



# The 6th Authenticity to Action Conference

Celebrating Public and Patient Involvement in Health and  
Social Care Education

A Virtual FREE Event on Microsoft Teams

29 - 31 March 2021

Hosted by Comensus at the University of Central  
Lancashire

## 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>List of abstracts &amp; biographies in session order</b>	<b>9</b>



**Join the Twitter Conversation by following us @UclanComensus and use #A2A21**

## **Message from the Conference committee**

Welcome to the 6<sup>th</sup> International Authenticity to Action conference which is hosted by the Comensus group at the University of Central Lancashire (UCLan). Comensus was established in 2004 to embed the voices and experiences of service users, patients and carers into health and social care education at UCLan. There are over 100 volunteers and 4 members of staff who support and facilitate their engagement. The Conference committee consists of service users and carers from Comensus together with academic colleagues and it has met regularly to plan the content and review submissions for the 2021 conference. This has been a highly challenging year for everyone but hope the conference will be beneficial for everyone to meet up again and encourage a dialogue of how we can go forward and sustain the service user and carer voice into the future. We are all looking forward to meeting you at the event and getting to know you all better.

*Janet Garner, Service User and Carer Involvement Facilitator & Chair of the Conference committee, Sue Barnhurst, Steph Holmes, Keith Holt, Ernie Mallen, Mick Mckeown, Angela Melling, Stevie Seymour, Grete Smith and Raj Tayya.*

*With thanks to Kathryn Jones and the Conference & Events Team, Aidan Worsley & Jill Anderson for their support and LIS and UCLan Legal team for technical help and advice.*

## **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 at the University of Central Lancashire. Its aim is to showcase good practice in service user and carer involvement in health and social education and to facilitate networking for colleagues in this field. Since 2007, the Authenticity to Action conference was convened every 2 years and has hosted hundreds of delegates and presenters from across the globe. This year the focus will be on hearing how colleagues have dealt with the challenges of online working through these unprecedented times, how we can sustain the wellbeing of our service users and carers who share such valuable experiences with students and how we can encourage seldom heard voices into research and education.

## Keynote speakers and their biographies

Room 1 - Dickens Room	
<p><b>Monday 29 March 13.00</b></p>	<p><b>Professor Aidan Worsley, School of Social Work, Care and Community, University of Central Lancashire - Introduction to the conference and Monday's speakers.</b></p> <div style="display: flex; align-items: flex-start;">  <div> <p><b>Professor Aidan Worsley</b> is the Research Lead for the School of Social Work, Care and Community and a member of the School Leadership Team. He has written many journal articles and books on various subjects related to social work. He teaches across a range of programmes in the School, mostly around research methods. He also provides supervision to a range of research projects. His research has recently focussed on professional regulation and Aidan was seconded in to the DfE to develop policy options for the new social work regulator.</p> </div> </div>
<p><b>Monday 29 March 13.15</b></p>	<p><b>Professor Hugh McLaughlin - Keynote speaker</b></p> <p><b>Title: Keeping service user involvement meaningful: Challenges and opportunities for the future.</b></p> <div style="display: flex; align-items: flex-start;">  <div> <p>This presentation will seek to identify under what conditions we can say that service user involvement in professional education and research can be deemed to be meaningful. I will also share some reflections on what happened to service user involvement during the pandemic outbreak across the globe reminding us that service user involvement still remains precarious and in certain quarters is viewed as desirable rather than essential.</p> <p>Covid 19, whilst identifying fault lines in service user participation like digital poverty and mental health issues, has also opened up new opportunities and new ways of engaging. This is particularly important when we consider the groups who we seldom engage with and the need to develop a sociological and artistic imagination to ensure this moves beyond rhetoric to become reality. Alongside this there is the important discussion on co-creation and co-production and how we ensure that professional education and research meaningfully engage with those on the receiving end of their services. This leads us to the need for robust evidence to continually challenge the sceptics and demonstrate the empowering impact for service users and professionals in engaging in this way of working and researching. Lastly, I will look forward to the post Covid 19 world and consider some scenarios for the future!</p> </div> </div>

## Biography

**Hugh** is a registered social worker who after 22 years in local authority children and families work in a range of roles from being a social worker, area manager and assistant director moved into academia. Hugh's research interests include service user involvement in social work education and research and he is co-chair of the Service User Involvement Special Interest Group at the European Social Work Research Association. Recent publications of interest include:

McLaughlin, H., Beresford, P., Cameron, C., Casey, H. and Duffy, J.(eds.) (2020) *The Routledge Handbook of Service User Involvement in Human Services Research and Education*, Abingdon: Routledge. McLaughlin, H. Teater, B. and Scholar, H. Special Issue: Social Work Education in a Global Pandemic: Strategies , reflections and lessons from Covid 19, (2020) *Social Work Education: The international Journal* 39 (8) <https://www.tandfonline.com/toc/cswe20/39/8?nav=toCList> McLaughlin, H. Duffy, J. McKeever, B. and Sadd, J. (eds) (2018) *Service User Involvement in Social Work Education: Where are we now?* Abingdon: Routledge

## Keynote - Sarah Blackmore, Executive Director for Policy and Engagement & Isaac Samuels, National Advisory Forum, Social Work England.

Sarah and Isaac will be talking about the role and creation of Social Work England, how coproduction is central to their work, and the role of the National Advisory Forum.

### Biographies



**Sarah Blackmore** is Executive Director, Strategy, Policy and Engagement with Social Work England. Sarah qualified as a social worker from Trinity College Dublin in 1997. Since then, she has worked in a variety of national and international contexts, from frontline practice in Dublin, to working with street children and ex-child soldiers in Sierra Leone during the civil war, to managing services for children and families in the UK. Sarah has worked across statutory, voluntary and regulatory services. Before joining Social Work England, Sarah spent six years in Scotland, where she was Deputy Director of Inspection with the Scottish social care regulator, and Executive Director of Delivery and Development for a mental health charity. Email: [sarah.blackmore@socialworkengland.org.uk](mailto:sarah.blackmore@socialworkengland.org.uk) Twitter: @sarahblackmore2



**Isaac Samuels** - Isaac is an established community campaigner and co-production advisor within the sector of health and social care, where he has worked for 25 years supporting disadvantaged people to live their best lives. Isaac has a lived experience of social work and is passionate about social work as a profession. His lived experience of the effects of life-changing health conditions has shaped his knowledge and approach.

Previously, Isaac has held a wide variety of roles which have included being a professional leader and facilitator of integrated policy for people living with impairments (disabilities), research and practice within the multiple contexts of nursing, mental health, HIV/AIDS, stigma, co-production, mental health research, choice and control and the Care Act.

	<p>Co-production is at the heart of all of Isaac's work which is based on a rights-based approach for all citizens to determine their outcome and be the authors of their own narratives. Isaac's values are compassion, equity, fairness and breaking down stigma through living by example.</p> <p>Freelance Co-production Advisor Email: <a href="mailto:isaacsociety@gmail.com">isaacsociety@gmail.com</a></p>
<p><b>Monday 29 March 17.30</b></p>	<p><b>Title: Twilight panel session</b></p> <p><b>Introduction by Professor Mick Mckeown</b></p> <p><b>Mick</b> is Professor of Democratic Mental Health, School of Nursing, University of Central Lancashire and trade union activist with Unison. He has taken a lead in arguing the case for union organising to extend to alliance formation with service user/survivor groupings. Mick is interested in connections between industrial democracy and coproduction of services and has published widely in the mental health field including co-editing the recent Sage textbook: Essentials of Mental Health Nursing. He is also co-editor of a new text on co-production appearing this year which has been co-produced by a group of service users, practitioners and scholars.</p> <p><b>Speaker: Dr Dina Poursanidou</b></p> <p><b>Service User Researcher/Academic: A lived contradiction?</b></p> <p>Drawing on my personal experiences as a service user researcher in England and through a series of poems/personal narratives I will seek to throw light on the unremitting identity and other struggles implicated in the task of constructing and negotiating my liminal identity as an academic researcher and a mental health service user-a task involving immense complexities, challenges, paradoxes, contradictions and ambivalence. In the context of the panel discussion I will interrogate crucial concerns that have dominated my conversations with other service user researchers in academia over the years through questions such as:</p> <p>a) How to manage the demand to incessantly disclose details of our histories of mental ill health in order to be deemed 'authentic' service user researchers in academia, when such disclosures are irreversible and carry significant emotional and professional costs that stand in stark contrast to the often prevailing narrative of 'over-privileged service user academics'?</p> <p>b) How to survive as service user researchers in the neoliberal University, when faced with a ruthlessly competitive labour market, temporary and very short-term contracts, lack of clear career pathways and obstacles to career progression even for the most qualified and experienced service user researchers?</p> <p>c) How to survive as service user researchers in the neoliberal University when we are acutely aware that our 'valuable lived experience of mental distress/service use' aside, we are actually a liability when our academic worth is measured on the basis of productivity and publications in high impact factor journals?</p> <p><b>Biography</b></p> <p><b>Dr Dina Poursanidou</b> - I have a background in psychology and education and have been a University-based social science researcher since 2000. My doctoral and postdoctoral</p>

research has spanned a range of fields, such as mental health, education, child health, youth justice, and social policy/social welfare. I started using mental health services in 1991.

In the period 2010-2014, following a very severe and enduring mental health crisis between July 2008 and June 2010, I worked in two Universities in the north of England as a Service User Researcher. In the period February 2015-February 2018 I worked at the Service User Research Enterprise (SURE) in the Institute of Psychiatry, Psychology and Neuroscience at King's College London where I held a 3-year Postdoctoral Research Fellowship in Patient and Public Involvement (PPI) and Improvement/Implementation Science.

During my time at SURE I carried out a process evaluation of a violence reduction programme on inpatient psychiatric wards using a service user-led critical ethnographic approach. Since 2010 I have been involved in mental health politics and I am a member of the Asylum magazine editorial group - Asylum, the radical mental health magazine, provides an open forum for critical reflection and debate of mental health issues.

Since July 2017 I have also been a member of the UK-based National Survivor User Network (NSUN) and its Survivor Researcher Network (SRN) Working Group.

**Tuesday  
30 March  
10.00**



**Keynote: Professor Bernie Carter, Professor of Children's Nursing, Edge Hill University, UK. -**

**Title: Animating research: making research something that moves people**

We are all storytellers but not all stories are told. Stories are at the heart of all the research I do. I'm interested in the stories that people tell about things that are important to them. Typically, story-based research starts from the point where a researcher says "tell me a story about..." But some people and some stories need help to be told. Much of my research is undertaken with children, their brothers and sisters and their parents/guardians and I've learned to use different ways of helping them tell their stories. Drawing, activities, photography, maps, collage and storyboards have helped to liberate stories and although I initially used these techniques with children it became clear they worked well with parents, carers, and health professionals.

Drawing on research about pain, I plan to share how, with a bit of courage, researchers can move outside of traditional approaches to both doing research and sharing research findings. For me this has been an exciting journey where I have learned from experts how to create a soundscape, how to rig lighting in a studio, turn 25 years of research into a two-minute animation, help write a play, and work with dancers. And pretty much every step of the way the work that has been done has been informed, animated and enhanced by service users and carers.

### **Biography**

**Bernie** is a children's nurse whose research focuses on children and young people whose lives are disrupted by pain, illness, disability, complex health care needs and

disadvantage, and the ways in which this affects their parents, brothers and sisters and family life. She is particularly interested in the challenges associated with assessing the pain of children with profound cognitive impairment and how parents develop their skills in pain assessment.

Much of Bernie's research is qualitative; in particular, her work is creative, narrative, appreciative, participatory and arts/activities based. She works closely with children and families at all stages of the research process to ensure that her work is not only robust but is also grounded in the lives of the participants. She has been 'doing PPI(E)' for a long time now; she started doing this before the phrase was invented!

She is committed to trying to ensure that what she discovers as a researcher is shared with children and families. In the last few years Bernie has worked with service users and carers and writers, dancers, directors, producers, choreographers, drama teachers and animators. Together they have created animations, performances, soundscapes and plays as ways of trying to inform the public, professionals, policy makers and pretty much anyone she can get to listen, watch and engage! On a good day, Bernie loves writing about research.



## List of Abstracts in session order with Biographies.

**Monday 29<sup>th</sup> March 2021 - Parallel sessions 1 - Title, Author(s) and Session**

**15:00 - 16:00**

### Room 2 - Guild room

**1.A. Seldom heard voices - Workshop:**

**The Voices of Military Children - Service Children's Progression Alliance (SCiP) and Stories inside the Wire. Steel and Hynes.**

Service children are to be found in just over half (52%) of state schools in England and according to (Hall, 2019) 'they may experience considerable discontinuity in their learning, opportunities and relationships due to multiple school moves, stressful separation from parents and many other challenges connected to their parents' role'. Progression onto further and higher education is almost one third less than their peers and service families can encounter a variety of life challenges. Our work at UCLan as a SCiP hub and through previous engagement with local barracks using the Stories inside the Wire project (Steel, Hicks, Rutherford, Wilson and Kilmartin, 2019) it has been possible to hear what service children view as both significant and important in their lives. It is also of great significance that health and social care professionals understand the complexities within the service family to enable them to deliver the most accurate care and support. Through ongoing work and relationship development understanding teacher strategies to work with service children has been both enlightening and informative. The year 19/20 was the focus of the Service Child Voice by SCiP, which involves a yearlong programme looking at activities and research highlighting the service children's voice and our aim is to continue this work. Listening to children, young people and families demonstrates an approach that enhances wellbeing and builds resilience. It is also a great deal of fun.

