18+ years. My background is being a service user and carer, giving me a wide knowledge of health and social care issues, which has enabled me to help educate students within higher education. These are, but not limited to Nursing, Pharmacy and Social Work. Some of the programmes I have</p>



	<p>been engaged with is curriculum development, teaching and various research projects with Uclan and external partners such as the LEAP project. This includes publications in various books journals etc. I am a member of the Comensus Steering Group and also Pharmacy Rep.</p>
<p>1.c <b>ARNSTEIN'S LADDER OR SQUEAKY SEE-SAW?</b></p>	<p><u>Showcases</u></p> <p><i>1.Supporting Service User Involvement (SUI) at an Institutional Level</i> - Dr Jean Daly-Lynn &amp; Dr Katy Pedlow, Ulster University. <b>NOW MOVED</b> to session 2a.</p> <p>Service User Involvement (SUI) is not a new pedagogical approach at Ulster University (UU), rather civic engagement is the cornerstone of UU. This is especially true within the School of Health Sciences in which the unique expertise of the service user (SU) has been entrenched in our healthcare programmes for many years, with SU's contributing to the development of student knowledge and skills, preparing them for a career in health and social care. Yet, the lack of guidance to support staff in embedding SUI led to inconsistent approaches. Consequently in 2019, we collaborated with students, Sus, academics and professional bodies to co-produce a new strategy within the SoHS. This showcase will offer insights into an interprofessional project, commenced in September 2023. The projects objective is to improve upon and implement the SU strategy at an institutional level, with the goal of fostering a culture of SUI within teaching and learning activities. To achieve this goal the project focus on development in three areas; (1) a shared interprofessional approach to SU engagement in education, (2) synergies across the institution to reduce silo working in relation to SUI and (3) the effectiveness of the staff, student, and SU interprofessional activity. During this showcase we will share an overview of the eight work packages developed to address the project aims and the outputs completed to date, including mapping of SUI activity and streamlining evaluation processes.</p> <p><b>Biographies</b></p> <p>My name is <b>Jean Daly-Lynn</b> and I am a Lecturer in Psychology in the School of Health Sciences at Ulster University. I am a researcher in assistive technology and technology innovation using participatory methods for people with disabilities. My research adopts person-centred approaches to design, validate, and evaluate technology to maintain personhood, agency, citizenship, and empower people with a range of disabilities. I am passionate about the authentic involvement of people with lived experience in teaching and learning in higher education. I co-lead an interprofessional project to develop a toolkit to include people with lived experience in teaching healthcare students, creating a culture of engagement in higher education.</p> <p><b>Dr Katy Pedlow</b> is a Senior Lecturer in Physiotherapy at Ulster University. Katy is a neurological physiotherapist by professional background, with a specific interest in working alongside people who have neurological conditions. Katy's research has focused on translation and adaption of stroke research into the clinical setting including the use of technology and physical activity to support recovery. Katy has co-led the development of the Service User Involvement Strategy within the School of Health Sciences at Ulster University and has completed a range of pedagogical based projects to enhance the quality of education for both undergraduate and postgraduate students.</p>

**2.Supporting Professional Learning and Development within the SUC Group and across learning communities** - Dr Aneela Zaheer-Ali, Catherine Lillie & Kate Bridgeman, University of Hull. [Withdrawn](#)

The involvement of Service User and Carers (SUC) in Health and Social Work programmes at UK Higher Educational Institutions has gained momentum and recognition as a way of improving the design, delivery and management of programmes and enhancing the quality of learning and teaching (Irvine et al, 2015; Tanner et al, 2017).

The SUC group in the Faculty of Health Sciences at the University of Hull includes people who have experienced trauma, emigration, and those living with long-term health conditions, or entrenched consequences of social and economic deprivation. They contribute to student selection, teaching/learning/ assessment, curriculum development and programme management. We will showcase the support provided to SUC as they prepared for their role.

SUC identified that development of confidence, pedagogical understanding, and self-efficacy was required. Overall, there was low level of digital literacy across the group, which created barriers to digital inclusion and accessible practices. This prompted the development of professional learning and development opportunities, including a teaching development workshop and the development of their digital literacies. We identify that to maximise their potential, bridge the skills gap and integrate into the university community: SUC are supported to develop their digital literacy; A flexible approach prioritising pedagogy and self-efficacy, is adopted.

Drawing from SUC feedback and our experience, we will share ideas and practical guidance, including how to support learning within SUC groups, and across learning communities, and how these recommendations can be made broadly applicable to groups of non-traditional HE teaching and learning support staff.

**Biographies**

**Dr Aneela Zaheer Ali**- Service user/Carer Co ordinator (Teaching and Learning)- University of Hull

**Catherine Lillie**, Teaching Enhancement Advisor (Scholarship of Teaching and Learning) - University of Hull

**Kate Bridgeman** Teaching Enhancement Officer. - University of Hull

**3. Spanning pre and post registration education, co-production to support learning** - Scott, Carter, Roberts, Francis and McMahon, University of Sunderland.

[Withdrawn](#) Patient, carer and public involvement (PCPI) participants are embedded at the heart of our healthcare students' learning. The impact is easily demonstrable with pre-reg students, but what is the impact with post-registration programmes. What value does PCPI involvement add to the learning journey for post-registration healthcare students?

Two specific co-produced interventions allow us to explore the continuum of learning, focusing on first year Physiotherapy and apprenticeship District Nursing students. The diversity of these programmes and their students allowed exploration of PCPI impact on learning journeys, which was not dissimilar. Professional development and identity formation are part of the focus for first-year Physiotherapy students whilst for post-registration District Nursing students it is



about suspending professional identity to develop new skills. Both groups benefitted from open dialogue with PCPIs that encouraged them to reflect and explore the concept of "front stage, backstage". From the undergraduate perspective, they can make mistakes and get instant feedback, allowing them to deconstruct and reflect on action (they do something, get feedback, step back, reflect and then step forward and try again). From a post-registration perspective this allows professional identity to be suspended (front stage), and focus on the backstage aspect which is deconstruction and reformulation of concepts in order to move their thinking and practice forward. This allows space to revisit skills and consider alternative perspectives. For both groups of students, it was the ability to reflect, have open dialogue, practice, and then make changes that then impact on their professional identity and clinical practice.

### **Biographies**

#### **Clare Francis**

I graduated with a BSc (Hons) nursing degree in adult nursing, and after qualifying I started my career as a rotational staff nurse with Newcastle NHS trust. This post was held for 6 months, and for the following 18 months I was successful in gaining a permanent post on the cardiothoracic unit covering ITU, HDU and wards. My career then changed path after gaining a full-time post in the community as a staff nurse and covered 15 years of service. During lockdown, I then started my apprenticeship for the district nursing qualification whilst working full time. The apprenticeship allowed development and qualification as a non-medical prescriber. After successfully gaining the district nurse qualification, I am now working as a district nurse in a busy community team in the Sunderland area.

#### **Helen Roberts**

For the last 4 years I have been a Patient Carer and Public Involvement (PCPI) participant at Sunderland University. I have been trained in various areas to support students on a variety of health care programmes including medics, paramedics, all types of nursing, pharmacy, occupational therapy and physiotherapy.

I have also been involved in the development and validation of programmes from a patient perspective. Over the last couple of years I have been a member of the PCPI research group that looks at research proposals from a patient perspective. Since 2022 I have been working in collaboration with academics, students and other PCPIs in a small scale research project into patient involvement in the learning of District Nursing Apprenticeship students during a simulation based on an authentic carer lived experience.

#### **Lesley Scott**

Academic Lead for Patient, Carer and Public Involvement (PCPI) programme (October 2014) across the Faculty of Health Sciences and Wellbeing at the University of Sunderland.

#### **Chris Carter**

I am a physiotherapist who has a clinical interest in working with people experiencing persistent pain. I worked as a clinician for 15 years in local NHS Hospital Trusts until 2018 when I left my role as a Clinical Specialist in Pain Management to help develop the BSc (Hons) Physiotherapy programme at the University of Sunderland. I have an interest in involving the role of the service user, [Patient Carer and Public Involvement \(PCPI\) Participants](#) within pre-

	<p>registration Physiotherapy education. This includes expanding opportunities to co-produce learning experiences with students and PCPI participants and exploring the development of professional identity through co-production.</p>
<p>1.d</p>	<p><b>CREATIVE APPROACHES</b></p> <p><u>Workshop</u></p> <p><b><i>An exploration of creative writing for well-being purposes within a female prison estate psychologically informed environment.</i></b>          (Caroline Burnley, Senior Lecturer Psychological Therapies and Mental Health, Leeds Beckett University &amp; Emily Billington, Psychologist in Forensic Training of Rivendell Service, HMP Newhall.)</p> <p>Within a female prison estate, a residential psychologically informed environment, it may be recognised women experience well-being issues in relation to both former and current living experiences, related to their offending and trauma and mental health histories. To enable self-care and reflection creative writing may be seen to be a well-being strategy used with this population (Kumar, 2020).</p> <p>The workshop will provide an overview of the creative writing for well-being sessions offered with service users within HMP New Hall Rivendell Service which provides a creative writing wellbeing-focused purposeful activity intervention within the service (Albertson, 2015). The service users attend on a voluntary basis and are engaged in the wider therapeutic programme.</p> <p>The workshop will provide the participants with an overview of the collaborative venture discussing the benefits and limitations of the use of creative writing for therapeutic purposes (Ross, 2017), the scheme of work offered within the creative writing sessions, and an opportunity to engage in interactive creative writing exercises.</p> <p><i>The sessions will be led by the practitioners below (Simpson, 2022) and the women's voice will be shared via recorded means, both poetry and prose. Due to the nature of the workshop thematic given the women are currently in custody, with no option for temporary release on license as HMP Newhall is not an open prison (Padfield, 2017). Therefore, this is the medium by which their creative writing work can be shared and security clearance has been provided to offer their work in this format, at the conference.</i></p> <p><b><u>Biographies</u></b></p> <p><b>Caroline Burnley</b> -is a Senior Lecturer Psychological Therapies and Mental Health at Leeds Beckett University</p> <p><b>Emily Billington is a</b> Psychologist in Forensic Training, Rivendell Service at HMP New Hall.</p>
<p><b>Thursday 16<sup>th</sup> May 2024 - Parallel sessions 2- Title, Author(s) &amp; Session details</b></p> <p><b>13.30-14.30</b></p>	

## 2a. CREATIVE APPROACHES

### Showcases

#### 1. ***Hope in The Heart***

(Tam Martin-Fowles - [HopeintheHeart.org](http://HopeintheHeart.org))

Hope in the Heart is a survivor-led social enterprise that provides a welcoming space to people with lived experience of mental health and associated issues. HITH aims to give participants a voice to address their experiences of systemic harm, through creativity, exhibitions and events, and also offers training in compassionate, relational and restorative practice to students, professionals and services. In this brief presentation, implications of this work for professional education will be drawn out.