**Aim:** The aim of the workshop is to increase understanding of the life challenges service children encounter and consider strategies to help overcome these.

**Workshop:** The workshop will provide an initial background to SCiP and highlight some of the challenges and opportunities that are encountered by service children and their families. This will be supported by a film produced by service children and this will then lead into an interactive group activity. Following the feedback from the group activity the voice of the service children will again be heard through the medium of art, storytelling and a game produced which have all been produced with the service children. This game will be played by participants and will be followed by a short interactive discussion prior to participants making a pledge to working with service children in the future to help maintain their wellbeing.

## Biographies

### **Dr Celia Hynes PhD, MA, BA Ed, RNT, RCNT, RSCN, RN**

Celia grew up within a military family and chose a career in Nursing. Following her specialist practice in children's intensive care she entered nurse education as a lecturer/practitioner moving on to become a lecturer. She progressed to hold senior positions within the School of Health and Society at the University of Salford, including Associate Head of Teaching and Learning and two Director Roles across Adult nursing and Post Graduate studies before choosing to return to a senior lecturer role that then enabled her to focus more closely on working with the armed forces community. Celia has effectively led the programme of transition for military service personnel and their families formally for the last fifteen years being co-founder of the initial Centre for Veterans' Wellbeing in the North West of England and the College for Military Veterans and Emergency services (CMVES) at the University of Central Lancashire (UCLan) in 2015. In addition to leading the work of CMVES she was instrumental in the development of the Lancashire Armed Forces Covenant Hub and is also currently taking the lead on the Service Progression Alliance (SCiP) Hub at UCLan.

### **Rebecca Steel**

Becky is a doctoral researcher and educational practitioner with an interest in widening participation. Much of Becky's research focuses on the barriers the military community may face to educational attainment and progression. In addition to her research, Becky regularly works with the armed forces community to support skills development with a focus on raising confidence and aspirations and championing educational pathways.

Becky is very experienced at supporting community development and works part-time as an Engagement Officer in the College for Military Veterans and Emergency Services providing a range of support and educational interventions for service people and their families. From 2017 - 2021 Becky established and led Future U ([www.lancashirefutureu.org.uk](http://www.lancashirefutureu.org.uk)), Lancashire's £4.6m Uni Connect programme (funded by the Office for Students), prior to this Becky has developed regional consortiums and community development programmes with the Third Sector and education. Becky is currently a member of the research team from the University of Central Lancashire and University of Salford's Forces in Mind Trust project, "*Understanding the transition pathway for ex-service personnel discharged due to physical injury*".

Becky currently Co-Chairs the Lancashire and North West Service Children's Progression Alliance Hub and is a Director of Stories Outside Community Interest Company which she founded in 2019. Becky is Mum to William, Scarlett and Violet, married to Kevin, a Marine Engineer in the Royal Navy, and is passionate about developing learning opportunities to make a difference to under-represented communities.

## Room 3 - Harris room

### 1.B. Co-production and research

#### Showcase

*The power of service user perspectives to improve service delivery in general healthcare: a user-led participative action research project. Debyser, Joye, Louf & Pattyn*

**VIVES University College, Department of Nursing, Roeselare, Belgium. UCVV University Centre for Nursing and Midwifery, Department of Public Health, Ghent, Belgium**

#### Introduction

Although patient engagement is increasingly gaining importance in general healthcare, the active and genuine involvement of service users to improve the service delivery of their care trajectory is far from common practice.

Aim of this project was to implement a co-design process to learn from and bring to the fore what really matters for healthcare service users receiving care in a post-stroke trajectory and an inflammatory bowel disease (IBD) trajectory.

#### Methodology

A research project in co-production was set up over a three-years period. A mixed committee representing both service users, healthcare workers, healthcare managers, healthcare teaching staff and researchers, was installed to supervise the project. Firstly a cycle of 15 meetings was set up in the IBD-trajectory. Secondly, 4 meetings were held in the post-stroke trajectory. Thematic analysis was used to analyse the data.

#### Results

The mixed committee charged the involved service users to take the lead of the project. Three key objectives were determined: enhancing person-centred information provision, fostering contact with peers and improving the transitional care during the care trajectory. In relation to these key objectives, fulfilled and not fulfilled expectations were identified and explored. Different barriers and enablers at different levels had to be addressed in working towards these mutual agreed goals.

In this showcase we will share with the audience overall reflections on the retrieved results. Implications for education of nurses will also be discussed.

#### Biographies

**Bart Debyser** - Lecturer Nursing at VIVES University College and PhD student at the Ghent University Centre for Nursing and Midwifery (PhD research topic: 'The added value of patient expertise for nursing practice'), Belgium. Bart Debyser leads the PAR-project.

**Sofie Verhaeghe** - Professor Nursing Science at Ghent University and Research Supervisor at VIVES University college, Belgium. Sofie Verhaeghe supervised the PAR-project.

**Ann Louf** and **Christel Pattyn** are both service users. Ann survived a haemorrhagic stroke almost 4 years ago and Christel suffers from the distressing effects of inflammatory bowel disease. Ann and Christel are both related to the PAR-project. Ann started up the post-stroke contact group and Christel led the IBD-contact group.

### **Presentations**

#### **2. *'Mutual Benefits' the potential of Disabled people as foster carers. Meakin, Tranter & Unwin***

The above research project (Big Lottery/ DRILL funded) is exploring ways to increase the very low numbers of disabled people who are currently recruited as foster carers in England. Aims are to develop inclusive services that will reflect the rights of disabled people under the Equality Act 2010, examining issues of reasonable adjustments to enable disabled people to take part equally. Our showcase would be underpinned by the values of the social model of disability, which the project uses to bring about change in the fostering arena.

The project is particularly relevant at a time of a significant national shortage of foster carers and has the potential to facilitate Disabled people into foster care careers, where their lived experiences can be used to support children and young people, Disabled or not. The project is a co-produced one led by Disabled people. Partners are Shaping Our Lives, the University of Worcester and Foster Care Co-operative foster agency.

Four pilot foster agency sites have come forward, and our showcase would illuminate the dilemmas encountered regarding discrimination, accessibility to fostering systems, fear of reduced income due to loss of benefits and a general low level of awareness about Disabled people and their potential richness as a source of foster carers.

Surveys about disability awareness have taken place and Disabled-led training has followed on from these. Websites have been made more Disabled -friendly and all aspects of the fostering process analysed from a range of Disabled perspectives.

We would be keen to facilitate discussion with professionals and service users about ways in which they perceive / have experienced fostering, and to receive their perspectives back on how the project has progressed in what will be, by the time of conference, almost a full year's operation.

## Biographies

Presenters will be Becki Meakin (General Manager, Shaping Our Lives), Sarah Tranter (a Disabled person going through the fostering approval process) and Dr Peter Unwin, Principal Lecturer in Social Work at the University of Worcester).

**Becki Meakin** is a disabled person who has worked in the voluntary and community sector for 20 years as a professional fundraiser, researcher and project manager. Becki represents Shaping Our Lives on the Department of Health, Health and Wellbeing Alliance and the Parliamentary Independent Living Strategy Group. She has conducted research for a number of organisations, including a national review of disability infrastructure services. She has expertise in facilitating consultations with people from marginalised communities and at Shaping Our Lives has conducted research for policy reviews including the 'Leadership Starts with Me' strategy, the service user and carer review of the Health and Care Professions Council's Standards of conduct, performance and ethics and the Standards of Proficiency for social workers in England. Becki was informally fostered by a family when her mother died in her childhood.

**Sarah Tranter** is a disabled person with a long term condition. Her working background is in education and social care. As a single parent, Sarah has brought up two children, one of whom has an autistic spectrum condition. It has always been very important to me to become a foster carer and feel I have a lot to offer children and young people. However, it has only been since my daughter recently left home that I have the space in my home to fulfil this dream. I am, at present, going through the process to become a foster carer and using this experience to inform the project.

**Dr Peter Unwin** is Principal Lecturer and Facilitator of the IMPACT service user and carer group at the University of Worcester. He is currently working on a Big Lottery /DRILL funded project in partnership with Shaping our Lives and Foster Care Co-operative, exploring why there are so few disabled foster carers.

### **3.Seldom heard voices, involvement and the problem of knowledge. Walker, T.**

I will be conducting creative participatory research with mental health survivors as part of my PhD, with a focus on the voices most seldom heard. In preparing for this I have considered: what knowledge is valued, whose knowledge is valued and what resources are available for people to make sense of their experiences.

I draw on Frickers book: Epistemic Injustice, Power and the Ethics of knowing. Fricker reminds us both "making sense of our own experiences"

and "conveying knowledge to others" don't exist in a vacuum but are socially situated. She invites us to consider how the social situation, specifically power and identity, shape what can be known and communicated. Fricker writes about prejudice causing some peoples knowledge to be seen as less credible, she calls this "testimonial injustice" (Fricker 2007 p.1). She also writes about gaps in shared

	<p>resources making it difficult for some people to make sense of and communicate, their experiences, she calls this “hermeneutical injustice”</p> <p>(Fricker 2007 p.1).</p> <p>If we can address these underlying injustices more service-users will have the opportunity to become involved, make sense of their experiences and have their knowledge valued.</p> <p><b>Biography</b></p> <p><b>Tamsin</b> is doing a Phd as part of the MadZines Project. She has worked in voluntary sector mental health services for the last 20 years, setting up and developing award winning survivor-led projects in schools and community settings whilst also doing freelance illustration. All of her work has been about voice, representation and involvement in some form or another.</p>
--	--

**Room 4 - Livesey room**

<p><b>1.C. Innovation Showcases</b></p>	<p><b>1. <i>Communication skills in Covid times. Warren, A. and the PIER group.</i></b></p> <p>Effective communication between any healthcare practitioner and their patient/client is essential to quality care and good patient/client satisfaction. In a small scale study, investigating the adaptation of newly graduated Generation Z nurses, Serafin et al. (2020) saw participants rate communication skills as one of the most important but least developed competence.</p> <p>As we have rapidly moved to the online delivery of the curriculum for undergraduate healthcare professionals; with increasing use of simulated patients, one wonders how well students feel prepared to enter their first practice placement having had little, or no face to face contact to practice their skills in safe and controlled environment. Another consideration for current times is, how strong is the patient/carer voice in undergraduate health and social care education? Have COVID restrictions silenced the user voice or created more opportunities?</p> <p>For this presentation, a PPI co-ordinator from X University will be showcasing an activity; ‘Conversations with service users’ engaging over 300 nursing students on Zoom, within a level 4 Communication skills unit. The aim of the activity was to enable newcomers to nursing to gain an insight into the needs and expectations of service users, in terms of communications skills; thus providing students to apply prior learning during a conversation with someone who has lived experience as a patient or carer. Particular emphasis will be given to</p> <p>a) Collaborative working in the design and delivery of this activity</p>
---	---

- b) The challenges of engaging large cohorts virtually
- c) Evaluations from the perspectives of both students and service users.

The aim of the presentation is to offer an example of an involvement initiative adapted to online delivery and for participants to critically reflect on what they have seen; have opportunity to ask questions and consider any implications for them.

#### Reference

Serafin, L., Danilewicz, D., Chyla, P., Czaskowska-Paczek, B. 2020 What is the most needed competence for newly graduated generation z nurses? Focus group study. Nurse Education Today 94 Article 104583

#### Biography

**Angela Warren** - Carer & Service User Co-ordinator: BU PIER Partnership - B.Ed (Hons) HEA Fellow

An experienced PPI co-ordinator, Angela has worked extensively to promote the user/carer voice in both undergraduate and post graduate health and social sciences education. Using her background in education and drawing on personal lived experiences, she has been instrumental in developing innovative and engaging learning experience for students; working collaboratively with academic colleagues and the Bournemouth University PIER (Public Involvement in Education and Research) partnership. Supporting service users and carer to provide that vital link between theory and practice for students is at the heart of all she does.

[awarren@bournemouth.ac.uk](mailto:awarren@bournemouth.ac.uk)

[www.bournemouth.ac.uk/pier](http://www.bournemouth.ac.uk/pier)

#### **2. Sustaining service user involvement in social work education during Covid-19. Russell C.**

As restrictions associated with Covid-19 heralded a move to online delivery of social work education, an immediate challenge was how to sustain the involvement of people with lived experience of service use as co-educators. This showcase will offer a critically reflective, and critically self-reflective account of the development and delivery of an initiative exploring the possibilities and challenges of maintaining existing, and developing new, contributions by co-educators with experience of using services.

The initiative marked a significant step in moving from service user involvement in the education of social work students to service user led involvement. The starting point was resistance to guidance from Social Work England that, under conditions of Covid-19, service user involvement could become optional. A proposal specifying aims, tasks, timescales, and costs was developed and approved, financed through existing funds to support service user involvement in social work education, and supported by an academic colleague.

The initiative involved: i) contact with a wide range of existing contributors to ascertain their situations under Covid-19 and their wishes in terms of contributing to the programme in the new academic year; ii) identifying training/support needs to enable ongoing involvement; iii) identifying ethical challenges and ensuring

contributors' safety in an online environment iv) identifying preferred platform, iv) supporting planning of sessions when requested, iv) setting up online classes via Microsoft Teams or zoom, v) being available during each session to monitor chat, facilitate set up of break out rooms etc.