*Hope in the Heart* is a collaborator in the Madzine research project, that Hel Spandler will be talking about in their keynote speech on the final day of the conference. Tam Martin Fowles - who has recently been crafting zines herself - will be co-facilitating the Madzine workshop on that day too.

### **Biographies**

Tam Martin-Fowles is founder of Hope in the HeArt. Based in South London UK, she is a writer, poet, international group facilitator, innovator, trainer and consultant. Tam is a visiting lecturer at a number of universities, and a Master Facilitator of the UN-endorsed [Virtues Project](http://Virtues Project). [Hopeintheheart.org](http://Hopeintheheart.org)

#### 2. ***Co-creation of a zine to explore the experiences of public research partners in health research***

(Harman, Roughley, Sumner & Wallis University of Liverpool)

Engaging and involving people with lived experience is an essential aspect of all parts of the research process. Opportunities for involvement should be accessible and support collaboration and connection. However, they often involve meetings, focus groups or surveys that may not be accessible. We wanted to know whether visual, arts-based methods could be used to explore and share public research partner experiences of health research.

To do this we hosted a one day workshop for ten public research partners. The aim of the workshop was to co-create a zine ( an independently published work created by an individual or collaboratively). After group introductions, and a warm up activity, broad questions were offered to start small group discussions after which participants were invited to create a page for the zine. A range of materials were provided including recycled resources for the use of images and text. The final zine was printed in two colours using a risograph printer. For this reason participants were given paper and tracing paper and asked to make their artwork in two layers, one for each print colour.

The artwork created included themes of individual experiences, the need for diversity and inclusion in research, greener research, and the impact of involvement and hopes for the future. Some participants approached the layers of their artwork

	<p>as “before” and “after” involvement. We plan to explore this approach further as a method for evaluating the impact of involvement on individuals. A follow up workshop is planned for March 24.</p> <p><b><u>Biographies</u></b></p> <p><b>Nicola Harman</b></p> <p>Nicola is a Senior Lecturer in trials methodology at the University of Liverpool. Nicola is committed to the involvement of the public in health research at all stages of the research cycle. She is particularly interested in the co-production of methods to share and communicate information about research and how this might impact on recruitment, retention and the dissemination of results.</p> <p><b>Mark Roughley</b></p> <p>Mark is a Reader in Interdisciplinary Digital Visualisation at Liverpool School of Art and Design. Mark is passionate about encouraging and facilitating meaningful art and science interactions and supporting public engagement activities that engage local and national communities in a two-way dialogue about research and its impact on society.</p> <p><b>Abby Sumner</b></p> <p>Abby is printmaker and designer specialising in risograph printing and graphic design. Abby is experienced in the facilitation of workshops and supporting a wide range of individuals to achieve their creative goals.</p> <p><b>Selina Wallis</b></p> <p>Selina is a Public Involvement Coordinator for the NIHR Applied Research Collaboration North West Coast. Selina is committed to ensuring that users of services are involved in co-producing research, as well as having the opportunity to take part and ensuring that science is communicated to the public in ways that is truthful, engaging and promote learning.</p>
2.b	<p><u>Workshop</u></p> <p><b>Collecting our Thoughts: using group poetry as a means of expressing experiences of participation</b> (Lefroy &amp; Wynn, Outside In group, Wrexham University.)</p> <p>Writing poetry is often seen as an art form for individuals to practice alone, and it can also seem remote and difficult to comprehend. However, poetry is a creative form which has huge flexibility in terms of expressing, validating, and recording experience, particularly experience which is emotionally challenging.</p> <p>This workshop aims to demonstrate that poetry composition can also be a lively group activity which gives the possibility for interesting and unique connections to be made. Poetry allows for the inclusion of diverse voices, multiple languages, and,</p>

	<p>unlike prose, thrives on the collection of fragments of thought, and on tangents, minimising barriers to inclusion.</p> <p>We will work together as a group to make, and then edit, a new poem for first performance by the end of the 50-minute workshop. The subject of the poem will be the rewards and sorrows of authentic action in participation and coproduction. All workshop participants will be able to contribute words and sounds to the poem, but equally may choose to listen to others' contributions.</p> <p>It may be that participants choose to replicate the activity themselves in future, so another aim is to share an idea which is easily and cheaply translatable to other settings.</p> <p>The workshop leaders' experience is that this is both an enjoyable and meaningful session, with the satisfaction of a brand new poem to take away at the end.</p> <p><b>Liz Lefroy</b> is a Senior Lecturer in Social Care at Wrexham University, and a published poet who has read alongside former Poet Laureate Carol Ann Duffy. She has been amazed at the number of people she's met in the course of her work in participation and coproduction in social care and education who write poetry as a way of articulating lived experience, and soothing difficult emotions.</p> <p><b>Tim Wynn</b> Tim is a representative from <b>Outside In</b>, the focus group of individuals and carers with lived experience of health and social care services at Wrexham University.</p>
<p>2.c <b>GOING UNDER OR GETTING OVER</b></p>	<p><u>Showcases</u></p> <ol style="list-style-type: none"> <li>1. <b><i>How We Work Together: nothing about us without us...without us, there is nothing-</i></b> D Redfearn University of Huddersfield.</li> </ol> <p>Higher education institutions have, by definition and practice, excluded individuals with learning disabilities. At the University of Huddersfield, we have a strong ethos in involving people with lived experience in teaching and learning and being part of the university community. We recognise the value this brings to these individual participants, students, and academic staff. We also recognise the important role this plays in challenging perceptions, social constructs, and power imbalances.</p> <p>Working with the Public Partnership group the Learning Disability Nursing team sought to create opportunities for people with learning disabilities to collaborate in programme activities. We invited local service providers and individuals with lived experience to become part of our team. Our local Mencap group shared our passion and were keen to offer the opportunity to their members.</p> <p>We started by developing relationships with groups and inviting members to be part of the "all about me project". To do this we worked together on a series of art projects, creating context, connections, confidence and trust with individuals and staff.</p>

The project continues in the classroom and individuals from Mencap come to the campus to teach and support student learning. We create a space for activities where conversations develop. This experience is of value to both the students and our colleagues from Mencap. The feedback from students is profound and our Mencap colleagues feel their involvement in the teaching is important.

This model is now being used in other Human and Health Science courses.

### **Biographies**

**Dan Redfearn** is a senior lecturer in learning disability nursing at the University of Huddersfield.

I qualified as a joint learning disability nurse and social work practitioner in 2003 and have been involved in nursing and social worker education in various capacities since 2006. I have always been passionate about including people with learning disabilities in professional and educational practice whether as partners in the development of personal support plans, collaborators in the training of care staff, or colleagues in the recruitment, teaching and assessing of students in university. My research focusses on how adults with learning disabilities experience inclusion.

**Emma Stripe** is a Senior Lecturer in Learning Disability Nursing at The University of Huddersfield

I am Registered Learning Disability Nurse who has been fortunate enough to work with people with learning disabilities for over 26 years. I have worked in a wide variety of services providing care and support to individuals, families and care teams. I am passionate about this field of nursing and working with individuals with learning disabilities. I still work in practice as a learning disability nurse, this enables me to do something I love, keeps me up to date with developments in nursing and maintains my clinical skills. I believe in involvement and inclusion. As an academic I involve and collaborate with individuals with lived experience of learning disability in both the development of teaching and learning materials and by co teaching in the classroom. I believe that this demonstrates that we value every individual's expertise and experience and this strengthens the students learning experience.

**Alison Morris** is the Service User and Carer Involvement Coordinator in the School of Human and Health Sciences at the University of Huddersfield.

I am responsible for coordinating the involvement opportunities within the Allied Health, Nursing, and Social Work Courses. I enjoy developing creative sessions with colleagues for the benefit of student learning.

Waverley Hall is a **Mencap in Kirklees** day services for adults with a learning disability supporting people to lead fulfilling and active lives. They offer a vast range of different activities and work in partnership with other organisations to give even more choices. Activities aim to promote and enhance an individuals chosen way of life by developing new and current skills with confidence in a fun way, individually, or as part of a group. Members of the day service have been working

with the University of Huddersfield to support students to better understand and meet the needs of people who have a learning disability.

2. ***Navigating the Healthcare System as a Disabled Person from a lived experience perspective***  
(Alissa Nehrlich, UCLan)

Navigating the health care system with multiple chronic illnesses and pre-existing conditions can be challenging and full of barriers. While everyone comes into contact with the healthcare system at some point in their life, disabled and chronically ill people will usually have to rely on the healthcare system more, despite these challenges to access.

This showcase presentation will highlight the challenges from a patient's perspective: looking at managing chronic conditions from seeking answers, getting a diagnosis of new/less known conditions, exploring treatment options and general health management. The importance of self-advocacy and health education for patients. The presentation will also look at the challenges of accessing acute medical treatment with underlying conditions.

The presentation aims to raise awareness of the barriers disabled people face when navigating the healthcare system while also delivering key messages to educators and professionals on the value of involving lived experience into education.

These topics will be covered from the perspective of a Neurodivergent woman with Long Covid and Chronic Pain as well as genetic underlying conditions.

**Biography:**

I am a Neurodivergent woman who is also disabled and chronically ill. Throughout my life, I have been involved in advocacy work for disabled people in various ways such as co-chairing the Staff Disability network at UCLan and being involved in the Disabled People Working in Sport Network. As a freelance teacher and sports nutritionist, I have extensive experience analysing and adapting my own practice to ensure it is inclusive and accessible for everyone and am passionate about supporting others in doing the same.