The showcase will be presented using Microsoft Sway and will include reflections of my personal experiences of this new role, as well the achievements of the initiative and possibilities it has opened up for the future.

### Biography



**Claire Russell** - Lived Experience Educator. With over 25 years' experience of receiving mental health and social care services, combined with 10 years' experience of delivering Mental Health First Aid (MHFA) courses, I bring a unique approach to the education of social work students at Durham University, increasing understanding, raising awareness, and instilling confidence in thinking about how to approach mental ill-health and promote well-being. I work to embed the voices of those who use services throughout the programme, to enrich students' experiences. I have also contributed to the evaluation of the fast-track programme 'Think Ahead', to train mental health social workers in England and co-authored a book chapter reflecting on this experience: Russell, C. and Smith, R. (2020) 'What difference does it make? The service user contribution to evaluation', in McLaughlin, H., Beresford, P., Cameron, C., Casey, H. and Duffy, J. eds., *The Routledge Handbook of Service User Involvement in Human Services Research and Education*. Routledge.

### **3. Innovation and creativity in delivering PPE in higher Education. Griffiths, Lewis, Fox and Gray, Clarke H & Clarke, P.**

The College of Human and Health Science has been actively working with public and patient volunteers for the past 10 years.

Our College feels strongly that working in collaboration and partnership with local people means that individuals and groups can contribute their knowledge and experience about health and social care services. These contributions ensure that people's voices are heard and integrated into educational programmes and research activities. We provide specific training for all volunteers. This emphasises to our learners the importance that we place upon listening to the people that they serve within their practice.

Our volunteers are involved in many ways for example:

- Candidate selection
- Teaching/Acting/Workshops
- Creating teaching materials
- Programme development
- Representation at Board of Studies meetings



This service is a win-win for our volunteers and our college. We have recently had commendations from the NMC for two of our programme accreditations events for our collaborative and innovative working.

Our volunteers also enjoy working with us, a recent email stated:

‘Supporting the College has offered Peter and I much needed contact with the outside world, albeit virtually, so it’s been a lifeline really. We are so lucky to be able to help.’

We would like to showcase our collaborative work and effective governance of this service.

Throughout 2020 coronavirus has impacted all of our lives, especially our service users; many of whom have been shielding, they have told us how grateful they are for continuing to involve them in activities online which has given them activities to look forward to, and helped to reduce feelings of isolation.

The focus of the showcase will be around our journey (highs and lows) to our current position specifically focusing on governance from the university perspective and the volunteers perspective.

### **Biographies**

#### **Beth Griffiths**

I am one of the three academic leads for the service. (There are a team of three academics -undergraduate nursing, post graduate studies, and interprofessional studies).

#### **Beki Lewis**

I am the administrator for the Public and Patient Involvement programme at the College of Human and Health Science at Swansea University. I am responsible for the day to day running of the programme and I manage all volunteer activities. I am the point of contact for both volunteers and members of staff regarding any public and patient involvement. I support the academic staff with organising teaching sessions, interviews and training opportunities for the volunteers. I liaise with the HR and Finance department regarding paid opportunities for our volunteers and I co-ordinate recruitment and training days throughout the year.

#### **Barry Fox** F.C.C.A. D.B.A. (Aston University Business School)

42 years’ experience as a joint carer of our daughter Claire who had severe Cerebral Palsy, this has brought us into continuous contact with the NHS for 16 years in the Midlands mainly at Birmingham Children’s Hospital and 26 years within the care of ABMU. Claire had complex health needs and had a continuing health care package for over 13 years. We were founder members of Walsall Mencap in 1976 where I was initially the Treasurer and then as Chairman. Walsall Mencap was very successful and after 5 years raised enough money to fund the purchase of our own headquarters.

I have been an active member of the above group since early 2013 and have been very involved with student recruitment for Nursing, Social Work, and most of the Healthcare programmes. Also talks and working with students about the patient experience. Just before lockdown I had the great pleasure of working with the new Yr 1 student cohort in the new simulation suite. Several years ago a lecturer invited us to produce a film about stigma for a conference her students were organising. I produced a short film with Claire which she enjoyed very much. It is now used as a training film. Since July 2018 I have been part of the All Wales Pre Reg Nurse 2020 team working on the new curriculum. I was invited to participate at the NMC validation events for Swansea (naturally) University of South Wales and Cardiff to assist with [their presentations and relate my involvement and experiences](#).

### **Paul Gray**

I have been involved with Swansea University as a service user for 7 years. In that time I have taken part in selection days for pre reg nursing, paramedics, district and community nursing, cardiology.

I am a member of the PEER research group offering a service user perspective on research projects at an early stage of development. I am a member of the board of governors of the Health and Wellbeing Academy at Swansea University.

### **Hilary Clarke**

I am a retired Headteacher. I have lived in Swansea since 2013 and have been volunteering at the college since April 2018. Since my initial training I have been involved in a variety of activities and opportunities, all of which have been stimulating and engaging. I am pleased to be able to offer my time and energy to the college. As a Service User I have been a member of the college PEER (Patient Experience and Evaluation of Research) group for three years. In this role I have received training and guidance about research in medicine and supported PhD students with the development of their research proposals.

### **Pete Clarke**

Volunteer Service User for Swansea University, College of Health and Human Sciences.

Although a number my family members have held various roles in health care my own choice of career was to become Education. After a brief period of TEFL in Germany, I trained as, and then worked as, a secondary Art Teacher. The broader world of Primary Education was next, first as a creative specialist but then subsequently progressing through class teaching to Headteacher. Before becoming a Head I also had an advisory role working in schools and running science courses for primary teachers. Although not involved through work with healthcare I have over the years welcomed the excellence of our health system in treating a number of serious conditions. As a volunteer I have been involved with the training of Paramedics, Osteopaths and Community Nursing.

	I am not an academic but my insights through my life's experiences of the system and people in the wider world allow me to sometimes present alternative perspectives.
--	--

<b>Monday 29<sup>th</sup> March 2021 - Parallel sessions 2 - Title, Author(s) and Session</b>
<b>16:15 - 17:15</b>

<b>Room 2 - Guild room</b>	
<p><b>2.A.</b></p> <p><b>Co-production with seldom heard voices.</b></p>	<p><b>Papers</b></p> <p><b>1. <i>Participatory development of HIV/AIDS competent schools in Uganda.</i></b> <b>Kimera &amp; Vindevogel.</b></p> <p>The challenges faced by youths living with HIV/AIDS (YLWHA) are multifaceted and interfere considerably with different domains of daily life, also in school settings. Although schools have been identified as significant in the response to the HIV/AIDS pandemic, limited research is available on how they can support YLWHA, especially in resource limited countries. HIV/AIDS competent communities are defined as social settings in which people are more likely to work collaboratively to prevent new HIV infections and to optimize care and support for those living with HIV/AIDS. As part of a participatory action research, a progressive trajectory was set up to involve and commit several stakeholders (school staff, parents/caretakers, and students) around the challenge of strengthening the schools in supporting students living with HIV/AIDS. We started out by identifying a common concern for schools and seeking a shared understanding of the challenges faced by YLWHA in the school setting. We then explored applied strategies to care for and support YLWHA in these schools. Further, we engaged the stakeholders in identifying and committing to ways that could address the challenges in ways that promote HIV/AIDS competence of schools and the well-being and participation of YLWHA. Despite the limited care and support strategies specific for YLWHA currently available in schools, our study points to optimism and high potential given stakeholders' identified avenues for improvement. We posit that promoting HIV/AIDS-care and support in schools is a gradual process starting out with the development of a strong knowledge base about HIV/AIDS and support needs of YLWHA. It further requires a multi-stakeholder and schoolwide approach and extensive collaboration with external stakeholders who are significant in supporting YLWHA. In this presentation, we document the participative trajectory in this project and reflect on the involvement of stakeholders in identifying and designing future avenues for supporting YLWHA. We aim to engage in a critical reflection with the audience about the merits and limitations of such participatory trajectories for practice development.</p>

## Biographies

**Emmanuel Kimera** is affiliated to the Department of Public Health at Mountains of the Moon University in Uganda. He is also a PhD researcher at the Vrije Universiteit Brussel and affiliated researcher at HOGENT in Belgium.

**Sofie Vindevogel** is affiliated to the EQUALITY//Research Collective and Department of Social Educational Care work at Ho Gent, Belgium. Her research is situated at the nexus of strengths-oriented, community-based and transcultural approaches. She particularly studies community resilience in contexts of collective violence and social injustice, and has been working with populations affected by armed conflict and political violence.

## **2. Arts based methods to co-create knowledge and reconstruct power relations in and through research. De Maeyer, J. & Vindevogel, S.**

Academic and professional knowledge have been dominating the history of social (educational care) work research and practice. As a result, its knowledge base has been grafted predominantly on professional authority and expertise. Arts-based research is emerging as an alternative approach to knowledge production, broadening the understanding of how scientific evidence is created and who is in the position to create it. It is intended to open space for deliberately engaging with voices from the margin, hence rendering it a meaningful approach to advance social inclusion and social justice in and through social work research. In this academic paper presentation, we draw on our experience with arts-based research projects to contemplate this potential and to contribute to a critical dialogue regarding the impact of arts-based research on power relations and structures in social (educational care)work academia and practice. We start by briefly situating our research collective and explaining our rationale to work with arts-based methods. We illustrate two projects in which visual arts were used to cocreate knowledge with disadvantaged populations. The first project employed photovoice with the aim of gaining insight in and visualising how women experience recovery from addiction in their daily lives. Secondly, digital storytelling methodology was employed in a project that sought to understand how changing surroundings in the context of migration intersect with gender. We present how we sought to implement these arts-based methods in a way that created more horizontal power relations and opportunities for real participation and self-representation. We continue by reflecting on the merits and challenges of arts-based methodology in relation to cocreating knowledge and altering power relations, derived from our own experiences in relation to the strand of literature on arts-based research. Lastly, we aim to elaborate on this critical reflection in dialogue with the audience.

## Biographies

**Jessica De Maeyer** is coordinator of the EQUALITY//ResearchCollective and lecturer at the department of social educational care work at the University of Applied Sciences and Arts Ghent, Belgium.

**Sofie Vindevogel** is affiliated to the EQUALITY//ResearchCollective and Department of Social Educational Carework at HoGent, Belgium. Her research is situated at the nexus of strengths-oriented, community-based and transcultural approaches. She particularly studies community resilience in contexts of collective violence and social injustice, and has been working with populations affected by armed conflict and political violence.

### **Showcase**

#### **3. *An exploration of the Impact of Ballet on the Young People in the Informal Settlement of Kibera Nairobi: a co-production with Project Elimu and Birmingham City University. Robbins A.***

The position of young women in society is a major public health issue. This is compounded by poverty and deprivation, especially when living in a country of economic transition (United Nations Global Goals). Capturing the experiences of young women when opportunities have been found to inspire and engage them in activities that can create employment, develop self-esteem and enable a positive perspective on the future is to be encouraged (WHO 2013).

In 2009 an international professional ballet dancer returned to his hometown of Nairobi. His aim was to develop opportunities for young people through the introduction of ballet, in the informal settlements of Kibera, home to 7000,000 people; the largest in Africa. Supported by the UK charity Annos Africa an arts project was developed to provide a safe space for children to grow, develop their skills and access opportunities, combining the teaching of dance skills with social skills. In recognition of these achievements the Director Mike Wamaya was nominated for 'Global Teacher of the Year Prize in 2017'.

Anecdotally, young people's lives in Kibera have been transformed through dance in relation to health and wellbeing, but this hasn't been formally captured. Through conversation it was proposed that research be conducted through co- production with Project Elimu and Birmingham City to ascertain the impact that dance has had on the lives of the young people.

Co-production as a research methodology has far reaching opportunities for both researchers and communities (Durose et al 2011). The Showcase will explore the experiences of the Director Mike Wamaya and Dr Anne Robbins in the development of the research project that adopted co production from the onset.

### **Biography**

Dr Anne Robbins Senior Lecturer in Public Health has a professional interest in community development and mental health promotion.

## Room 3- Harris room

### 2.B. Sustaining involvement.

#### Showcases

#### 1. *Public and Patient input into shaping the mission of a medical school. Towle, Godolphin, Kline & Holmes.*

Moving beyond tokenistic involvement of the public in institutional decision-making is of interest to institutions seeking to improve engagement with the communities they serve. The committee that accredits Canadian medical schools requires them to demonstrate their commitment to address the priority health concerns of the population they have the responsibility to serve. The MD undergraduate program at the University of British Columbia (UBC) formed a Curriculum Review Working Group (CRWG) to re-examine its mission through this social accountability lens.

Public and patient participation is critical to achieve social accountability. However, it is difficult to represent the diversity of needs of the public by simply adding a patient representative to a committee.

CRWG consulted Patient & Community Partnership for Education, a unit at UBC with a focus on patient and community involvement in health professional education and connections with hundreds of patients and community organizations. PCPE designed and facilitated a public consultation on behalf of CRWG. Special efforts were made to include the voices of those not normally heard by higher education decision makers.

Input was obtained at a forum attended by 20 people and by a survey completed by an additional 18. Participants included individual patients, family members and representatives of over 30 community organizations. The consultation identified priority issues at the health care systems level and individual doctor-patient level, particularly for those who experience poor health care due to marginalization and stigma. Priorities were provided to the CRWG in the form of a report and video made at the forum to highlight key issues identified by participants. As a consequence of this public consultation and additional input from representatives from rural and Indigenous communities, CWRG developed a revised mission statement and exit competencies for the medical school. The outcomes and lessons learned from the consultation process will be presented.