3. ***Sharing lived experiences, connectivity, and well-being***  
(K Livesey & No Whispers CIC)

No Whispers Community Interest Company deliver training and awareness in child sexual exploitation, child criminal exploitation, county lines and human trafficking. The training is interactive, informative, and impactful with a safeguarding focus and the aim of preventing children and young people from becoming victims of exploitation and abuse. We also facilitate Friends of No Whispers CIC meetings where guest speakers are invited to share lived experiences in a safe and supportive environment. This opportunity arose in response to requests from adults who have been abused or exploited as children and wanted to tell their story and positive outcomes to others. Sharing lived experiences should occur in a safe space and needs to be inclusive, nonjudgmental, and supportive, allowing individuals to

	<p>express themselves freely. This fosters psychological safety and enables individuals to share their stories without fear of judgment, retaliation, or negative consequences. Connecting with others makes people feel heard and validated. This validation can help combat feelings of isolation, marginalization, and exclusion, fostering a sense of belonging within a community or organisation. When people openly share their lived experiences, it encourages honest and open dialogue. It creates a safe space for individuals to express themselves, ask questions and engage in meaningful conversations. These dialogues can lead to increased awareness, education, and collaboration. By sharing our experiences, stories, and vulnerabilities we can break down the walls of isolation and create bridges of connection, compassion, and empathy. It allows people to gain an insight into a person’s unique perspectives, challenges, and triumphs.</p> <p><b>Biographies</b></p> <p><b>Karen Livesey</b> is Director of No Whispers Community Interest Company which aims to raise awareness of the issues surround child sexual exploitation and online grooming.</p>
<p><b>2.d CREATIVE SOLUTIONS TO THE CHALLENGES OF INVOLVEMENT</b></p>	<p><u>Workshop</u></p> <p><b>Hybrid is not just for Cars - how to make technology help rather than hinder user voice, through personal choice.</b> (A Melling, A Urmston, P Sullivan and S Seymour, Comensus with School of Pharmacy &amp; Biomedical Sciences, UCLan.)</p> <p>Technology has become an everyday component to the Education, Health and Social Care Sectors. Using technology to support patient engagement in the school of Pharmacy and Biomedical Sciences at the University of Central Lancashire in an authentic way was vital. The importance of moving forward without leaving anyone behind, designing hybrid teaching and learning sessions in a world reliant on technology, that didn’t exclude people and maintain autonomy and choice was the goal. Further enhancing our students to be prepared for a world where they would be required to do both, online and in person. We appreciate some people prefer online engagement and others face to face and therefore had to create environments that supported both at the same time. Our approach supports Comensus Volunteers to have a choice in their engagement to enhance the student experience. The following areas within the school are designed with the use of technology:</p> <ul style="list-style-type: none"> <li>• Applicant days</li> <li>• Teaching and learning</li> <li>• Skills sessions</li> <li>• Assessment</li> <li>• Meetings</li> </ul> <p>The workshop will provide a narrative of our approach to hybrid teaching and the use of technology to enhance the user voice through practical examples of our teaching. These will include activities of hybrid user involvement with attendance of Comensus Volunteers online and in person as well as demonstrating the use of</p>



	<p>technology in the classroom. This will include the use of our specialist enhanced skills suite and online software.</p> <p>The workshop will be an honest account of our journey, the good, bad and the you're on mute!</p> <p><b>Biographies</b></p> <p><b>Ann Urmston</b> is a Senior Lecturer in the School of Pharmacy and Biomedical Sciences and the lead for Patient and Public Engagement (PPE) in this School.</p> <p><b>Steven Seymour</b> is Lecturer in the School of Pharmacy and Biomedical Sciences and the supports volunteers who participate in Patient and Public Engagement (PPE) in this School.</p> <p><b>Angela, Ernie and Peter</b> will represent the PPE voice for this presentation about hybrid methods.</p>
--	---

**Thursday 16<sup>th</sup> May 2024 - Parallel sessions 3- Title, Author(s) & Session details**

**14.40-15.40**

<p>3.a <b>SURVIVING OR THRIVING?</b></p>	<p><u>Showcases</u></p> <ol style="list-style-type: none"> <li>1. <b>To the library: working with service users to 'see, experience, and grow in social care research.</b> (C Heap, E Mallen, Lived Experience Advisory Panel (LEAP) of Community Enhanced Social Prescribing (CESP) project, Cheshire UK.)</li> </ol> <p>Health and social care research involves the translation of academic theories into real-world experiences and practice. Service user perspectives enrich and deepen such research<sup>1</sup>, especially when they are properly supported and valued<sup>2</sup>. However, whilst service users are increasingly involved in health and social research, they are less likely to be involved at the stages of data collection and analysis<sup>3</sup>.</p> <p>Here, researchers and service users from Comensus, UCLan, will showcase how we created authentic service user involvement in a study on 'Community-Enhanced Social Prescribing'<sup>4</sup>. This includes the design of research materials, developing and conducting interviews, and, crucially, co-analysing the interview data.</p> <p>We discuss how genuine and meaningful relationships were fostered, and outline the creative approaches we took to promote shared understanding (including a field visit to Manchester to see the library where the study takes place!). This includes real examples of the different types of support and training that were designed to enhance service user involvement, described from both the service user and researcher perspective.</p> <p>Finally, we present the impact this had on the data collection and analysis. We share what it was like to work together, what was needed to make the process happen, and outline the advantages and challenges of bringing together the perspectives of researchers and people with lived experience. From this, we draw key learning points for academic social care research in the future: How can we stay creative,</p>
--	---

and ensure that service users are involved in a way that helps everyone to see, experience and grow?

### **Biographies**

#### **Cheyann Heap**

Cheyann is a social researcher with a background in applied psychology and human rights. They recently worked to support the LEAP project with colleagues and service users from Uclan whilst employed at the University of York.

#### **Ernie Mallen**

I have been with Comensus for 18+ years. My background is being a service user and carer, giving me a wide knowledge of health and social care issues, which has enabled me to help educate students within higher education. These are, but not limited to Nursing, Pharmacy and Social Work. Some of the programmes I have been engaged with is curriculum development, teaching and various research projects with Uclan and external partners such as the LEAP project. This includes publications in various books journals etc. I am a member of the Comensus Steering Group and also Pharmacy Rep.

#### 2. ***A reflexive approach to overcoming PPI challenges in research: learning from facilitating local and national Lived Experience Panels***

(M Ahmed and Dr J McLean Glasgow Centre for Population Health (GCPH) with representatives from the CommonHealth Assets Lived Experience Panel.)

Despite the growing popularity and requirement of Patient and Public Involvement (PPI) in health research, guidance for implementing PPI lacks the rigour and clarity of other research methodologies. With multiple approaches to PPI, it can be difficult to navigate the challenges to meaningful engagement that arise within academia.

Drawing on facilitator and participant reflections from two Lived Experience Panels (LEPs), from research projects CommonHealth Assets (CHA) and CommonHealth Catalyst (CHC), this showcase will highlight the barriers encountered across LEPs, how these were overcome and how these were experienced by LEP members.

The predetermined nature of the research aims and design, post-funding process, presented a clear barrier to the LEPs ability to influence critical decisions relating to methodology and central research questions. Furthermore, despite the LEPs defined role to provide experiential knowledge to the research, clear points of influence were undefined, unlike project researchers and partners who had clear responsibilities relating to research components. Therefore, the integration of the LEPs was a critical role of the facilitator, alongside advocating for the value of their involvement. Continuous evaluation was also central to the approach taken, promoting accountability and flexibility in the delivery of the LEPs.

Embedding a reflexive and reflective approach within the CHA and CHC LEPs enabled effective management of the barriers to meaningful engagement, and strengthened relationships between the wider research teams and Panel members.

When encountering barriers to PPI in research, it is crucial to recognise that the strength of an involvement activity is reliant on its management rather than the ability of participants to engage themselves.

### **Biographies**

**Mohasin Ahmed** is a Public Health Practitioner at the Glasgow Centre for Population Health (GCPH), specialising in community engagement in research. They are the Patient and Public Involvement (PPI) lead on CommonHealth Assets, a UK-wide research project using a realist approach to explore how, and in what ways, community-led organisations mobilise local assets to improve health and wellbeing in deprived areas. They also led on PPI on the UKRI/AHRC funded project CommonHealth Catalyst. Outside of this role, Mohasin has various experience working and volunteering within grassroots community organisations in Scotland, and is involved in local activism in the areas of queer and racial justice.

**Dr Jennifer McLean** is Acting Deputy Director at the Glasgow Centre for Population Health (GCPH). She leads the research programme exploring the use of innovative approaches for improving outcomes and community-based responses to population health improvement.

Jennifer is also a Co-Investigator and Patient and Public Involvement (PPI) lead on the NIHR funded study Common Health Assets which is examining how, and in what ways, community led organisations can build and mobilise community 'assets' to impact on the health and wellbeing of people living in deprived areas. She was also a Co-Investigator on the UKRI/AHRC funded study Common Health Catalyst.

She has a strong interest in the theory, research, evidence base and examples of community-led health and asset-based practice in community and health care settings, with a number of notable publications in the area.

Jennifer is also an honorary lecturer at the University of Glasgow and a Trustee of the GalGael Trust.

### ***3. Enhancing PARITY: Co-creating an impact measure for service user and carer involvement in pre-registration nurse education***

(Dr J Garner, S Holmes, S McClenaghan, E Mallen, A Melling and R Tayya PARITY research group, Comensus, UCLan.)

Service user and carer involvement in health and social care education is now internationally recognised as crucial in helping to develop person-centred future professionals. The problem of how to 'measure' the impact of their involvement has become a dominant theme in the published literature. Service users and carers also seek validation of their commitment and evidence to show they are making a difference.

This study adopted a democratic, participatory and systematic approach to evaluate the impact of involvement, explore how this is measured, and co-design a user-driven measurement tool that can be used by professionals developing and

evaluating new curricula for pre-registration nurse education. Few impact measures are developed in co-production with service users and carers.

A participatory research group was established and adopted the name 'PARITY'. Emphasis was given to service user and carers' priorities in terms of validating their inputs and motivating future involvement in curriculum development. The study was organised into four stages, including a scoping review of the literature to identify existing measures and methodologies for evaluating impact, qualitative interviews with student nurses, lecturers, managers and service users and carers, followed by co-creation of items for an impact scale and a testing stage to assess the psychometric properties of the impact measure for structural reliability and validity.

This Showcase presentation will present our early findings from Janet's successful thesis. Future research will be conducted by the PARITY group in 2024 to strengthen the internal consistency of our measure and address any limitations.

### **Biographies**

**Janet Garner** is the lead and Co-ordinator of the Comensus group since 2021 and has worked with her Comensus colleagues since 2009. With experience of facilitating involvement in Nursing and Allied professional Health education as well as Social Work, Pharmacy & Medical education, Janet recently completed a doctorate exploring the need to co-create a measure of impact and set up the democratic participatory research team from Comensus. Janet also facilitates PPI involvement for the CHAMPS Public health project 'Reduction of harm from alcohol' programme in conjunction with University of Liverpool and Mersey care.