#### Biographies

**Angela Towle** - Angela is an Associate Professor in the Department of Medicine at UBC. She is Co-Director of Patient & Community Partnership for Education (PCPE) in the Office of UBC Health, a unit with a research and development focus on patient/client involvement in health professional education. Angela is Academic Director for the UBC Learning Exchange in Vancouver's Downtown Eastside and Senior Scholar in the Centre for Health Education Scholarship.

**William Godolphin** - Dr William Godolphin has been a teacher and researcher for many years, with projects and publications ranging across lipoproteins, breast cancer prognostic factors, clinical laboratory toxicology, laboratory automation, medical

education, shared decision making and patient involvement. He is Co-director of Patient & Community Partnership for Education and Professor Emeritus in the Department of Pathology & Laboratory Medicine at the University of British Columbia.

**Cathy Kline** - Cathy is the Research Coordinator for Patient & Community Partnership for Education in the Office of UBC Health. She manages research and development initiatives that promote patient and public involvement in health professional education and has helped to build a network of over 150 patient educators and 80 community organizations at UBC. Her work involves collaborations with faculty, students, patients, community organizations, and international scholars in research and program development to integrate patient expertise and experience into mainstream educational practice.

**Cheryl Holmes** - Dr Cheryl Holmes is the Associate Dean for Undergraduate Medical Education at the Faculty of Medicine at UBC. The MD Undergraduate Program at UBC is a 4-year program that admits 288 students per year and is distributed across the province of BC. The program is committed preparing our future physicians to provide culturally safe, high-quality healthcare for the diverse and changing populations in BC and beyond, including Indigenous People, people living in rural and remote communities, and people with diverse healthcare needs. Dr Holmes' medical education research interests are in the hidden curriculum and the learning environment.

## **2. *The practical delivery of a service user and carer involvement initiative.*** **Picksley L. & Together Group**

The University of Lincoln delivers creative and varied ways for service users and carers to be involved in the education of students that varies from supporting the selection of students in our admissions process, sharing their lived experience and assessing student work. Through a showcase we will share how we have been able to sustain authentic involvement whilst facing resource and governance pressures by providing examples of new innovative ways to involve service users and carers that evaluates well with our students.

This showcase presentation will outline how the involvement of patients and carers in facilitating teaching and supporting learning at one university has been transformed over the past four years. The presentation will be structured around the six core themes of the involvement framework to include sharing of the lived experience to facilitate collaborative discussion, critique and service analysis (University of Lincoln, 2017). We will share how we have strived to continuously develop our approach using student feedback, and how we have grown our pool of engaged people to incorporate the voices of the seldom heard and hard to reach all in the context of limited budget.

The Participation Worker and one representative from the vast pool of Together Group members will co-deliver the showcase. The views and experiences of our

students and the wider pool of Together members will be shared at the showcase to ensure that their views have been represented.

Finally, we will discuss how we enhanced our involvement offer during the pandemic to ensure that the lived experience did not get lost in a time when it could have been easier to withdraw our framework altogether.

University of Lincoln (2017 Shaping the future of health and social care - together (Brochure), University of Lincoln

### **Biographies**

Located in the School of Health and Social Care at the University Lincoln, **Lucy** takes the lead for strategic and operational involvement for service users, carers and patients in the delivery of a range of educational programmes. In her 4 years of leadership, Lucy has grown the number of people involved in education that reflects the wide range of health care experiences people are able to share. As a School we are very proud that the high levels of involvement we are able to offer and intrinsic success has been highly commended over and over by our regulators.

**Charles** is a long-term NHS spinal patient, with a fair bit of experience of services (in and out patient) over the years! He is also a survivor of hospitalisation with Covid19. His experiences have brought about considerable insight from the patient's point of view, both positive and not so positive...

Alongside being a patient, Charles is a Senior Chaplain in the NHS, specialising in Mental Health (currently the Lead for Spiritual Care and Mental Health in Lincolnshire). He has particular interests in complex trauma cases and personality disorders.

### **3. Ensuring Representation: Mapping and Gapping Involvement in the Faculty of Health and Applied Sciences at UWE, Bristol**

*The importance of ensuring wide, inclusive and diverse public voices in learning and teaching in higher education is well documented in the literature. At the University of the West of England in Bristol a database of public involvement partners is held which comprises approximately 136 partners. The database has served to support recruitment to health and social care focussed programmes for some years. However, in order to establish voices represented and those missing from the student experience and audit of existing PPI partners was conducted.*

*The audit asked existing partners what experiences they had shared with students at UWE, and whether they wished to continue being part of the database. The outcomes of the audit are awaiting at time of submitting this abstract and responses are being collated. It is anticipated that the outcomes of the audit will enable the authors to identify gaps in PPI representation in the Faculty and consequently take action to recruit 'missing voices' to improve the student learning experience at UWE.*

*The outcomes may also be used to feed into the Faculty strategy for PPI and therefore support the embedding of PPI in operational and strategic intentions.*



	<p><b>Biographies</b></p> <p><b>Dr Anne Johnson</b> - Anne is the Patient and Public Involvement Lead in the Faculty of Health and Applied Sciences for Teaching and Learning and a Senior Lecturer at UWE, Bristol. She is also a Consultant Occupational Therapist and Macmillan Professional and clinical lead for the Bath Centre for Fatigue Services, at the Royal United Hospital NHS Foundation Trust, in Bath. Her experience in PPI spans academic and clinical practice and both her PhD and Masters level studies focused on the lived experiences of patients/services users accessing health services in England. She sits on a variety of national advisory fora and committees, including the James Lind Alliance Priority Setting Partnership Steering Group with the Royal College of Occupational Therapists and the Strategy and Governance Committee of the Council for Allied Health Professions Research (CAHPR).</p> <p><b>Ms Fiona Lewis</b> - Fiona has more than a decade of experience in an administrative capacity with UWE, communicating and co-ordinating the recruitment and support of PPI partners to the Faculty of Health and Applied Sciences for learning and teaching purposes. She is the key PPI contact for the Faculty and has a vast array of knowledge and skills in PPI. Fiona was nominated as Employee of the Year at UWE in 2019 for providing invaluable support to families, carers and service users and is a highly respected and valued member of the organisation.</p>
--	---

**Room 4 - Livesey room**

<p><b>2.C. Innovation.</b></p>	<p><b>Showcases</b></p> <p><b>1. <i>Not simply telling my story: experiences of the 'Expert Patients' that deliver seminars to undergraduate medical students at Derbyshire Healthcare NHS Foundation Trust. Rose, Ryan, Townly &amp; Wheatcroft. (Due to unforeseen circumstances, this presentation has been withdrawn).</i></b></p> <p>The Psychiatry Teaching Unit (PTU) at Derbyshire Healthcare embraces the well-established need to involve service receivers in medical education by adopting an innovative model of teaching that draws on personal experiences as a resource to both meet and inform specific learning objectives.</p> <p>The PTU provides placements for 120 students from the University of Nottingham Medical School annually. The teaching team work alongside a group of approximately 40 people with lived experience of mental ill health (who define themselves as 'Expert Patients'). The views of this Expert Patient body are woven into the fabric of the teaching that takes place in the unit. We look here at the use of Expert Patient led seminars that introduce teaching about a particular symptomology.</p> <p>This showcase considers how, in these seminars, personal narrative is used in a way that extends beyond storytelling; drawing on specific life experiences and emotional responses to help meet specific objectives. We will argue that, by showing uncertainty and distress, an Expert Patients is able to help students to understand something that they are unable to learn elsewhere. We will examine how we maintain a relationship that is not exploitative, whilst recognising that, at times, taking part in</p>
--------------------------------	--

the seminars can be an emotionally challenging experience. Despite these difficulties and challenges, one of the people involved, MT, reflects that 'it's the only time I make a difference... I feel valued'.

Our showcase will argue that, by recognising that useful knowledge can be derived from many different sources and that each of these pieces of knowledge fit together to meet the needs of our students, the PTU provides an approach to teaching that is both effective and innovative.

### **Biographies**

**Simon Rose** - Lived Experience Development Worker, Derbyshire Healthcare NHS FT

**Karl Ryan** - Expert Patient, Derbyshire Healthcare NHS FT

**Muriel Townly** - Expert Patient, Derbyshire Healthcare NHS FT

**Richey Wheatcroft** - Expert Patient, Derbyshire Healthcare NHS FT

### **2. *Inviting service users to enhance delivery of a case-based approach to delivery.* Parkes A.**

It is recognised that a case-based approach to healthcare education has more meaningful learning outcome and facilitates the necessary skill development for clinical practice (Gunn et al, 2012). However, there are limitations of this hypothetical approach, irrespective of how innovative the methodologies and resources might be. Healthcare programmes have a high commitment to practice based learning to help overcome the limitations of classroom- based learning through access to authentic clinical scenarios. Integration of service users within healthcare curriculum design can be used as a powerful mechanism for reducing the theory-practice gap and adds authenticity to education. It offers the potential to further develop critical awareness of core elements of practice including advanced communication skills, assessment strategies and discussions relating to person centred approach to healthcare delivery. Although this has been well documented across other healthcare programmes, there is a lack of evidence within physiotherapy programmes specifically despite the professional commitment to a person-centred approach to care (Thomson and Hilton, 2011).

Within the MSc pre-registration Physiotherapy programme at UCLan, 3 young service users who all live with deteriorating, life limiting neurological illnesses were invited to attend a session. The intended learning outcomes for the session relate specifically to adopting a person-centred approach to complex and unpredictable illnesses. The session had run previously as a face: face session with 1 service user which had been very well received by both the students and the service user. However, due to the current pandemic, this has been adapted to an online format. That prompted the decision to increase the number of service users involved, therefore offering a more personal and intimate experience as the cohort of 16 were split into 3 smaller groups. The students and service users were briefed before the discussion with core aims and themes, ensuring that the students were empowered to explore difficult topics for

discussion such as the impact of living with deteriorating illnesses. This also allowed for a broader discussion and debrief as each group could compare their findings from their semi-structured conversations with their service user.

The presentation will focus on the outcome of the session evaluation from both the service user and student perspective with a discussion of opportunities for further development opportunities for service user involvement within the MSc preregistration and BSc Physiotherapy programmes.

#### References

Gunn H, Hunter H, Haas B. Problem Based Learning in physiotherapy education: a practice perspective. *Physiotherapy*. 2012 Dec;98(4):330-5.

Thomson D , Hilton R. An Evaluation of Students' Perceptions of a College-based Programme that Involves Patients, Carers and Service Users in Physiotherapy Education. *Physiotherapy Research International*, 2011 (17) 36-47

#### Biography

**Amy Parkes** is a lecture-practitioner working across UCLan and Lancashire Teaching Hospitals HS Trust. Her background is working to deliver specialist physiotherapy service to patients with terminal neurological illnesses. She now teaches predominantly around acute care, including respiratory care and acute rehabilitation but with a special interest still in promoting the role of therapy within end of life care.

**Mike Greaney** is a lecturer in Physiotherapy at UCLan with a specialist interest in neurology. He has worked across a broad range of clinical areas and continues to work clinically, providing specialist neurological physiotherapy to clients accessing a charitable organisation. He has a special interest in simulated learning and integration of virtual reality in rehabilitation.

### **3. Recruiting in Partnership-supporting a community. Scott L and PCPI group.**

The Faculty of Health Sciences and Wellbeing at the University of Sunderland began a patient, carer and public involvement (PCPI) programme in 2014. Currently, there are about 140 PCPI participants working across a number of health related programmes. The programme strongly aligns to the principles set out by Tew et al (2004) in their publication "The Principles of Practice". We strive to achieve a partnership level in everything we do, with collaboration as a minimum.

Majority of our recruitment is via word of mouth and personal recommendation. However, in November 2016 an occupational therapist from a local mental health trust contacted the academic lead for the programme. About 1 year ago, one of their clients had become involved in the PCPI programme. Over this time, the OT had seen a marked difference in their client and they attributed these positive changes to their client's involvement in the PCPI Programme. This has led to a partnership developing between the Vocational Pathway of the Trust and the Faculty with the NHS Trust

referring clients to become PCPI participants. Sometimes additional support is required, but the benefits to students, academics and the PCPI participant are immeasurable. A PCPI participant from the vocational pathway summarises:

“ my recovery benefitted from Medication, Psychiatry, Counselling, Occupational Therapy and Voluntary work ... I was 70% "fixed" and thought that was going to be about as good as it was going to get. As a PCPI participant, I have gone from being a carpet watcher to being able to stand in front of groups of students and my 70% has gone to 90%. Once the penny dropped that you were capable, that you actually DID make a difference, that people did trust you again, well, the skies the limit.”

Tew, J., Gell, C., and Foster, S. (2004). Learning from Experience: Involving service users and carers in mental health education and training. Nottingham: Mental Health in Higher Education; National Institute for Mental Health in England (West Midlands); Trent Workforce Development Confederation.

### **Biography**

**Lesley Scott** is the academic lead for Patient, Carer and Public Involvement in the Faculty of Health Sciences at the University of Sunderland. I am responsible for Patient, Carer and Public Involvement (PCPI) across the Faculty which involves working with circa 220 PCPI participants which focuses on the development of patient based resources, initiatives and identification of novel opportunities for PCPI involvement across a range of academic programmes to enhance student learning. Selected educational interventions also focus on the multidisciplinary team and the development of inter-professional education interventions.