### **Sue McClenaghan**

My experiences are varied starting life in general nursing before injury dictated that I needed to change direction. I focused on mental health within my social and welfare studies degree before working as an advocate and support role within the voluntary sector. I then retrained with the NHS in primary care mental health focusing on preventative and problem-solving measures but often, supporting people experiencing a health or social care crisis.

When I retired Comensus, Uclan, gave me a new purpose and hope in life, I began to share my lived experiences with students. I was inspired and enthused, finding it cathartic. I have now been with Comensus for 8 yrs and couldn't imagine life without it. I have grown in confidence and developed skills that had been lost on retirement. I have always been passionate in making sure mine and other voices are heard so that change can occur. Whilst at Comensus I have become involved in participatory action research, PARITY, and other co-production projects within the university. More recently I am funded to undertake some ad-hoc work with Comensus. Building relationships and partnerships are key to moving forward in recovery, research, and life.

### **Angela Melling**

	<p>I have been with Comensus for 20 years. My background is being a service user and carer, giving me a wide knowledge of Health and social care issues. Which has enabled me to help educate students within higher education. I have been involved with numerous activities, from personal narratives, interviewing, teaching modules, representation on strategic panels. Including research projects on a personal level and within wider groups. I am a member of the Comensus Steering Group(CSG) and also Chair of Service User and Advisory Group (SUCAG)</p> <p>I really enjoy being involved with the University, I have benefited being a part of the team meeting great people and making many friends.</p> <p><b>Ernie Mallen</b></p> <p>I have been with Comensus for 18+ years. My background is being a service user and carer, giving me a wide knowledge of health and social care issues, which has enabled me to help educate students within higher education. These are, but not limited to Nursing, Pharmacy and Social Work. Some of the programmes I have been engaged with is curriculum development, teaching and various research projects with Uclan and external partners such as the LEAP project. This includes publications in various books journals etc. I am a member of the Comensus Steering Group and also Pharmacy Rep.</p>
<p>3.b <b>GOING UNDER OR GETTING OVER</b></p>	<p><u>Showcases</u></p> <ol style="list-style-type: none"> <li>1. <b><i>FATNANAEE (For All The Neils And Nells And Everyone Else) - An inclusive Mindfulness/Art/Craft blended project built on Well-being Successes as a tool to improve Mental Well-being in others.</i></b> (K Felstead Comensus, Spring Projects)</li> </ol> <p>Three colleagues and I attended a ‘Wellness’ Course delivered by MIND. Experiences of mental health crisis informed an idea to create a community project. As a multi-neurodivergent self-advocate, I thought if I could improve my wellbeing by sharing with and giving to others, then this learning could be of benefit to others. The group was called FATNANAEE. The aim would be to introduce people to creative ways in which to overcome and survive mental health struggles. The objectives were to introduce the 5 Ways to Well-being; learn a variety of mindfulness techniques through art/craft; enable conversations around mental health in a safe place. The overall learning outcome was to learn strategies to avoid mental health crisis whilst having fun.</p> <p>The team met regularly to agree on the logistics of bringing the project to fruition. We agreed on six projects which were rotated. I created instructions for both presenters and attendees in an accessible format. We secured funding from Hyndburn and Lancashire councils which enabled us to run two courses over approximately 18 months.</p> <p>Following the first series of Workshops, we considered three questions to inform our next sessions:</p> <ul style="list-style-type: none"> <li>• What worked well?</li> </ul>

- What did not work well?
- What would we change/develop?

I believe that the work done around wellness would be useful for not only those service users who students meet but also for the students themselves and in their future professional roles. The general format of sessions is transferable and art/craft activities could be interchanged with others as suitable to those presenting and the audience.

### **Biographies**

#### **Kizzy Felstead**

I am an autistic adult with ADHD and Tourette's. I struggle with mental health issues which can be confounded by my neurodivergence and my physical health issues such as ME, fibromyalgia, pulmonary and other issues.

Professionally, I was a social worker and later a teacher which became more difficult to keep up following the births of two autistic children and my health issues. I now train people around autism and learning disabilities and am currently in the middle of an MA in autism. I also volunteer for Comensus, Spring Projects, and am on the editorial board for the BJSW.

My strapline is 'Passionate about Kindness' and I am also passionate about real equity and diversity.

#### 2. ***Are we surviving, thriving, or just left behind?***

(Denise Wilkinson and Dr Pete Forrester - Lancashire Visually Impaired Forum)

We, the Visual Impairment Forum for the Lancashire Area are a group of blind and visually impaired people who share their experiences to help improve services that impact the daily lives of others.

The ability to access health and social care influences the question;

#### **Are we surviving, thriving or just left behind? Service user and carer involvement in the new world**

By offering to hold showcases, aimed at increasing understanding of the vital importance the lived experiences of service users and/or carers can play in the new world; we aim to improve access for all, which helps others to thrive, rather than survive and not get left behind, despite them facing life changing conditions.

At some point in all our lives we may feel left behind due to the lack of understanding and misconceptions of others, and these can act as a barrier to overcoming adversity. In our sessions, we will share our experiences in a comprehensive and thought-provoking manner. Our session is centred around asking participants to consider: "How would I feel?"

Areas we will cover

- Access to information.
- Attending appointments.
- Potential reasonable adjustments.
- Signposting to services designed to help improve wellbeing and rebuild confidence.
- Best Practice in co-production, enhancing services for patients and/or carers.
- Increasing patient confidence in the new world following the Covid-19 pandemic.

Our sessions offer participants an invaluable insight into the sphere of access and inclusion, which will be brought to life in a memorable way that can not be replicated without lived experiences.

### **Biographies**

#### **Denise Wilkinson**

As chair of the Visual impairment forum for the Lancashire area, I share my lived experience with service providers and organisations with an aim to help improve services that impact all our lives. I am a Comensus volunteer at Uclan and I have been privileged to work with students knowing in the future the lived experience they gain today will make a huge difference to people they support in the future helping improve well-being which is key to better outcomes.

#### **Dr Pete Forrester**

When I'm not working full time in Research and Development (R&D), I spend my spare time volunteering for various charities/organizations, such as the Lancashire Visually Impaired (V.I.) Forum, and the Royal National Institute of Blind People (RNIB). I also work extensively with my local and regional NHS Hospital Trusts, together with a number of town, city and county Councils and the regional Transport Executive, Transport for Greater Manchester (TfGM).

### ***3. Who am I? The identity crisis of mental health professionals living with mental illness. (Paper)***

(J Fisher, School of Nursing, UCLan)

I explore the identity crisis of mental health professionals or academics, who also have lived experience of mental illness. Falling into both camps generates unique challenges. People can feel that they don't belong in either true academia or true lived experience worlds. However, I would argue for authenticity, (fitting with the conference aims) were professionals or academics with lived experience can be truly authentic and embrace their whole selves. I feel this would be relevant to the conference as more and more students are motivated to become mental health professionals based on their own experiences of mental illness. In addition, academics with lived experience bring a different dimension to curriculum design and a delivery. My own personal motivation for genuine co production comes from my experiences as a mental health service user. There is a real and tangible

	<p>challenge not to co-opt service users experiences and make them fit into an academic narrative or idealised recovery story. I have experience this as a service users and have felt 'used' by mental health professionals and academic.</p> <p>As a mental health lecturer and simultaneously service user I wonder where I truly belong. I feel this is an important issue to address and challenge conference participants with.</p> <p><b><u>Biographies</u></b></p> <p><b>Jane Fisher</b> is a mental health nurse lecturer and service user. Jane has worked across a variety of clinical settings with over fifteen years front line NHS nursing experience. After developing her own mental illness, Jane's passion for mental health nursing and desire to break down the stigma surrounding mental illness became a lifelong mission. Jane entered the field of mental health nurse academia to bridge the gap between personal experiences and professional expertise. Her unique perspective has enriched her teaching and clinical practice in profound ways. As a mental health nurse lecturer, Jane has a deep-seated passion for nurturing the next generation of mental health nurses. Her teaching style is not limited to textbooks and theory; it encompasses the lived experiences that have shaped her understanding of mental health. Jane is an internationally published mental health academic and has also authored a children's book exploring maternal mental health. Jane is a living testament to the transformative power of embracing one's past and channelling it into a passion for education, advocacy, and writing. Her academic biography reflects her unwavering commitment to the field of mental health nursing and her dedication to breaking down barriers and stigma surrounding mental illness.</p>
3.c	<p><u>Workshop</u></p> <p><b><i>Voices of resilience: Trauma informed narratives of Refugees and Asylum Seekers in Blackburn with Darwen</i></b> (Dr Peggy Mulongo, School of Nursing, UCLan)</p> <p>This workshop focuses on trauma and mental health experiences of Refugees and Asylum Seekers (RAS) resettled in Blackburn with Darwen (BwD). RAS frequently face adversity before, during and after arrival in the UK. Zimmerman et al. (2011) acknowledged the need to address individuals' psychological problems early, to prevent severe and enduring mental health problems. However, this may require different approaches and longer timeframes for refugees and asylum seekers, due to the complexity of their traumatic experiences.</p> <p>The aim will be to explore the healing potential of storytelling as a therapeutic tool for recovery amongst refugees and asylum seekers in BwD. This is done by facilitating a safe and empathetic space for sharing lived experiences, fostering connection, and promoting collective wellbeing through trauma-sensitive engagement.</p> <p>The trauma-informed workshop will use a participatory and safe approach. The workshop offers a dynamic exploration of the intersection between trauma-sensitive</p>