**Tony Rankcom** is a Patient, Carer and Public Involvement (PCPI) participant at the University of Sunderland – joining the PCPI programme in July 2015. I have a diagnosis of Type 2 Rapid Cycle Bi-Polar Mood Affect Disorder. I was diagnosed at the age of 48 years old following a breakdown in 2010. Prior to which I was employed by Orange as a Senior Business Development Manager in the North East.

**Keith Charlton** is an Occupational Therapist based in the Community Service Group within Cumbria, Northumberland, Tyne and Wear Mental Health Trust.

**Room 2 - Guild room**

**3.A. Seldom heard voices.**

**Workshop: 'Make that move'. An exploration into child sexual exploitation.**  
**Karen Livesey C.A.T - Child Sexual Exploitation Awareness Training.**  
[karen@cse-awareness.co.uk](mailto:karen@cse-awareness.co.uk)

As professionals, volunteers, and members of the public we all have a duty of care to "make that move" when recognising and responding to child sexual exploitation. The "Disrupting Exploitation" Government document compiled by NWG and Barnardo's states,

"Exploitation poses a national threat, which transcends geographical boundaries; the scale and nature of the problem can devastate the lives of individuals, impact upon families and entire communities".

Focusing on child sexual exploitation this workshop aims to engage participants in understanding the issues of child sexual exploitation, barriers to disclosure and the importance of "reachable" and "critical" moments.

The impact of Covid-19 is important considering, "online sexual abuse and exploitation have increased significantly" (Europol June 2020) The Home Office estimates there are 80,000 people in the UK who present a sexual threat to children online.

**Key questions with regards to child sexual exploitation.**

- What assumptions do we have as adults?
- What are blocks to recognising child sexual exploitation?
- Can we identify "reachable" and "critical" moments?
- How can we enable the voice of child?
- Do we understand the impact of Covid -19?

"No child should end up as a headline ... or the subject of a Serious Case Review simply because nobody thought it was their job to keep them safe".  
Anne Longfield, Children's Commissioner for England. 2019

Different learning styles will be catered for by the visual, audio, and interactive teaching methods. Equality, diversity, and inclusion will be integral throughout the workshop to ensure full participation and engagement.

## Biography

**Karen Livesey** is a qualified teacher, youth worker and experienced trainer. She began her professional career as a Primary School teacher in London before becoming an Advanced Practitioner for Lancashire Youth and Community Service. With increasing issues identified in child sexual exploitation Karen pursued advanced and specialist training in child sexual exploitation, safeguarding, modern slavery and sexual health.

Karen completed the "Leadership and Management in Social Work and Social Care" PGCE at UCLan and won a Propeller Enterprise Award for training.

Karen works for C.A.T - Child sexual exploitation Awareness Training and is an Associate trainer for Talking Life and Barnardo's.

## Room 3 - Harris room

### 3.B. Student selection

#### Presentations

#### **1. *Nuts & Bolts of service user and carer involvement in student selection at an English University. Unwin & Rooney***

There is a growing evidence base about the involvement of service users and carers (SUACs) in the selection of students applying for professional health and social care courses in Higher Education Establishments. The literature to date is uncritical and views such involvement as a welcome, inclusive development. The debate has largely been around whether such involvement is tokenistic or meaningful, and there is no detailed exploration of the comparative ways in which such involvement is structured.

This research, jointly led by a SUAC and academic, interviewed 12 professionals from the fields of social work, nursing, occupational therapy, physiotherapy, paramedicine and physicians' associates' courses, and contrasted their views with those of 10 SUACs involved in student selection.

The nature and extent of SUAC involvement differed significantly across a variety of group tasks, observation tasks, and standard interviewing tasks. On some courses, SUACs were fully involved as equals in decision-making and feedback regarding whether a candidate was successful overall on their selection day. For other courses, SUACs were not involved in scoring all activities and tasks and did not have equality of opportunity to have an overall say on successful candidates.

Pressures of time and environment were problematic; however, preparation and involvement in the whole process, including feedback, were most highly valued by SUACs. Each set of professionals were happy with their own selection process involving SUACs. Examples were given of professionals' perspectives being altered by SUACs' views on individual candidates, and therefore whether they were successful. Professionals perceived that SUACs brought many positive personal and involvement qualities to student selection, with only a few disadvantages, challenges and barriers

being identified. Several professionals expressed interest in expanding the SUAC role, and in learning from other professions' involvement of SUACs in student selection.

### **Biographies**

**Dr Joy M Rooney** is a service user and carer, member of IMPACT, the group of SUACs in the "Institute of Health and Society" and Associate Lecturer and Researcher at the University of Worcester. She is also employed by Worcestershire Health and Care NHS Trust as a Peer Support Worker in Mental Health Recovery Units and a Performance and Information Analyst in the Learning Disabilities Service.

**Dr Peter Unwin** is Principal Lecturer and Facilitator of the IMPACT service user and carer group at the University of Worcester. He is currently working on a Big Lottery /DRILL funded project in partnership with Shaping our Lives and Foster Care Co-operative, exploring why there are so few disabled foster carers.

### **2. Caring about who becomes a professional Carer. Jones & Dykes (Due to unforeseen circumstances, this presentation has been withdrawn.**

As applications for paramedicine rise year on year, and the quality of applicants improves as a result of social media and television documentaries, the Paramedic Science Team at UCLan has engaged in a strategy of values-based interviewing. Out go literacy and numeracy testing, fitness assessments and group activities of old, and in come combination interviews considering multiple perspectives.

One perspective is that of the service-user: from process development to induction and welcome, the service-user group at UCLan (Comensus) play a pivotal role.

From academics, we see a demand for qualities that reassure educational preparation and potential: previous studies; the right subjects; grades; and balance with resilience? The workforce members of the assessment team have the operational take to consider: will the applicant fit in; the challenges of shift-work; the need for professionalism; and the risks? And then there are student peer members too: offering the mindset of experience; individuals who were in a similar position not so long ago; knowing what being a Student Paramedic is really like; looking for risky ignorance of reality?

But it is the service-user perspective that lends itself so closely to the values-based approach being taken: how do they feel in the applicant's company; would they be confident being treated; does their experience match what they see and hear in this person at this time; is the potential there?

The value of the 'end point user' being part of the decision on readiness cannot be underestimated. The process of developing what we do with service-users and the results we are seeing are astounding - ensuring the right people with the right attributes to not only be successful but (as importantly) treat the patients that they encounter in the way that should be expected, are eventually enrolled.

### **Biographies**

**Paul Jones** - A Senior Lecturer in Professional Practice and the Admissions Lead for the Paramedic Team at the University of Central Lancashire. Paul is also the Head of Endorsements for the College of Paramedics and his areas of research and exploration relate to continuing professional development, mentoring, professionalism and mental health and wellbeing.

**Simon Dykes** - A Senior Lecturer in Paramedic Science and the Course Lead for the Paramedic Science BSc at the University of Central Lancashire. Simon's areas of research and exploration relate to the transition of graduates to autonomous professional practice.

### **3. Developing the 'Mental Self': a 360 degree approach. Russell C.**

Having engaged with mental health services throughout my adult life, and as a qualified Mental Health First Aid (MHFA) Instructor Member since 2008, I have been involved in supporting social work students to develop their awareness of mental health issues for several years. Whilst invariably receiving positive evaluative feedback, I have been struck by the imbalance between raising awareness of mental health issues in others and developing insight into the mental health of 'the self'.

With different arrangements for sustaining 'service user involvement' in social work education following the need for online learning under Covid-19, I have had the opportunity to develop a distinctive approach to supporting social work students. This has focused on helping them to connect the importance of recognising signs of mental health and illness in others with increased awareness of their own state of mental wellbeing and/or mental distress.

This '360-degree approach': i) supports students to understand the importance of developing mental self-awareness; seeing their own wellbeing as important as the mental wellbeing of people they are working with, and ii) encourages the avoidance of 'othering' - a them and us approach that all too easily can lead to limiting beliefs.

#### **Biography**



**Claire Russell** - Lived Experience Educator. With over 25 years' experience of receiving mental health and social care services, combined with 10 years' experience of delivering Mental Health First Aid (MHFA) courses, I bring a unique approach to the education of social work students at Durham University, increasing understanding, raising awareness, and instilling confidence in thinking about how to approach mental ill-health and promote well-being. I work to embed the voices of those who use services throughout the programme, to enrich students' experiences. I have also contributed to the evaluation of the fast-track programme 'Think Ahead', to train mental health social workers in England and co-authored a book chapter reflecting on this experience: Russell, C. and Smith, R. (2020) 'What difference does it make? The service user contribution to evaluation', in McLaughlin, H., Beresford, P., Cameron, C.,



	Casey, H. and Duffy, J. eds., The Routledge Handbook of Service User Involvement in Human Services Research and Education. Routledge.
--	---

**Room 4 - Livesey room**

<p><b>3.C.</b> <b>Innovation and co-production</b></p>	<p><b>Showcase</b></p> <p><b>1. UCLan Offender Personality Disorder Higher Education Programme. Elliott, Calvert-Murray, Kendall &amp; Lamph</b></p> <p>At UCLan, the model of co-production at the heart of the Knowledge and Understanding Framework for personality disorder has been developed to meet the needs of a new higher education continued professional development programme aimed at people working within the criminal justice sector. Our team consists of UCLan academic staff with expertise in this field of practice, alongside ad hoc lecturers, working collaboratively. Our ad-hoc lecturers compliment the academic staff at UCLan by sharing and utilising their ‘lived’ and occupational expertise. This three-way model of co-production ensures that academic rigour, programme development and delivery skills are enhanced through the contribution of lived experience, varied perspectives surrounding personality disorder and clinical expertise from practitioners working on the criminal justice offender personality disorder pathway. We pride ourselves as equal partners who, through our co-production model, present unique knowledge and experience which augments our programmes.</p> <p>During delivery of these programmes which are now in the second year, we have been evaluating the student experience and the impact of our approach. The model of co-production is something our students evaluate with lots of positivity. Within our session we aim to provide delegates of the conference with an overview of our unique programme, highlighting our ‘working together’ practice, including it’s challenges and strengths. Our presentation will embody this collaborative approach, and will be presented by both our academic staff and our ad hoc lecturers.</p> <p><b>Biographies</b></p> <p><b>Alison Elliott</b> is a senior lecturer in mental health and programme leader for the offender personality disorder (OPD) higher education programme based at UCLan with a real passion and expertise in working innovatively in co-production.</p> <p><b>Cory Calvert Murray</b> is a registered mental health nurse who currently works in secure services in the private sector, Cory has lived experience of personality disorder and treatment and hence is able to use his experiences as an ad hoc lecturer for the offender personality disorder higher education programme based at UCLan.</p> <p><b>Zoe Kendall</b> is an experienced KUF co-facilitator providing health and offender focused training, a service user consultant with lived experience of complex trauma</p>
--	---

and its treatment, and an ad hoc lecturer for the offender personality disorder higher education programme based at UCLan.

**Gary Lamph** is a senior research fellow in mental health a programme director for the offender personality disorder higher education programme based at UCLan, has a longstanding interest and expertise in working in co-production in research, practice and education.

## **Presentation**

### **2. Partnerships to promote sexual wellbeing. Lee & Jury (PIER group).**

This presentation shares the experience of collaboration between a researcher and members of Bournemouth University PIER Partnership and other stakeholders to create learning materials for social care practitioners. The learning materials are based on findings from a developing body of research undertaken with social work practitioners and physically disabled people (Lee and Fenge, 2016; Lee et al, 2017; Lee et al, 2019; Lee, 2020). The research investigates the meaning of sexual well-being and the presentation will feature the developing learning materials, including a short film, created with stakeholders to enable social care workers to support physically disabled (and other marginalised) people with their sexual expression. The research is underpinned by human rights legislation which makes clear that public agencies must not inhibit citizens' rights to a private life and relationships of their choice.

The presentation explores the ethical issues and power dynamics related to research on sensitive topics. It looks at how professional social work values such as respecting personal dignity, promoting agency and empowerment are core to good research and effective outcomes. Sex is a sensitive topic and an aspect of social work practice which faces multi-layered barriers, ranging from social taboos around sex and disability, to personal values and experience (Lee et al, 2019). The presentation shares how ongoing collaborative work which promotes seldom heard voices enables practitioners to learn from service users and focus on issues which really matter to people.

#### References:

Lee, S. and Fenge, L. (2016) 'Sexual well-being and physical disability', *British Journal of Social Work*, 46(8), pp.2263-2281.

Lee, S., Fenge, L. and Collins, B. (2018) 'Promoting sexual well-being in social work education and practice', *Social Work Education*, 37 (3), pp.315-327.

Lee, S., Fenge, L., and Collins, B. (2019): Disabled people's voices on sexual well-being, *Disability & Society*, DOI: 10.1080/09687599.2019.1634522

Lee, S. (2020) Disability and social work: partnerships to promote sexual well-being. In Shuttleworth, R and Mona, L (eds). *Routledge Handbook of Disability and Sexuality* (in press).

## **Biographies**

**Dr Sally Lee** - MA and BA Social Work Programme Lead, Bournemouth University. Sally is a lecturer in social work following over 20 years in social work practice. Her research interests include participatory methods and promoting seldom heard voices.