	<p>narrative expression, mental well-being, and community support, providing actionable insights for individuals and professionals committed to trauma-informed care. Using trauma-sensitive language and practices, the workshop will include open dialogue, guided reflections, and small-group discussions.</p> <p><b><u>Biography</u></b></p> <p>Dr Peggy Mulongo is a Lecturer in mental health nursing and practice and the Equality, Diversity and Inclusivity (EDI) Lead in the School of Nursing at UCLan. Peggy is also the Health Research strand Lead at the Global Race and Ethnicity Centre (GRaCE), and the Race Equality Network (REN) Co-Chair at UCLan, while being a core member of the Honour Abuse Research Matrix (HARM).</p> <p>As an academic researcher, her area of interest lies in health inequality, Refugee and migrant health, Violence Against Women and Girls, Sexual Trauma, Modern Slavery, specifically their impacts on the mental health of ethnically racialised women, children and young people, who experience mental distress and trauma related to race, ethnicity, culture and the criminal justice system. She is committed to developing a portfolio of health inequality research and innovation, aiming to enhance health outcomes and experiences of these populations.</p> <p>Outside of higher education, Peggy is a Cross-cultural Mental Health Practitioner, a Psychosexual Therapist and an Independent Consultant with 20+ years' experience of working with refugee and other migrant families. She worked part of the asylum team, involved in the UK Government Gateway Protection refugee resettlement Programme. She does have an extensive track record of community projects developed to meet the needs of ethnic minority communities, particularly refugees and asylum seekers in the North-West of England. As a National Lead (UK) FGM Consultant, she initiated the SOS FGM Project (British Journal of Midwifery (BJM) Award-Winner 2015) and the Guardian Project, FGM project for young people standardised across Greater Manchester. She is a Director of TortureID (<a href="https://tortureid.org/">https://tortureid.org/</a>).</p>
3.d	<p><u>Workshop</u></p> <p><b><i>Terminology in a New World of Service User Involvement</i></b> (Daly-Lynn, Ramsey and Pedlow, Ulster University)</p> <p><b>Focus:</b> To facilitate debate around a universal language for partnership working with people with lived experience in higher education(HE).</p> <p><b>Challenge:</b> There is a mandate for partnership working to be embedded into curriculum delivery in HE. Within healthcare programmes, language used to describe collaboration with people with lived experience varies. For example, social work defines contributors as citizen educators while allied health professional bodies use the term service users. Moving forward with a universal language that is inclusive to the preferences of services users, reduces hierarchy in collaborative working, and advances the field with a common language.</p> <p><b>Workshop Activities:</b></p>

Section 1 (10min): Presenting the Challenge – Overview of language used in different context.

Section 2 (30min): World café approach to collaborative discussion and feedback between attendees focusing on three aspects: 1) identification of language used in different settings and why; 2) language that should not be moved away from; 3) Consensus of language.

Section 3 (10min): Moving forward with universal language as an outcome from discussion.

**Impact:**

Taking an interprofessional approach to language aims to reduce siloed working and foster a culture of involvement at an institutional level in higher education. This is only possible with common language, as inconsistency in terminology is impacting progress. This workshop aims to synthesis viewpoints of a range of diverse stakeholders as a first step towards building a common language.

**Biographies**

My name is **Jean Daly-Lynn** and I am a Lecturer in Psychology in the School of Health Sciences at Ulster University. I am a researcher in assistive technology and technology innovation using participatory methods for people with disabilities. My research adopts person-centred approaches to design, validate, and evaluate technology to maintain personhood, agency, citizenship, and empower people with a range of disabilities. I am passionate about the authentic involvement of people with lived experience in teaching and learning in higher education. I co-lead an interprofessional project to develop a toolkit to include people with lived experience in teaching healthcare students, creating a culture of engagement in higher education.

**Dr Katy Pedlow** is a Senior Lecturer in Physiotherapy at Ulster University. Katy is a neurological physiotherapist by professional background, with a specific interest in working alongside people who have neurological conditions. Katy's research has focused on translation and adaption of stroke research into the clinical setting including the use of technology and physical activity to support recovery. Katy has co-led the development of the Service User Involvement Strategy within the School of Health Sciences at Ulster University and has completed a range of pedagogical based projects to enhance the quality of education for both undergraduate and postgraduate students.

**Kenny Ramsey** is the Research Associate for SLaTE (Strategic Learning and Teaching Enhancement) at Ulster University across 2 projects: *Developing a Toolkit for Service User Involvement in Teaching and Learning Activities at Ulster University;* and to create a *Domain Based System for Person-Centred Learning, Teaching and Assessment for Healthcare students.*

	<p>I have over 13 years background in service user involvement and co-production, beginning in 2010 working as a Mental Health Peer Advocate in the Belfast Health and Social Care Trust area alongside co-production of educational courses within Belfast Recovery College. In 2018, my Social Policy degree at Ulster University concluded with a dissertation on 'Service User Involvement in Mental Health Services in Northern Ireland'. More recently, I spent over 2 years employed as Community Engagement Co-ordinator for Inspire Wellbeing, leading on service user involvement across the organisation.</p>
--	--



**Friday 17<sup>th</sup> May Parallel sessions 4 10.15-11.15**

<p>4.a</p>	<p><u>Showcases</u></p> <p>1. <b>Redesigning medical student assessments</b> - (K Ramsey, Ulster University)</p> <p>Ulster University School of Medicine is a new graduate entry medical school with a vision to produce graduates able to deliver whole person care with skill and compassion as members and leaders of diverse teams, in partnership with patients, clients and our community through high quality ambitious research, innovation and education.</p> <p>This project describes our redesigning of the way we assess medical students' competence in clinical and communication skills, including views of patients and families, and clinical experts. The current Objective Structured Clinical Examination (OSCE) assessment process can be 'tick box', placing insufficient emphasis on holistic care and what really matters to patients.</p> <p>The research team sought to address this by redesigning the assessment, involving people with lived experience of assessing and teaching students, of receiving healthcare (i.e. patients/service users) and medical practitioners.</p> <p>A 'Delphi Consensus Methodology' was conducted remotely, enabling greater accessibility. Participants were asked to identify key values of importance to them. Responses were collated then resubmitted to the group to establish validity and ranked importance of these values. The process was repeated until a broad consensus was reached.</p> <p>The process was expedited through access to educators, assessors and the public who had already consented to contact by registering with the university 'patient bank' database. We gained valuable data, enriched by accompanying text. We were quickly able to create a new pilot OSCE assessment based on values important to patients, and skills expected by experienced practitioners.</p> <p>This presentation outlines the process and some of our findings.</p>
------------	---

## Biographies

**Kenny Ramsey** is the Research Associate for SLaTE (Strategic Learning and Teaching Enhancement) at Ulster University across 2 projects: Developing a Toolkit for Service User Involvement in Teaching and Learning Activities at Ulster University; and to create a Domain Based System for Person-Centred Learning, Teaching and Assessment for Healthcare students.

I have over 13 years background in service user involvement and co-production, beginning in 2010 working as a Mental Health Peer Advocate in the Belfast Health and Social Care Trust area alongside co-production of educational courses within Belfast Recovery College. In 2018, my Social Policy degree at Ulster University concluded with a dissertation on 'Service User Involvement in Mental Health Services in Northern Ireland'. More recently, I spent over 2 years employed as Community Engagement Co-ordinator for Inspire Wellbeing, leading on service user involvement across the organisation.

**Research Lead on the project:** Dr Lysa E. Owen (not expected to be present on the day).

MBCChB, MRCEM, Ed D, SFHEA

I am a Senior Clinical Lecturer in the School of Medicine at Ulster University and lead for Clinical and Communication skills, OSCE lead and Penultimate Year lead. I am currently Research Lead on the 'Domain Based System for Person-Centred Learning, Teaching and Assessment for Healthcare students' project.

I have worked in medical education at the Universities of Dundee and St Andrews since 2005. My clinical background is emergency medicine, and care of the elderly. My areas of research interest include simulation based learning, medical humanities and realistic assessment. I completed a Doctorate in Education in 2017.

### 2. **Meaningful Collaboration with People living with and beyond cancer in Lab based University programmes-**

*(Dr A Johnson University of the West of England, Bristol)*

The importance of public and patient involvement in learning and teaching is considered imperative by the University of the West of England (UWE), Bristol and is of particular relevance to students following programmes in the College of Health, Science and Society (CHSS). With this imperative in mind, a need for involvement and collaboration was identified for students studying an applied sciences module in human genetics and cancer studies. For these students, following a largely lab-based programme, the chance to meet those who may benefit from their studies and work, would provide valuable insights for gaining a better understanding of user experiences of cancer services, and validate the work of these future scientists planning to work in health care related fields. This need was addressed by devising an outreach collaborative between university clinical academics and a voluntary sector charity for people living with and beyond cancer. A community-based visit was arranged with service user members of the charity's support group to discuss the

importance of collaboration between people with lived experiences and teaching and learning in university education. As a result, three new UWE Public Involvement Partners were identified and recruited to address 'missing user voices' and added to the CHSS Public Involvement in Learning and Teaching Database of Public Involvement Partners. These Partners will work with the module leader for the human genetics and cancer module to co-produce and deliver educational sessions and materials, periodically review module contents and quality, hopefully impacting positively on student learning and influencing contemporary practice.

### **Biographies**

#### **Associate Professor Dr Anne Johnson**

Anne is an Associate Professor in Knowledge Exchange and Patient and Public Involvement in Learning and Teaching at UWE Bristol. She is also one of only 34 practising Consultant Occupational Therapists in the UK and an Executive Coach and Mentor gained via the Institute of Leadership and Management in 2022. Through combining her knowledge and skills of clinical practice, leadership, and public involvement in academic and practice settings for student benefit and involving the public and patients in all of her work, including health service innovation and design, she was elected as an Ambassador of the UK wide Personalised Care Institute in 2022. Anne represents health care practice and research at a variety of national fora including Expert Advisory Groups for Macmillan Cancer Support and has been an invited member to initiatives such as the Royal College of Occupational Therapists James Lind Research Priority Setting Project. She successfully combines her clinical and academic roles to support patient and their families, the public, students and health and social care practitioners from a wide variety of professions. Her research interests include how living with complex health needs impacts on people across their life course and how traditional power dynamics in health care can be deconstructed for patient benefit.

#### **Associate Professor Dr Ruth Morse**

Ruth is an Associate Professor in Research into the genetic toxicology of blood cancer, and in Teaching and Learning of Human Genetics. Ruth is the Subject Specialism Lead for Human Genetics for undergraduate, post graduate and doctoral students, driving the delivery of the genetics curriculum to over 500 Biomedical Sciences students governed by the Institute of Biomedical Sciences accreditation. She has an active current research group and has graduated 20 doctoral students. Ruth's expertise has been recognised widely through external examining and vivas throughout the UK and USA, and her expertise has seen her offer expert advice on genetic toxicology for the Committee for Mutagenicity (reports to the UK Government), the Health Protection Agency Research Unit and currently the Food Standards Agency. Utilising case studies throughout her teaching, Ruth felt passionate about informing students on the life for patients with genetic disease, beyond the academic knowledge of mutation. Ruth became involved in public engagement events to both help patients better understand their

diagnoses and advise on lifestyle choices, as well as to prepare students for clinical laboratory work and to understand the lived experience of the patient.

**Public Involvement Partner: Name and details to be confirmed.**

3. **The Structural Embedding of Knowledge by Experience in Higher Education (SEKEHE). Lessons learned from the day-to-day practice of an expert by experience**

*(Tijs Van Steenberghe University of Applied Sciences and Arts, Ghent Belgium)*

Since 2020 the EQUALITY/Research Collective focusses on the structural embedding of knowledge by experience in the social field, research, and higher education. We've been collaborating with paid experts by experience since 2022 at the department of Education, Health and Social work at the University of Applied Sciences and Arts Ghent.

We frame higher education as a societal resource that can contribute to democracy, citizenship and human rights. However, social inequalities are reproduced in what kind of knowledge is being valued as well as who has more opportunities to start and successfully finish social studies in higher education. We believe that supporting the development and integration of professional, academic and experiential knowledge is essential for a more inclusive higher education as well as future justice-oriented social professionals.

We showcase an active Erasmus+ project - SEKEHE - where the focus lies on coteaching with experts by experience, creating formats of student support and challenging institutional structures and dynamics that reproduce social exclusion and stigmatization of those who live in 'socially vulnerable' situations. We will start from the concrete day to day practice of an expert by experience. These experiences will be linked to central discussions, such as: vision development and concrete roles, creating safe pedagogical spaces, working with stigma, coaching and support. We conclude with highlighting challenges and lessons learned.

**Biographies**

**Tijs Van Steenberghe** is a researcher, social worker, and artist. He currently works at the EQUALITY//Research Collective and the department of Education, Health and Social work at the University of Applied Sciences and Arts Ghent. His social justice-oriented research practice focusses on the structural embedding of knowledge by experience in higher education, research, and practice. He's familiar with the field of mental health, recovery, youth care and poverty. His research interest also includes the development of arts-based research and participatory art projects.

**Annick Van Hove** will join this presentation. She works as an expert by experience at the Link and at the department of Education, Health and Social work at the University of Applied Sciences and Arts Ghent. Her expertise focusses on poverty awareness, accessibility of social services and supporting the development of poverty sensitive policies.

4.b	<p><u>Workshop</u></p> <p><b>From Authenticity to ‘Quiet Activism’: Getting Hands-on with Madzines.</b></p> <p>Facilitated by the Madzines team and our collaborator Tam Martin-Fowles from Hope in the Heart, this creative workshop will provide an opportunity to experiment with zine making (no artistic skill required!). It will provide a chance for hands-on engagement with our collection of Madzines, also available on the Madzines stand throughout the conference.</p> <p><i>*The workshop will develop ideas presented in Hel Spandler’s keynote talk earlier in the day and in Tam’s Showcase of the Hope in the HeArt project.</i></p> <p>A zine is a DIY publication, generally low circulation, which can be about absolutely anything. It is generally given away for free, swapped or sold at very low cost. Making a zine is one way for a person to explore and express experience and emotions, and it is through a zine that unheard, marginalised voices can begin to be heard. So a zine can be understood both as an expression of authenticity and as a kind of ‘quiet activism’.</p> <p>The past few years have seen a flowering of zine culture, and of zines that expand our understanding about health and social care. Some of those, crafted by Mad-identified people and activists, take issue with mainstream understandings about mental ill-health. We have called those ‘Madzines’ and, in a Wellcome funded project, based at UCLAN, have been researching them.</p> <p>Together with our collaborators, we have been collecting MadZines, spending time with them and exploring where they go and what they do. The educational potential of such zines is clear, as this workshop aims to demonstrate.</p> <p><b>Biographies</b></p> <p><b>Jill Anderson</b> was Senior Research Fellow with the Madzines research team, based at UCLAN. She lives in Lancaster where she is a member of Critical and Creative Approaches to Mental Health Practice, and is a member of the Asylum editorial group. Madzines.</p> <p><b>Tam Martin-Fowles</b> is founder of Hope in the HeArt. Based in South London UK, she is a writer, poet, international group facilitator, innovator, trainer and consultant. Tam is a visiting lecturer at a number of universities, and a Master Facilitator of the UN-endorsed <u>Virtues Project</u>. Hopeintheheart.org</p>
4.c <b>SURVIVING OR THRIVING</b>	<p><u>Showcases</u></p> <p><b>1. Service Users and Carers, Patient Participant Involvement. What does it mean?</b> (Kuti-Matekenya, Bewley and Scott Bolton University, Edge Hill University and University of Sunderland.)</p>

The landscape of higher education continues to acknowledge the increased recognition of the value of involving service users and carers in shaping health and social care professional educational practices. This showcase presents collaborative working amongst Higher Education Institutions (HEIs), ensuring that as education providers, we are able to facilitate service user and carer involvement (SUCI) in a blended approach format. By facilitating a series of online webinars, has established an impact of collaboration, delving into the underpinning values and ways of working, sharing good practice that explores the multifaceted aspects of service user and carer involvement in higher education. The perceived benefits of integrating service users and carers, has been overwhelmingly positive, linking theory to practice throughout the student learning journey by keeping the patient at the heart of their educational journey. This journey however, remains challenging. The critical discussions in the webinars have addressed these themes.

- Coproduction with Service Users and Carers
- Unconscious Bias
- Blended Learning in HE: Service Users Perspectives
- Equality and Diversity
- Graduate Outcomes and Employability: Involving Service Users
- Children and Young People - Involvement in teaching and learning in Health and Social Care Programmes
- Standardised patient versus patient with lived experiences

The collaborative focus of HEI involvement in championing the agenda around service user and carer involvement has fostered a genuine commitment to leading an enriched educational experience for students in preparing them for a more empathetic and patient-centred approach in their future professional journeys.

#### Biographies

##### **Dr Toni Bewley**

I am an adult and children's nurse with 20 plus years clinical experience. I have worked in paediatric specialist hospitals across a number of settings including complex care, intensive care, risk management and back care management. I have been teaching across Health and Social Care settings in Higher Education Institutes since 2000 and am passionate about including the voice of the patient in all health and social care related educational programmes. My focus on the inclusion of patients and carers in all aspects of Health and Social Care education stems from my personal experience of being a carer for my daughter and my mother, both of whom had complex needs. Since 2015 I have been the Chair of the Service User and Carer Group in the Faculty of Health, Social Care and Medicine at Edge Hill University. I have researched into many aspects of patient and carer involvement in student nurse education both nationally and internationally and my doctoral thesis explored the involvement of patients and care givers in student nurse education in India.

##### **Bimpe Kuti-Matekenya**

A researcher in the field of public health, with a passion for promoting service user and carer involvement in both health and social care practice and education of



students across health and social care disciplines. Since 2016, leading initiatives around service user and carer involvement in higher education across various health and social care professional programmes within the Faculty of Health and Wellbeing. Developed and implemented a strategic vision for service user and carer involvement. Collaborating with various stakeholders in integrating the principles of service user and carer involvement across multiple programmes. Leading training and research to measure the impact of service user and carer involvement in higher education. Established mechanisms to collect feedback from patients and carers and led workshops, using feedback to drive continuous improvement and ensure that services align with community needs.

## **2. Creative, Collaborative, Simulated Student Social Work Assessment with People with Lived Experiences**

(K Martin, UCLan & J Johnson et al. Comensus staff and volunteers.)

This application is to together showcase the collaborative creation, consideration and development of a simulated social work assessment process from UCLan Comensus experts by experience and social work academics. The simulation provides postgraduate social work students opportunity to:

1. experience receipt and response to a referral
2. prepare for interaction with a service user/carer
3. contact a service user/carer via a telephone call to arrange a home visit (and send an email/message to confirm the details)
4. knock on the door of a real home setting, be granted access and start an assessment
5. record their preparations, the telephone call and visit on a simulated digital social care records system

This provides a creative, practical opportunity for students to apply theory and skills from previous teaching, to receive feedback from the person they are working with and reflect on their strengths and learning needs before placement. Feedback last year indicated increased confidence among students with every task. At every step we have tried to create an environment where the volunteers providing this amazing opportunity for students are comfortable with the content of the referral they will be enacting (including revisions to align with the new simulated case management system needs), the telephone call and home visit (methods, timing and content). We will reflect on what has helped us to create this experience (such as Comensus support) and also the stumbling blocks (such as confidentiality, an adults focused experience) and our aims for further development through collaborative reflection and research.

### **Biographies**

#### **Katie Martin**

I am a Senior Lecturer in Social Care and Social Policy at UCLan and currently course lead for UCLan's MA Social Work course. I am passionate about social work education and inclusion of people with lived experiences. I am currently

undertaking research regarding social work practice, domestic abuse, disabled children and social work education.

**Julia Johnson**

I am a Comensus Facilitator for Social Work courses within the School of Health, Social Work and Sport at UCLan. Prior to this role I worked for over 20 years in Family Support for the charities Scope and Carers Link Lancashire.

I am also a parent of a young person with a severe learning disability and have lived experience of accessing health and social care from a carers perspective.

**Peter Sullivan**

Founder member of Comensus (School of Health) and SUCAG (School of Social Work) service user and carer groups at UCLan in 2004.

Previously worked in DWP and did 15 years in a carers centre supporting carers and young carers. Also over 13 years in a significant caring role.

Currently run a 50 + Group and a Carers Group in Preston and for 20 years have been a Trustee of an organisation supporting people with Learning Disabilities to live independent lives.

**Roger Kenyon**

Roger has been involved with Comensus for a number of years providing support across a number of areas. In particular, Roger has shared his experiences as an ICU survivor and in dealing with social workers over many years. Roger's background is in engineering, operations and leadership both in the UK and internationally.

**Sarah Cole**

I am in my first year of my MA in Social Work and currently in my first placement in a local charity, supporting vulnerable adults suffering from homelessness, drug and alcohol misuse and exploitation, providing services including food, accommodation, mental and physical health services and benefit advice. I am a single parent of three children and completed my honours degree in Children, Schools and Families and previously worked as a Teaching Assistant, Forest School Leader and an Emotional Literacy Support Assistant.

**Charlotte Ennis** is a Social Worker and Senior lecturer in Social Work at UCLan. Following qualifying as a Social Worker in 2008, Charlotte has worked with children and families in a range of different roles, working with them through early help, child protection and through to Children in care and children awaiting adoption. Understanding the experiences of children and families and placing them at the centre, has been a significant priority throughout her own practice, and now within the teaching for future social workers. Charlotte has been part of a co-production group with children, families and professionals, within a Local Authority designing a model of practice for children's services. Since joining UCLan in 2021, Charlotte has

worked closely with Comensus experts by experience, co-producing and co-delivering learning opportunities for students.