**Rachel Jury** - PIER (Public Involvement in Education and Research) Partnership member, Bournemouth University

## **Workshop**

### **3. *Insight through experience 'Establishing a lived experience research team'. Converge Evaluation and research team (CERT).***

The Converge Evaluation and Research Team (CERT) is a group of researchers with lived experience of mental health difficulties based at York St John University - part of a programme known as 'Converge' which offers educational opportunities at the University for adults with mental health difficulties. Converge aims to make a difference to both the lives of mental health service users and members of the University, challenging the fear and exclusion that often surrounds mental health. Thirty courses, including theatre, music, dance, art, creative writing and sport, are taught by university students and staff at the University campus, museums, art gallery and theatres in York.

CERT was established in 2017, initially to evaluate a pilot Converge theatre group that had taken place at Northumbria University. It was expected that Converge students from York would bring valuable insight into the experiences of the Newcastle students, thus improving the quality, validity and credibility of our evaluation. CERT members have a range of academic experience, from none to PhD level - CERT works hard to offer meaningful training and development opportunities to those that want it.

Since its founding CERT has completed several substantial research and evaluation projects, including exploring Converge itself, an Arts project, a refuge for women with mental health difficulties, and the York Multiple and Complex Needs Network. CERT members are paid as university research assistants for all commissioned external work.

In this workshop we will explore why we believe having lived experience of mental health difficulties makes our findings more valid and credible than those produced by traditional academic research. We will explore challenges we have experienced, including ethical issues such as use of language, tokenism, and power. We will discuss how to approach training and development, and how we try to be reflexive in our work.

**Tuesday 30<sup>th</sup> March 2021 - Parallel sessions 4 - Title, Author(s) and Session**

**14:00 - 14:50**

**Room 2 - Guild room**

**4.A.  
Workshop.**

**1. *The Power of the Group-maintaining a healthy way forward.* Barnhurst,S. and Comensus group.**

Comensus(Community Engagement Service User Support) has been developed to embed the voices and experiences of service users, patients and carers into health and social care education and research at UCLan. We provide a central hub for the co-ordination and facilitation of service user, carer and patient involvement working in partnership.

Historically a group voice has proved to be powerful in challenging and changing the power imbalances seen within the services. As research tells us there are many personal benefits to be gained within group involvement and community engagement, for example: Breaking down barriers; making connections and new relationships; peer support and a sense of belonging; encouraging people to find their voice and self-awareness; helping to build confidence, courage and assertiveness to speak up and challenge the power imbalances seen. As a team we have found that our funding streams have changed with tight resources, our support team and volunteers are stretched and overworked with continuing pressures and expectations from within the various academic schools. The academic schools have their own pressures, for example: financial restraints and staff turnover, which in turn challenges the continuity of the service user and carer voice seen within academia. Also, as service users and carers we have the added ongoing pressures and pains of working towards and maintaining our recovery. In addition, we have now taken on the challenge of working virtually to ensure that our voice is heard and that the students continue to have the best experience that they can during the Covid 19 pandemic.

Our dilemmas then: -1. how can we continue to ensure that our voice is heard whilst remaining creative, authentic and flourishing; 2. how can we ensure that all people involved are treated with kindness; feel valued, welcomed and respected whilst maintaining working within a supportive group environment; 3. how can we then ensure that these 2 points continue to be supported whilst we are working 'virtually' currently and in the future.

**Biography**

**Sue Barnhurst** My background is varied, either through life events or through paid and voluntary roles within health and social care. I have been on 'both sides of the fence' and have had to find ways of adapting, learning and looking after my own health and mental well-being. I survived but it hasn't been easy, I value the support I've had over the years including working as a volunteer with Comensus.

**John Crossley**

My name is John and I have been volunteering with Comensus now for a number of years. I come from care and developed mental illness around 11 although not diagnosed till 19.

I love what I do and am very passionate about what I do here at uclan. I have been a student here as well and have loved my time at university.

**Keith Holt**

I have been a member of Comensus since it's early years of continued development.

Being a member gave me the opportunity to continue my interest and share my experience as a survivor and activist for change in the mental health system.

Being involved with the Service User & Carer movement from the 1990's has given me a platform to influence Statutory and Third sector provision in mental health, but the most important of all in higher education.

**Room 3 - Harris room**

**4.B. Workshop.**

**1. *The Importance of Students Engaging with Communities*'. Lamb & Huskisson, UCLan.**

The Centre for Volunteering and Community Leadership (CVCL) has an exciting track record in engaging with local, national and international communities as part of its work with students and student volunteers. Not only is this of huge benefit to the students, it provides a resource for the local community that would not otherwise be accessible. Over the past 11 years the CVCL has contributed ???? to the local economy in volunteer time.

This presentation will consider the effects of students engaging with communities, on recruitment, attainment, student experience and graduate destination. Effects are exclusively positive and demonstrate a need for community engagement to be extended into other areas of study.

**Biographies**

**Jenny Lamb** is a Senior Lecturer in the School of Social Work, Care and Community at UCLan. Jenny is the course leader for the BA (hons) Youth Work and Community Practice programme and a lecturer on the FD and BA (hons) in

	<p>Community Leadership on which she is also the module leader for several undergraduate modules. Jenny’s research interests lie mainly with young people, particularly those who are not in education, employment or training (NEET). Jenny has run lots of projects in the community and has experience of working with youth offenders, young people being sexually exploited, young people from a BME background and NEET or Pre-NEET young people. Jenny is instrumental in the development and running of the Community Action Forum at UCLan and works closely with colleagues and community organisations to make this a success. Jenny is passionate about the students she teaches making a difference to their local community and supports them to volunteer in the community throughout their studies.</p> <p><b>Kat Huskisson</b> is a Project Support officer for the Centre for Volunteering and Community Leadership at UCLan. Kat works with non for profit organisations and local services to provide an offering of different volunteering opportunity to students wishing to gain extra skills and experiences, during their study. Kat is currently completing her Masters in Community Leadership and for her dissertation, researching the impact volunteering has on students studying at UCLan. Kat is passionate about volunteering and the importance of developing personally as well as professionally and making a difference within their community.</p>
--	---

**Room 4 - Livesey room**

<p><b>4.C. Showcases</b></p>	<p><b>1. <i>Co-producing the self-advocacy toolkit. Advocacy focus, Lancashire.</i></b></p> <p>Our Essential Self-Advocacy Toolkit is a collection of useful guides and tools co-produced with Stanley's Community Centre SelfAdvocacy Hub and Morecambe Bay Clinical Commissioning Group (CCG).</p> <p>The toolkit is created by people who have experience in self-advocacy and it takes the user through the knowledge, skills and confidence to become their own best advocate.</p> <p>In this 20-minute presentation, we propose to showcase this project by taking the audience through: - What is self-advocacy &amp; why is it needed? (5 mins) - Why did we need a toolkit? (2 mins) - Who was involved?(1 min) - How was the toolkit developed? (2 mins) - Who is the toolkit for &amp; how you can use it. (10 mins)</p> <p><b>Biographies</b></p> <p><b>2. <i>Making complicated information easy to understand. Advocacy Focus, Lancashire.</i></b></p> <p>In this session we will explore the importance of making information accessible and empowering for people. We aim to dispel some of the myths surrounding this and we will show the audience how anyone, given a little bit of time, can do it. We will draw on our personal and professional experiences, including our Justice for LB</p>
------------------------------	---

toolkit, and we will explore the benefits of accessible information. Further, we will enable the audience to have a go and practice these new skills. We will discuss and facilitate activities around: - Plain English; - Easy Read; - Translations, Braille & Sign Language.

This workshop will be delivered by experts with experience and Advocacy Focus.

### **Biographies**

#### **Carolina de Almeida**

Carolina is the Training Manager at Advocacy Focus and is responsible for the planning and delivery of internal training and development programmes. As well as this, Carolina is responsible for the creation of all external training packages, working with clients from a variety of sectors to support them in implementing positive menopause and mental health initiatives as well as delivering advocacy training to the health and social care sector.

Outside of work, Carolina owns an eco-friendly baking business which takes up most of her free time. When she isn't busy baking, she enjoys watching tv shows and listening to podcasts.

#### **Ian Weedall**

Ian is the community engagement advocate with Advocacy Focus. Ian works as an independent advocate, promotes awareness raising to people, communities and professionals that will hopefully find what he has to say 'interesting' or 'useful'. Ian also works with community groups to promote self-advocacy and support groups already working with peer and self-advocates. Ian is the champion for communication within Advocacy Focus, his passion is to ensure that Plain English becomes the standard for all public information and there is always a good easy read option available.

Ian likes to walk his dog, attempt DIY and generally not annoy his partner too much in life. Ian also likes sci-fi and fantasy books/films and TV series not enough to attend any conventions of any kind or become too 'fixated' on any genre.

**Tuesday 30<sup>th</sup> March 2021 - Parallel sessions 5 - Title, Author(s) and Session**

**15:00 - 16:00**

**Room 2 - Guild room**

**5.A. Sustaining involvement**

**Showcases**

**1. A Powerfully, Productive and Simple Solution that Costs Nothing: Just Dignity, Compassion and Humility.**

As a parent of a disabled child, I was put on the steepest learning journey of my life. This is NOT about lack or limitation of resources, but the need and necessity of a paradigm shift in our "attitude". Put simply, it costs nothing to be nice, and that makes the journey of life and each moment within it, a better one. I can hand on heart state that in every "issue" created around my daughter, a better attitude would have changed everything. We cannot wave "magic wands" but we can behave like better human beings.

Whether it be Health, Education or Social Care my overarching message is the same. Time and money can be saved by caring, defenceless, humble, compassionate, human beings who are Professional with scrupulous integrity. Maybe this takes courage but it is not "rocket science", nor complex. Approaching governance issues in the same way is no different. A defensive professional approach lacks understanding, this leads to "misunderstandings" and "miss-communications", and it is this, that I call, "Missed Opportunities," that costs the authorities so much wasted time and money.

It's time for a revolutionary approach which is pragmatic and free. Compassionate Communication with integrity is at the heart of our success. We need to fully engage and be mindful of our words and actions We all need to transcend and transform the old systems, and be better versions of ourselves, we have full control over these



choices, and in doing so we will build a more effective and efficient community within all areas of health, education and social care.

At my showcase let's be the best authentic self we can, with dignity, compassion and humility by transforming bad practices into good ones.

### **Biography**

**Julia Hodgkins** BSc (hons), PhD, DipCG & PTTLs - I have been a Carer for 10 years since my daughter was born quadriplegic Cerebral Palsy with epilepsy and dysphasia. I have also run my own property business for 16 years. Prior to this I was a Careers Adviser, and I have worked across the board from Higher Education to Schools, and I also worked in Multi-disciplinary Teams to support very challenging young people who were not engaging in learning or employment. Before this I completed my PhD in Soil Water Hydrology at the University of Plymouth.

I am an active member of SHOUT, a local support group for disabled children and their parents. I have been involved in numerous events to build better relationships between Professionals and Parents. For almost 4 years I have been employed on a small contract as an "Expert by Experience" by the University of Cumbria to give talks to the MA and BA(hons) Social Work Students.

### **Presentation**

#### ***2. Inspiring partnerships in co-producing professional education and practice development. Hutcherson A.***

**Health Service users as volunteer birth supporters for vulnerable women and families. Outcomes of a short focussed training and volunteer practice for supported mother and the volunteers:**

#### **Developing aspiration and capabilities in service users and their supporters**

This presentation reports on a project, run by an East London Charitable organisation since 2011 which trains female volunteers, many of whom have used NHS maternity services themselves, to support vulnerable women and families through the pregnancy and birth process. The main outcomes for the vulnerable women who are referred to the service are improvement in their access to and confidence in care and positive outcomes which include increased maternal satisfaction, increased continuing breast feeding rates and some early indication of reduced caesarean section rates amongst supported women.

There is also evidence that women who volunteer to undertake this supporting role gain extensive personal benefits in motivation and confidence to embark on further study or employment. During their volunteering experience the women trained or training as birth supporters have the chance to be involved in NHS care as a patient supporter and advocate for vulnerable women, and, as such, support for hospital staff. Some of the supported patients return to train as volunteers at a later date. All participants who complete the course report feeling of satisfaction and preparedness for their volunteering role and further development in the future. A significant number moving on to health care employment or professional training.

	<p>It is my intention to disseminate this project to a wider population, working with higher education organisations to design and deliver courses to women who want to capitalise on their new-found aspiration and capability and work towards further training and employment opportunities.</p> <p><b>Biography</b></p> <p>Amanda Hutcherson is a registered midwife and midwife teacher with experience in all areas of the maternity service. As the lead care professional for many hundreds of births, she has gained extensive knowledge of women’s requirement for support and pain management during the labour and birth process. She is a strong advocate of choice for women; making use of both natural and pharmacological support methods to enhance the birth experience.</p> <p>She has worked in a variety of healthcare and education settings in London and South East England and now provides freelance education advice and support to charities and learning and teaching organisations, whilst completing a doctoral degree in education at the University of Sheffield.</p>
--	---

**Room 3 - Harris room**

<p><b>5.B Innovation</b></p>	<p><b>Showcases</b></p> <p><b>1. Learning together-an example of accredited participation on the Social Work degree at Wrexham Glyndwr University. Burgess &amp; Lefroy</b></p> <p>Learning Together is a first year 20 credit module in the BA Hons Social Work at Wrexham Glyndwr University. The module is compulsory for all 36 new entrants each year, and there is an option for up to 10 members of Outside In, the service user and carer group at the university, to enrol as students for this module. Students attend a 2-hour session each week in semesters 1 and 2. In 2017-18 8 members of Outside In enrolled, with 7 completing and due to receive module certificates.</p> <p>The Showcase will explain:</p> <ul style="list-style-type: none"> <li>• How the idea for the module emerged in the consultation process for revalidation;</li> <li>• How it was written, emphasising how its key themes of Strengths-Based Perspectives and Celebrating Diversity link to participation throughout the degree;</li> <li>• Examples of module content and assessment, and how these are made accessible whilst meeting requirements for standards in social work training;</li> <li>• Practical arrangements made in terms of access, expenses incurred and student support;</li> <li>• Research findings on the viewpoints of the module’s benefits;</li> </ul> <p>A sample 10 minute ‘mini’ session will be demonstrated to simulate what it’s like being in the classroom at Wrexham Glyndwr University - all participants will have the</p>
------------------------------	--

opportunity to vote at the beginning of the Showcase for which of three mini sessions they'd like to explore:

Choose from either

- What do we have in common? - a strengths-based approach
- What do we call each other? - a definitions exercise

Or

- How do we hear each other's stories? - managing emotions and participation

### **Biographies**

**Jenny Burgess** - I am 67-year-old transgender woman, I was born and grew up on the outskirts of Hull on the east coast of England, I've had a long and successful career as an electrical engineer, firstly in the Royal Air Force in which I served 22 years and thereafter in the food industry until my retirement in 2013.

Since my retirement I have been actively involved as a volunteer for various mental health organisations, campaigning for the rights and treatment of people with mental health issues, alongside this work I also work with my local transgender community to promote awareness of the issues such people face in society.

I've now been involved with the Outside In group at Glyndwr University for 3 years, and I must say it's such a delight working with the Social Work students and other members of the group, I've learnt so much from everyone and I hope they have gained from my life's experiences that I have shared, and hope to continue to share for many a year.

**Liz Lefroy** - I am a senior lecturer in social work at Wrexham Glyndwr University with a particular interest in using creative approaches to ensure authentic participation of people who've used services in social work education. I am the link person for the Outside In group of which Jenny is a member. We have a relationship based on respect and mutuality and it would be a pleasure to given this Showcase together.

**Jenny** is one of the first Outside In students to complete the Learning Together module which is the focus of the Showcase, and I am the module leader. Negotiating that territory - tutor / student relationship - with her and her colleagues in the midst of a class of eager first year social work students has been amongst the most rewarding and professionally transformative teaching experiences I have had.

Publications include:

Lefroy, L. (2018) I'm afraid I don't know - Poetry and Social Work. Writing in Education, July 2018, NAWE

Lefroy, L. (2018) "Skills for Team Working" - chapter in Essential Study Skills in Health and Social Care, 2nd ed. Murphy, P. and Ghisoni, M. (eds). Banbury, Lantern Publishing.

Morris, G., Prankard, S. and Lefroy, L. (2013) Animating experience: Bringing student learning to life through animation and service user and carer experience. Journal of Practice Teaching and Learning, 12(1), pp.17-28.

## **2. Mend the Gap: Collaborative Learning with service users at Northumbria University. Cameron, Foukes, Pouo & colleagues.**

Mend the Gap: Collaborative Learning with Service Users is a module that can be chosen during the second semester of Year 2 by students of Guidance & Counselling and Integrated Health & Social Care at Northumbria University, Newcastle upon Tyne. Over 10 weekly 3-hour sessions, students come together as equals with service users from a wide range of backgrounds and with a wide range of life experiences. Last year the service users included asylum seekers, people with physical impairments, people labelled as having mental health issues, and a pre-op transgender woman. Coming together is about listening to and learning from each other. This is so that when the students finish their degrees and start work as professionals, they will do so with a better understanding of what being a service user is like and of the everyday barriers service users face. The module is about developing a creative project together so that by the end of the 10 sessions something will have been produced that will make an empowering difference to people's lives. In last year's module, for example, a book of stories about group members' experiences was made to be shared with, learned from, and added to by others. Unfortunately, we can't say yet what will emerge the next time the module runs, between January and March 2021, but we can guarantee it will be imaginative and authentic. We would like to use this opportunity as a group to share the learning that will have taken place and the understanding that will have been gained. Mend the Gap started at Lund University in Sweden and Lillehammer University in Norway and was introduced to the UK by Shaping Our Lives, the national network of service users' organisations. It is an idea rapidly being developed throughout Europe by the PowerUs Network.

### **Biographies**

**Emma Foulkes** is an educator by experience, qualified nurse and social worker.

**Charden Pouo** is an asylum seeker from Congo Brazzaville who had to leave his country because of the Government's response to his work with Couleurs Congolaises, a community education organisation. He has recently had a chapter published in McLaughlin et al (2020) The Routledge Handbook of Service User Involvement in Human Services Research and Education.

**Charlotte Battista, Liz Doyle-Davies, Lois Havert, Farida Latif** and **Laura Nevin** are students of the BA (Hons) degrees in Guidance and Counselling and Integrated Health and Social Care at Northumbria University, Newcastle upon Tyne.

**Colin Cameron** is a senior lecturer at Northumbria University, Newcastle upon Tyne. He is one of the editors of McLaughlin et al (2020) The Routledge Handbook of Service User Involvement in Human Services Research and Education and a Board member of Shaping Our Lives.

Contact: [colin.cameron@northumbria.ac.uk](mailto:colin.cameron@northumbria.ac.uk)

### **3. Working in partnership via simulation to enhance student knowledge and experience in learning disabilities. Kennedy S, Logan E & SPICE group.**

A member of the self advocate group SPICE and a lecturer from the university of Salford will co-present a showcase to share how they have worked together in simulation, to contribute to the training of students from different health & social care disciplines.

Initially when 1st year students on the integrated practice programme (training to be learning disabilities nurses and social workers) started using our simulation facilities to practice communication and assessment skills, members of SPICE would observe them working with mannequins and contribute to feed back. As time has progressed members of SPICE told us that they wanted to get more involved, so the last two times we have run the module they took on the role of the patients in the bed in the simulation ward and the students were able to role play with them. This has been of great benefit to the students and they have reported back that they love the interaction and the opportunity to practice their skills in a safe environment, and in a meaningful way. We have had to plan the scenarios carefully, and the 'actors' practice their roles in advance of the day. But on the day, you never really know how it will go, and that is the beauty of simulation. We have developed working alongside self advocates to beyond just our Integrated practice programme as we recently delivered a simulation scenario for 3rd year students from across the School who had volunteered to participate in an interprofessional simulation day. We would like to talk about what we have learnt from working together in this way and hear from other delegates who have done similar things, to further develop this practical aspect of student training.

#### **Biographies**

**Eric Logan:** Works for SPICE. SPICE stands for 'Supporting People Into Community Employment'. It is a user-led group made up of people supported by the organisation Future Directions. The group are 'experts by experience' and use their personal experiences and first-hand knowledge to raise awareness about issues that matter to them. Eric enjoys working for the University of Salford and has been involved with interviewing prospective candidates and simulation among other things. Eric's hobbies are computer games and looking at interesting videos on You Tube!

**Sarah Kennedy:** Is qualified as both a learning disabilities nurse and a social worker, and worked in statutory services and the voluntary sector before going to work at the University of Salford, where she has taught for over 10 years. She is particularly interested in person centred practice, and exploring creative ways to work in partnership with people who use services. Sarah's hobbies include going to music gigs and walking.

## Room 4 - Livesey room

### 5.C. Sustaining involvement and Innovation.

#### Showcases

#### 1. *The LUPIN group-involvement in training clinical psychologists. Duxbury, Liver & LUPIN group.*

Lancaster University Public Involvement Network (LUPIN) was set up in 2008 as a network of people interested in supporting the training of clinical psychologists on the Lancaster Doctoral Programme in Clinical Psychology. LUPIN members are involved in most aspects of the programme's activity including teaching, selection of new trainees and the management of the programme. Meetings of the LUPIN Steering Group are held four times a year, and are open to all members of the network as well as to trainees and staff members.

In 2018 we celebrated 10 years of LUPIN. In our 25-minute showcase, we would like to present what we have achieved in those 10 years, as well as discuss current and future challenges. This will include a focus on talking about service user involvement in our selections and admissions process, talking about the development of Bev's roles, and talking about the future uncertainty and barriers and challenges to Bev's role and LUPIN.

#### Biographies

**Beverley Liver** is the Development Worker for the Lancaster University Public Involvement Network (LUPIN) group, on the Doctorate in Clinical Psychology (DClinPsy) at Lancaster University. Bev's role as Development Worker for LUPIN is to lead on communication and relationships, publicity and recruitment, developing opportunities for involvement in the programme, teaching, selections and building links with external networks

**Keith Holt:** I have been a LUPIN member since its inception in 2008. My life experiences within the mental health system have related to psychology. I've been involved in changing the culture around mental health, and helping to empower and encourage other service users and carers to have a voice.

My name is **Jean** I am a LUPIN member. I use my life experiences of having a learning disability and using mental health services to work with tutors and trainees at Lancaster University, Clinical psychology programme. I'm also an employee of Learning Together NW as a trainer and consultant and work across the Northwest

#### 2. *Sustaining involvement in the development, design and delivery of a new Speech and Language Therapy programme during a pandemic lockdown. Tahmassian-Zarneh & the PPG*

The work of meaningfully involving patients, service users and/or carers in the development, design and delivery of a new BSc (Hons) Speech and Language Therapy programme, led by a staff member who is also new to working in Higher Education, could prove to be a daunting prospect. Even more so when this

involvement must occur online, to comply with the most unexpected and unpredictable pandemic lockdown restrictions. Our showcase will describe the ways in which we worked together in overcoming such challenges, to both initiate and sustain meaningful involvement.

Indeed, such involvement with services users and carers, facilitated by close engagement with the Public Partnership (PPG) was commended by a Representative of the Royal College of Speech and Language Therapists at a virtual approval and accreditation visit for the BSc (Hons).

As well as describing the underlying process of involvement, we will also discuss how PPG member contributions have clearly influenced specific components of our approach to programme development, design and delivery. This discussion will cover content relating to curriculum content, teaching/learning activities, key graduate skills, practice-based education, admissions and quality assurance. Above all, we would like to share our learning with the audience - specifically that it is imperative Higher Education Institutes facilitate and enable the acquisition of competencies and capabilities of future professionals, within programmes developed by those whom they will ultimately care for.

### **Biographies**

**Laurette Tahmassian-Zarneh** - Laurette is a HCPC registered/RCSLT certified adult Speech and Language Therapist, currently working in the role of Lecturer at the University of Huddersfield. Since 2019 Laurette has been developing the BSc (Hons) Speech and Language Therapy, due for commencement in September, 2021. Prior to this, Laurette was undertaking a NIHR funded Masters studentship in Research Methods. Laurette has a background in Social Anthropology and an interest in normalising research culture. Furthermore, she is passionate about the empowerment and involvement of service users and carers in the development, design and delivery of research, services and education.

**Public Partnership Group** - As a diverse group of local patients, service users and carers, the Public Partnership Group (PPG) supports the delivery of public involvement in learning and teaching activity within the School of Human and Health Sciences, University of Huddersfield. The group is facilitated by a staff team consisting of Dr Christine Rhodes, University Teaching Fellow and School Strategic Lead for Involvement; Chris Essen, Service User & Carer Involvement Development Lead; and Alison Morris, Service User & Carer Involvement Coordinator. The PPG motto is Empowering People to Influence Change (EPIC).

### **3. A Cross-school experiment: using applied theatre in the preparation of Mental Health Nursing students for an Assessed Practice Simulation. Moore, Rooke and PPG**

**Bridie Moore, Clementinah Rooke and the Public Partnership Group, University of Huddersfield**

This showcase reports on the progress of some pioneering interdisciplinary educational activity between the School of Music Humanities & Media and School of Human & Health Sciences, University of Huddersfield. Social distancing measures have led to significant barriers in the continuation of many aspects of student education. For undergraduate drama students studying applied theatre, they would normally be facilitating community-oriented theatre workshops involving external partners, as an assessed piece of work. It was soon recognised that this would be impossible to achieve under the current circumstances. In teaching pre-registration mental health nursing students, there have been a different set of challenges, some for which relate to preparing students for a simulated clinical interaction used to assess their communication and interpersonal skills. In addition, a lecturer has been having to play the role of service user during previous simulations. Our response to these challenges has been to work together in attempting to meet the educational and assessment needs of both sets of students. During the first phase of our workshops, service users and carers have been helping drama students to understand relevant issues, exploring good and bad communication through joint script writing, and commenting upon their dramatizations. In the second phase, the drama students will be delivering assessed exam preparation workshops for the nursing students, then acting in the role of service user for the simulation, in ways that will hopefully represent an authentic and sensitive understanding of the issues involved."

### **Biographies**

**Dr Bridie Moore** - Bridie Moore is Senior lecturer in Drama, Theatre and Performance at Huddersfield University where she is Lead on Applied Theatre Practices. Her AHRC funded PhD study at the University of Sheffield, concerned the performance and representation of age and ageing. This included an element of practice-as-research and to facilitate this she formed 'Passages Theatre', a group for performers over the age of fifty. Before her academic career Bridie was a teacher, theatre director and facilitator in mainstream and community theatre and theatre education, working for, amongst others, Kirklees College, Liverpool Everyman, Battersea Arts Centre and Paines Plough Theatre Company.