### **3. Are We Surviving, Thriving or just being left behind?**

(L Ashworth, K Clark and K Felstead, UCLan.)

The Community Nursing Team would like to share with delegates the important working relationships between academic staff, Comensus, and students. This will include exciting examples of the approaches utilised to ensure the success of programme delivery and student outcomes. Reflections will be offered by service users/carers involved in the process: Kizzy Felstead and Sue McClenaghan

In relation to curriculum development, there are outcomes which need to be established with the Nursing and Midwifery Council. There is a requirement to demonstrate how service users and carers views and opinions on curriculum content are considered, listened to and incorporated into both the development of the curriculum and the delivery of the curriculum.

Key themes to showcase:

#### Curriculum development:

Service user and carer involvement in the curriculum design of the Post Graduate Diploma in Advanced Community Nurse Specialist Practice: District Nursing, General Practice Nursing, Community Childrens Nursing and Hospice Nurse.

How challenges and opportunities were embraced by the course team and the service user/carer volunteers.

How timelines, feedback and feedforward mechanisms have been utilised to ensure success within the process.

Critical reflection from service users/carers involved: Kizzy Felstead and Sue McClenaghan

#### Curriculum delivery:

Delivery of the sessions, supported by service user/carer involvement:

Challenges and opportunities.

Feedback and feedforward.

Continuous cycle of how these mechanisms fit into continuous curriculum development.

#### **Biographies**

**Lisa Ashworth** is a Lecturer in District Nursing and also acts as Pathway Lead for the BSc Community Specialist Nursing programme.

**Kerry Clark** qualified as a Registered General Nurse in 1992 from Lancashire College of Nursing and Health, Preston. Prior to joining the University of Central Lancashire (UCLan) she has worked in long term conditions, post-operative

	<p>recovery care and anaesthetics and more recently as a Diabetes Specialist Nurse with acute and community experience. She was a DESMOND educator and worked in promoting the Safer Ramadan project for the people of Preston and Chorley with diabetes. Kerry is also a registered Non-Medical Prescriber and Fellow of the Academy of Higher Education.</p> <p><b>Kizzy Felstead</b></p> <p>I am an autistic adult with ADHD and Tourette’s. I struggle with mental health issues which can be confounded by my neurodivergence and my physical health issues such as ME, fibromyalgia, pulmonary and other issues.</p> <p>Professionally, I was a social worker and later a teacher which became more difficult to keep up following the births of two autistic children and my health issues. I now train people around autism and learning disabilities and am currently in the middle of an MA in autism. I also volunteer for Comensus, Spring Projects, and am on the editorial board for the BJSW.</p> <p>My strapline is ‘Passionate about Kindness’ and I am also passionate about real equity and diversity.</p>
<p><b>Friday 17<sup>th</sup> May Parallel sessions 5 11.30-12.30</b></p>	
<p>5.a CREATIVE APPROACHES</p>	<p>1. <b><i>Am I Ready for This? A case study exploring the experiences of Peer Mentors with Lived Experience of poor mental health</i></b>  Sophie Wilson Director of Research Birmingham Voluntary Service</p> <p>In recent years a plethora of job roles have emerged across the voluntary &amp; community sector (VCS) and public sector that explicitly request lived experience of poor mental health. These roles are often situated in the ‘front-line’ workforce providing direct support to people accessing services . This session shares early learning about the experiences of people who have lived experience of poor mental health employed as paid Peer Mentors within a mental health charity.</p> <p>The findings are drawn from fieldwork conducted over a three-month period with five recently employed Peer mentors, conducted as a component of the author’s doctoral study. The data corpus included interviews, fieldwork observation notes from ‘Walk the Frontline’ activities, and the collation of WhatsApp ‘voice-notes’ sent by the Peer Mentors to the researcher.</p> <p>The session presents nine key themes that emerged from the data and categorises these into three areas: <b>Firm Up</b> - those that were broadly positive denoting good practice; <b>Fine-Tune</b> - those that require further refinement and, <b>Focus</b>, those which signal a need for concentrated attention and further exploration.</p> <p>Taking these findings into account, a tentative schematic model is offered which suggests sequential ‘conditions’ to be considered when developing Peer Mentor</p>

programmes. This has relevance to Voluntary Sector Organisations (VSOs) who are considering recruiting and deploying peer mentors to support front-line service delivery.

The presenter will also share emerging learning from the current phase of the research and open for discussion the research design and methodology being applied.

### **Biography**

**Sophie Wilson** is Director of Research at Birmingham Voluntary Service Council (BVSC) - the infrastructure support organisation for the voluntary, community, faith and social enterprise (VCFSE) sector in Birmingham.

Sophie established BVSC Research in September 2019. She holds a Masters in Public Administration from the University of Birmingham and her thesis focused on the involvement of people facing multiple disadvantage (offending, substance misuse, poor mental health and homelessness) in affecting 'systems change'. She is currently undertaking her doctoral study with the Institute for Community Research & Development at the University of Wolverhampton. Her study explores the experiences of people with Lived Experience of poor mental health being employed as Peer Mentors within a mental health charity.

She is a skilled and experienced Third Sector Leader, with extensive experience of strategic, operational and organisational leadership including a six year tenure as Chief Operating Officer of national criminal justice charity. Her research is informed by in-depth knowledge and understanding of the sector gained over twenty years. She has overseen over 50 research and evaluation projects since setting up the Research Directorate, commissioned by, amongst others, Birmingham Community Mental Health Foundation NHS Trust, the Birmingham Integrated Care System, Birmingham City Council, West Midlands Combined Authority, the West Midlands Violence Reduction Partnership and VCFSE organisations. She is skilled in qualitative research methodology.

Sophie is a Trustee of the Voluntary Sector Studies Network (VSSN), Chair of the NHS Community Organisations Research and Engagement (CORE) group, steering group member of Birmingham Community Healthcare NHS Foundation Trust and Black Country Healthcare NHS Foundation Trust Community Connexions, member of the West Midlands Health & Social Care Research Partnership and has recently joined the BCC Joint Strategic Needs Assessment (JSNA) steering group.

#### 2. ***Keeping Active: Democratic engagement to improve alcohol care services***

M McKeown, J Garner & V Best, L Bryan & K Wells from the ACTIVE PPIE Group.

The ACTIVE PPIE (patient and public engagement) group was formed with the support of Comensus in response to a need for lived experience involvement in the shaping of a new service for people who have problems with alcohol and mental health. It has long been recognised that these people are typically failed by both

alcohol and mental health services, often bouncing between the two or falling into the gap between. The Early Identification of Co-occurring Mental health and Alcohol Issues (ExAMH) pilot project was commissioned by Cheshire and Merseyside Public Health team (CHAMPS) and the ACTIVE PPIE group invited to help design and consult on the new service. The success of this collaboration led to ACTIVE being further commissioned to provide ongoing PPIE for a larger network of alcohol services across the region (named PROACT).

The group meet regularly face to face in a variety of community, NHS and university settings. A commitment to peer-to-peer support and democratic deliberation is evident in group discussions, and care is taken to maintain trust in a context where quite sensitive self-disclosure can occur. Interestingly, several members of the group have experienced 12 step programmes, where there is a commitment to honesty, mutual support and democratic dialogue.

Arguably this ethos has transferred neatly into the context of public engagement. Now the group are developing an idea for paid peer support workers with alcohol care services. This Showcase presentation will incorporate a deep dive into our work, and the sharing of experiences from the group, directly and using films.

### **Biographies**

**Janet Garner** is the lead and Co-ordinator of the Comensus group since 2021 and has worked with her Comensus colleagues since 2009. With experience of facilitating involvement in Nursing and Allied professional Health education as well as Social Work, Pharmacy & Medical education, Janet recently completed a doctorate exploring the need to co-create a measure of impact and set up the democratic participatory research team from Comensus. Janet also facilitates PPI involvement for the CHAMPS Public health project 'Reduction of harm from alcohol' programme in conjunction with University of Liverpool and Mersey care.

**Vicky, Lucy and Kerry** are public members of the ACTIVE PPIE group who share their lived experiences and contribute to reviewing and developing better services for alcohol care and mental health. Janet and Mick from the University of Central Lancashire help to facilitate the group's discussions and organise the meetings, contribute to bids and support the wider aims of the PROACT network.

### 3. ***The Crafting of Spaces within which we can collectively survive and thrive as survivor researchers- Paper***

J Lovell, S Jeffreys et al Survivor Researcher Network (SRN)

The Survivor Researcher Network (SRN) CIC is an organisation led by people who've experienced mental distress. What SRN members share is an interest in or involvement with the research process. This presentation will draw on previously published work. Firstly, we utilise a feminist relation model Mudde (2022), that invites reflection on the material and embodied nature of 'crafting' as a way into issues of access. Secondly, we introduce a previously published chapter by members of the Survivor Researcher Network (Lovell-Norton, 2020 p.403) asking the question, 'How can we survive and thrive as survivor researchers?' Then we share some of the ways in which co-directors of SRN are actively 'crafting spaces'

	<p>within which people experiencing intersectional discrimination who experience mental distress, and who are 'deeply marginalized' (Mudde, 2022 p.64), are coproducing knowledge(s) and material actions that have the capacity to enable us to collectively survive and thrive.</p> <p>Three pieces of work, demonstrating this 'crafting' in action, will be shared including: survivor led mentorship and the impact of this upon the survivor researchers who access and use this space; the Peer Supported Safe Spaces in Zimbabwe Project (Lovell &amp; Ndlovu, 2023) co-evaluating peer support worker training delivered to community members, through the use of the co-created Body-mapping Evaluation Tool (B-mE Tool) (Lovell, 2017); and SRN's crafting of a space within which to discuss 'ambivalence' (Poursanidou, 2022), in relation to survivor led research and the polarisation of mental health politics.</p> <p><b>Biographies</b></p> <p><i>Survivor Researcher Network cic</i></p> <p>Web: <a href="https://survivorresearcher.net/">https://survivorresearcher.net/</a></p>
5.B CREATIVE APPROACHES	<p><u>Workshop</u></p> <p><b>Educational Escape Rooms-Using Educational Escape Rooms as a teaching method</b> -T West and A Morris, University of Huddersfield</p> <p>The Public Partnership Group (PPG) at the University of Huddersfield has been involved in the teaching and learning of healthcare, nursing, and social work students for the last 15 years. It has grown from a small group into a diverse community of over one hundred people who share our strong belief in the importance of including patient, service user and carer voices in all aspects of professional education.</p> <p>Recently the PPG collaborated with our new and emerging Paramedic Science programme, which is working hard to be at the forefront of contemporary and practical education in its field. Together, we have developed innovative teaching methods, providing students with interactive simulation and role-play experiences.</p> <p>During this workshop we would like to share with you how we have used the 'escape room' model and created an innovative approach to involvement. You will take part in an educational escape room, where you will experience being a student engaging with PPG members. We hope doing so will help you understand how such methods can support students to develop non-verbal communication strategies, creative critical thinking skills and important team working abilities needed within emergency services. Once you have solved the puzzle with your team you can escape from the room!</p> <p>We will then complete the workshop by demonstrating what our simulation sessions are. This involves PPG members re-enacting common paramedic emergencies and students respond as a professional paramedic. These simulations</p>

	<p>enable students to develop new skills and produce evidence of specific competencies for their assessment portfolios.</p> <p><u>Biographies</u></p> <p><b>Tamsyn Weston</b> is a qualified paramedic with Yorkshire Ambulance Service on Secondment as a Lecturer Practitioner with the University of Huddersfield. I began working with the ambulance service in 2011 and qualified as a paramedic in 2018. I began my secondment to the paramedic teaching team at the university in 2022 and have taken on the roles of placement lead and simulation lead within the team. I am passionate about the inclusion of high-quality simulation in healthcare education. I have introduced a simulation as placement week into our curriculum to provide high quality, realistic practice for our learners in a safe environment. The use of PPG members in this, alongside high-quality simulation equipment, has provided authenticity to the programme and given the students a first-hand experience of their stories. The area of research that interests me is how simulation can be used to improve education and placement capacity which will help with the overall NHS workforce strategy.</p> <p><b>Alison Morris</b> is the Service User and Carer Involvement Coordinator in the School of Human and Health Sciences at the University of Huddersfield. Alison is responsible for coordinating the involvement opportunities within the Allied Health, Nursing, and Social Work Courses. I began working for the University in 2014 and took on an initial secondment as the Service User and Carer Co-ordinator. As involvement developed in the school, my role became permanent, and I am now a key member of the involvement team. I have an extensive background in Youth Theatre, Technical Theatre, and writing. In 2007 I qualified as a post 16 Drama Teacher working in Further Education. I also have worked in the third sector running a befriending scheme for a mental health charity. I am enthusiastic about involvement in training and education. I enjoy collaborating with colleagues and co-designing events for the benefit of students learning along with the added benefits involvement brings to the Public Partnership Group members.</p>
<p>5.c <b>CREATIVE SOLUTIONS</b></p>	<p><u>Showcases</u></p> <ol style="list-style-type: none"> <li>1. <b>Removing Bureaucracy</b> (J Salt -Staffordshire University Health and Social Care)</li> </ol> <p>Partners were telling Biddulph Town Council (BTC) that the Cost-of-Living crisis was biting, and councillors were engaging with residents requiring help. BTC initially proposed the idea of a 'Warm Space' scheme however, it grew into something much bigger.</p> <p>The key drivers for this scaled up approach to dealing with the Cost-of-Living crisis was the voices of those living in poverty and those local community organisations who could deliver support with funding. The innovative approach by BTC was allocating £10000 of it's reserves to the crisis facing its residents and launching a partnership panel that became known as Biddulph Works Together.</p>



This panel worked from the ground up, stakeholders told BTC what funding they needed and what they could deliver as a result and BTC allocated those groups the funding and trusted them to get on with the job. As a result, thousands of people received free meals, all children got a Christmas gift, curtains were hung where there were none and the lights remained on in people's homes. School trips were paid for, school shoes were purchased, and bedding was gifted. Social media was also involved, and a real community collective spirit was demonstrated.

As a result, the programme will run for a second year and an evaluation of its impact using Participatory Action Research has been completed. Findings demonstrate the positive impact the project has had on the community including the relief of social isolation, the provision of food and the teaching of new skills. Health and social students can learn from the use of Participatory Action Research as a research method and from teaching the importance of grassroots policy formation and the work of community organising and the benefits of community voluntary groups.

### **Biography**

**Jill Salt** has been a teacher of health and social care for 20 years and is course leader for the BSc Hons in Health and Social Care and Senior Lecturer at Staffordshire University. Jill's interests are in politics of health and social care and as an elected councillor, she understands the landscape and pressures faced. In addition, Jill has recently completed her masters dissertation by examining CQC inspection reports and reflecting upon whether respect for human rights is explicitly described within them.

## 2. **Towards a cross-sector Community Research and Engagement Network: Foundations and Next Steps** - (Keshena Partridge-Bowie & Clare Harewood, Birmingham Voluntary Service Council Research (BVSC))

Over the past 18 months, Birmingham Voluntary Service Council (BVSC)'s Research team has engaged in a range of collaborative projects that link to an overarching aim of building capacity and resources around community engagement in research. Some of these have included:

1. Exploring barriers to engagement in research faced by the voluntary and community sector.
2. Exploring how meaningful and sustained community involvement/engagement can be facilitated.
3. Developing and piloting a Community Researcher delivery model and refreshing a Community Researcher Training programme.

Through this existing work, and wider conversations with partners, we have facilitated discussions about how best to bring together the wealth of knowledge and expertise into one space. We have encountered significant support for this ambition, and a recognition that BVSC is uniquely placed to help coordinate this work, to the benefit of stakeholders.

This has led to the recent establishment of the Birmingham & Solihull Research & Community Engagement Hub (BIRCH).

This showcase aims to explore the hub's objectives and ambitions, as well as the impact our work in this area has had already. We are keen to gather thoughts from attendees on:

1. How can we make the hub a success?
2. Are there existing hubs we can draw inspiration from?
3. How can we ensure the hub is accessible and sustainable?
4. Challenges/barriers.

BIRCH brings together a wide range of stakeholders from Public Health, ICB, local NHS Trusts, academics, local authority, VCFSE and citizens. We look forward to presenting our work and exploring its impact and vision for the future.

### **Biographies**

#### **Keshena Partridge-Bowie**

Keshena Partridge-Bowie has been a Research, Learning & Evaluation lead at BVSC since 2023, having previously worked as Youth Violence Prevention Programme Manager for West Midlands Violence Reduction Partnership and Birmingham City Council. She is particularly interested in social justice and youth justice, having also spent four years working as Business Development and Marketing Manager for Geese Theatre Company, a Birmingham-based arts in criminal justice charity. Keshena has worked alongside various funders and commissioners to gather information on 'what works' to prevent the range of social harms associated with youth violence. She has supported the Youth Endowment Fund in Birmingham on the delivery of a co-designed community action plan to prevent further harm to children and families. She believes community members' voices should shape the services designed for them, and is therefore delighted to be supporting the development of a community research network in Birmingham.

#### **Clare Harewood**

Clare Harewood is a Research, Learning & Evaluation Lead at BVSC. She has an MA in Applied Social Research (Researching Professional Practice) from the University of Birmingham and is a qualified youth and community worker. Clare joined BVSC in 2021, having previously worked as a lecturer and a senior practitioner within the youth justice system. She has a particular interest in participatory research methods and co-production. Clare has been involved in numerous research and evaluation projects, including the evaluation of the West Midlands Violence Reduction Unit, and the Community Research and Co-Design partnership activity for the Youth Endowment Fund, producing a highly commended report and action plan. She currently leads BVSC's community research development activity, including projects being delivered in partnership with the University of Birmingham, Birmingham Women & Children's Hospital NHS Foundation Trust, and Birmingham Community Health Care Foundation Trust.

#### 4. **The Good, The Bad and The Needed co-production in practice**

(Hayley Bamber, UCLan)

This study evaluated a co-production model used in a National Health Service (NHS) Trust, in England which was introduced due to increased workloads and reduced resources. Through reviewing drivers/challenges and determining staff knowledge, skills, and attitudes a greater understanding of co-production's implications for practice was achieved.

*Aim and Objectives* - This study aimed to evaluate the implementation of a co-production model within an NHS Trust in a community mental health setting. The research sought to determine and define what co-production was and which model was used within the Trust; to identify how core characteristics of co-production were implemented within the Trust; to gain an understanding of clinical leads and managers' knowledge, skills, and attitudes towards co-production and how this affected implementation; to offer recommendations to the Trust and the wider research community to enhance co-production in practice.

*Methods* - A thematic analysis of literature gaps and a descriptive case study illustrated participants' co-production experiences. One-to-one semi-structured interviews were conducted with senior managers ( $n = 3$ ), middle managers ( $n = 5$ ), and clinical leads ( $n = 5$ ). Service users were not included in the sample to reflect the design of the model adopted by the Trust. Verification interviews supported the credibility of emerging underlying thematically analysed themes.

*Findings* - The following five themes emerged: corporate machine, continual revolution, power, interface, and attitudes to co-production. The analysis found that organisational culture impeded co-production, with significant knowledge gaps present which hindered effective co-production. However, participants believed that co-production supports service delivery.

*Conclusion/Recommendations* - This case study provided evidence that redistributing power and allowing individual's ownership of the model would improve co-production's success in practice. Additionally, including service users in the model design is critical to engagement in co-production. The formulation of a working definition afforded organisations some clarity to communicate their co-production vision.

#### Addendum

The above abstract was for doctoral research into co-production by Dr Hayley Bamber completed in 2020. Since this point the people wishing to partake in conference have completed a book chapter on co-production: "The good, the bad and the needed" in Marshall, Bamber, Garbutt, & Eaton (2023). Demystifying Integrated Care. This chapter was developed by people who access services with their voice clearly at the centre of the chapter.

Our proposal for conference would be an introduction to co-production based on the above abstract followed by some discussion on what the key experiences of co-

production have been for people who access the service and what services and professionals can do to improve co-production in practice moving forward.

**Biographies**

Dr Hayley Bamber (Occupational Therapist). Hayley is a lecturer in Occupational Therapy at UCLan and completed her PhD on co-production in 2020.

Samantha Pywell (Social Prescribing/ MH Research Lead). Sam Pywell leads the Social Prescribing Unit and Mental Health research and knowledge exchange cluster. Sam has over 17 years experience as an occupational therapist primarily in the NHS and has a passion for simulation based education

Katie Cairns (Student)

Sushma Majithia (person who accesses services)

Jamie Potts (person who accessed services)

Joseph Crammond (person who accesses services)

Erin O'Neill (person who accesses services)

James Brooks (person who accesses services)