**Dr Clementinah Rooke** - Clementinah Rooke is Senior Lecturer in Mental Health Nursing at the Department of Nursing and Midwifery, School of Human and Health Sciences, University of Huddersfield. Her PhD study was at the University of Salford and focused on aspects of communication in healthcare settings, including the role of built environment. She has further worked researching the impact of the design of the built environment on people's ability to find their way about. She also has an MA in Healthcare Law, is a Mental Health Act Reviewer, and has worked several specialist nursing roles. Clementinah believes in equal opportunities for all, improved welfare for the young and an entire overhaul of mental health service provision.

**Public Partnership Group** As a diverse group of local patients, service users and carers, the Public Partnership Group (PPG) supports the delivery of public involvement in learning and teaching activity within the School of Human and Health Sciences, University of Huddersfield. The group is facilitated by a staff team consisting of Dr Christine Rhodes, University Teaching Fellow and School Strategic Lead for Involvement; Chris Essen, Service User & Carer Involvement Development



	Lead; and Alison Morris, Service User & Carer Involvement Coordinator. The PPG motto is Empowering People to Influence Change (EPIC).
--	---

<b>Tuesday 30<sup>th</sup> March 2021 - Parallel sessions 6 - Title, Author(s) and Session</b>
<b>16:15 - 17:15</b>

<b>Room 2 - Guild room</b>	
<b>6.A. Workshop</b>	<p data-bbox="354 1189 1050 1227"><b><i>Sustaining the group and Adapting involvement.</i></b></p> <p data-bbox="354 1261 1485 1335">The Comensus group host an interactive session to demonstrate innovation and creative methods they adopted through the pandemic lockdown period.</p> <p data-bbox="354 1361 1477 2056">Higher Education (HE) is moving away from outdated methods of didactic education, historically involving passive information transfer, towards learner-centred active participation in distance, blended and face-to-face learning (Alexander et al, 2019). This much needed shift in educational paradigms (Robinson, 2010) is widely advocated in contemporary education (Hoidn, 2017) however in practice, the adoption of these approaches is still far from ubiquitous. In addition to this sector-wide drive for change, healthcare educational policy also now requires the integration of the authentic lived experience of service users and carers into professional degree programmes such as nursing, midwifery and social work (Department of Health [DH], 2010; Health and Care Professions Council [HCPC], 2017; Nursing and Midwifery Council [NMC], 2018)). Traditionally, service user and carer input into the theory components of healthcare curricula has been isolated to classroom delivery where service users and carers can share their lived experiences with learners face-to-face (Scammell et al., 2015; Towle et al. 2010). Given the increasing financial pressures on the HE sector, and continued expansion of healthcare cohort size, maximising the use of learning technologies may support scaling up curricula whilst still advocating for the authentic service user and carer</p>

voice. This need for change has been further compounded by the recent coronavirus pandemic and the necessary increase in remote education. The Comensus group host an interactive session to demonstrate innovation and creative methods they adopted through the pandemic lockdown period to sustain service user and carer involvement in health and social care curricula over the past year.

**Biographies**

**Janet Garner** is Service User and Carer Involvement Facilitator for the Comensus group and Lead for Involvement in the School of Nursing and School of Sport and Health Sciences. She has co-authored a paper on the authentic involvement of service user and carer experiences into digital curricula creation with Dr Emma Gillaspay at the University of Central Lancashire.

**Emma Gillaspay** is Senior Lecturer for Digital learning at UCLan and Principal Lecturer in the School of Nursing. Emma’s research interests lie in higher education pedagogy and creative methods.

**Steven Seymour** has been facilitating Service User, Carer and Patient involvement at the University of Central Lancashire for over 5 years, following his Social Work degree. Steven’s role involves developing and supporting teaching materials and activities that involve public perspectives in health and social care associated courses. Building on this Steven has been working to develop community engagement and connection between the University and public organisations, to create a supportive and engaged community of partners that has mutual benefits.

**Grete Smith** has been coordinating Public Engagement activities for the past 10 years at the Faculties of Health at the University of Central Lancashire. In her role, Grete supports and facilitates involvement of service users and carers in teaching sessions in health-based subjects. Grete has a strong interest in the part of the University plays as an important factor in the local community, and the role of the University in forging and maintaining synergies with parts of the community which would not traditionally engage with or access higher education.

**Room 3 - Harris room**

**6.B. Co-production and research**

**Showcase**

**1. *Meaningful Patient and Healthcare Researcher Engagement: Ready? Set? Go!* Vandall-Walker, V.**

The practice of engaging WITH patients (a term inclusive of family and friends) in the design, conduct, translation, and dissemination of health research, has grown substantially in developed countries over the last 15 years. Nonetheless, the inclusion of patients in the health research process can be intimidating for both patients and researchers. Patients may lack the knowledge and skills required to participate fully,

confused by the jargon, complexities, and range of methods associated with research. Researchers on the other hand, may not understand or be aware of the principles and practices for effective, authentic, and therefore, meaningful patient and researcher 'engagement' (the term used in the US and Canada). Key considerations to address when engaging with patients include demonstrating respect for the expertise of patients, creating a safe space in a neutral, welcoming environment, and addressing reimbursement and compensation -all needed to provide a strong foundation for engagement activities. In August 2011, the Canadian Government launched the Strategy for Patient-Oriented Research (SPOR). Nine provincial centres called SPOR Support for People and Patient-Oriented Research and Trials (SUPPORT) Units were established to help build and sustain research that involves researchers engaging with patients as partners. The Patient Engagement (PE) Platform of the province of Alberta's SPOR SUPPORT Unit, conducted an E-scan, literature review, survey, and held focus groups with researchers and patients, to ascertain researcher and patient knowledge needs to engage together. In this workshop, I will highlight the Levels of Patient and Researcher Engagement (PaRE) schematic developed from this work, and explore the competencies identified for all partners for meaningful engagement at each level. Participants will complete a tool developed to assess individual readiness to engage together in research. The education/orientation topics proposed for delivery in an online self-study module format to address identified knowledge needs will be shared.

### **Biography**

#### **Virginia Vandall-Walker PhD RN**

Associate Professor -Retired.  
Faculty of Health Disciplines, Athabasca University  
Adjunct Associate Professor  
Faculty of Nursing, University of Alberta, &  
Past Lead, Patient Engagement Platform  
Alberta SPOR SUPPORT Unit  
Alberta Innovates Health Solutions  
virginia@athabascau.ca

### **Presentation**

#### ***2. Whittingham Lives: a community heritage and arts project. Mckeown , M.***

This session builds upon the work of a successful community project to describe influencing and inputting into practitioner education to link the past to the present with a view to shaping better futures for mental health care. Focused on the history of Whittingham Asylum, our Whittingham Lives project worked with service users, the public, students and NHS staff to explore archive material as a basis for creative arts experiences and critical thinking. Participating members of the public included people who identify with mental distress or as carers. With substantial funding from Arts Council England, the Heritage Lottery Fund, Unison the trade union and the university we were involved in a wonderful, scholarly and public facing programme of work over a two-year period. This has brought alive asylum history and the intersection with World War I, allowing a poignant and informative memorialisation of the centenary of the end of the war. Outputs have included:

	<ul style="list-style-type: none"> <li>• A new choral piece celebrating the writings of Ivor Gurney, the war poet who died in the asylum system;</li> <li>• A play, Whittingham 1918, performed in various venues;</li> <li>• Theatre workshops within Guild Lodge secure mental health unit (located on the old asylum site) with scenes from the play performed and discussed by service users, and actors in and out of role;</li> <li>• An exhibition at the local Harris Museum, with accompanying published catalogue.</li> <li>• A day of summer events and mini-exhibition celebrating food, farming and asylum diet;</li> <li>• Conferences at UCLan and the Museum of Lancashire, and numerous community presentations, workshops and discussions.</li> </ul> <p>The presentation will describe and reflect upon the value of utilising the learning and artefacts from Whittingham Lives as they have been taken up into teaching and learning for student mental health nurses.</p> <p><b>Biography</b></p> <p><b>Mick</b> is Professor of Democratic Mental Health, School of Nursing, University of Central Lancashire and trade union activist with Unison. He has taken a lead in arguing the case for union organising to extend to alliance formation with service user/survivor groupings. Mick is interested in connections between industrial democracy and coproduction of services and has published widely in the mental health field including co-editing the recent Sage textbook: Essentials of Mental Health Nursing. He is also co-editor of a new text on co-production appearing this year which has been co-produced by a group of service users, practitioners and scholars.</p>
--	---

**Room 4 - Livesey room**

<p><b>6.C. Sustaining authentic involvement - a global view.</b></p>	<p><b>Paper</b></p> <p><b>1. Patient and caregiver involvement in the development and delivery of nurse education: a multi site evaluation in India, China and South Africa. Bewley A</b></p> <p>The professional body for nurses in the UK, The Nursing and Midwifery Council (NMC), reflect the importance of patient and caregiver involvement (universal term for service users and carers) by making it a mandatory and assessed component of student nurse education. Models of patient/ caregiver involvement in the development and delivery of nurse training in the UK are diverse.</p> <p>The involvement of patients and caregivers in the nurse education programme at Edge Hill University is well established. Since 2015, many initiatives have taken place to ensure that patient/caregiver involvement is not tokenistic and meets the standards required by the NMC.</p>
--	---

As in other international areas, the National Health Service in the UK is facing some challenges, including a notable shortage of trained nurses, and a decline in applicants applying to universities to start nursing programmes. Nurse education in the UK is diversifying and introducing new pathways into nursing, these include the emergence of the nursing apprentice and nurse associate programmes. These new programmes also reflect the mandatory requirement for patient and caregiver involvement throughout.

The changing face of nurse education in the UK highlights a need to explore different ways of working so that patient/caregiver involvement in nurse education continues to be sustainable.

#### Aims

Accordingly, this study aims to explore patient and caregiver's involvement in nurse education in a university in India, South Africa and Australia. The research team includes a service user / carer from Edgehill University and by March 2019, the research will have taken place in a university in India and China.

#### Biographies

Principal Investigator- **Toni Bewley**, Senior Lecturer - Edge Hill University ,01695 657312 or [bewleyt@edgehill.ac.uk](mailto:bewleyt@edgehill.ac.uk).

Research Team - **Dr Katherine Knighting**, Senior Research Fellow, and Allen Bewley, Member of Service User and Carer Council, Edge Hill University

#### Showcases

##### **2. Patients' experiences as mentors in an interprofessional education program. Riganti, Moller-hansen, Kline, Godolphin & Towle.**

Patient involvement in medical education is a promising approach to promote the learning of patient centred-care and interprofessional collaboration. For ten years, the UBC Interprofessional Health Mentors Program has granted autonomy to chronically ill individuals as they use their lived experiences as experts, mentors, and leaders in health education. Many have committed to multiple years of teaching. Program evaluations involving patients as mentors have mainly focused on student outcomes but few have investigated mentor outcomes. This study aims to describe patients' experiences focusing on the benefits of mentoring in our program.

We contacted all mentors that participated in our program (128) and collected 72 responses. We used semi-structured surveys to explore how they benefit from the program. We performed an inductive analysis using Healy and Welchert conceptual framework, who describe mentorship as being a mutual exchange that results in an identity transformation by each party,

The three main themes that emerged from our analysis were generativity, transformation and “career” development. Mentors feel that by telling their story they are caring for the next generation, helping students become better health care providers, improving the health care system and future patient experiences. They mention they create social connections, experience personal growth and redefine their role as a patient with a chronic illness. They also think the program helps them in their career development, providing job opportunities or prompting them to seek new ways of involvement in the community, teaching or research.

Situating patient mentors as experts by experience with significant autonomy to teach students who are equally invested in learning from them can result in mutually beneficial relationships that have significant benefits for mentors.

### **Biographies**

**Riganti, Paula** - Paula is a Family Physician and an MSc(c) in Medical Education at Cardiff University. She is an Adjunct Professor in the Medical Undergraduate Program in the Faculty of Medicine at UBC. Her research interests include shared decision making and decision aids, medical education, curriculum development, and patient involvement in education and healthcare.

**Moller-Hansen, Ashley** - Ashley is a fourth year undergraduate student in the Bachelor of Health Sciences program at Queen’s University. As a patient and caregiver with lived experience, she has mentored four cohorts with the UBC Interprofessional Health Mentors Program. Ashley is now involved in research with Patient & Community Partnership for Education in the Office of UBC Health with the aim to help improve patient and caregiver experiences in healthcare through medical education. As an aspiring physician, Ashley also has an interest in undiagnosed rare diseases and has been involved in various roles as a research student with the BC Provincial Medical Genetics Program since 2017.

**Cathy Kline** - Cathy is the Research Coordinator for Patient & Community Partnership for Education in the Office of UBC Health. She manages research and development initiatives that promote patient and public involvement in health professional education and has helped to build a network of over 150 patient educators and 80 community organizations at UBC. Her work involves collaborations with faculty, students, patients, community organizations, and international scholars in research and program development to integrate patient expertise and experience into mainstream educational practice.

**Bill Godolphin** - Dr. William Godolphin has been a teacher and researcher for many years, with projects and publications ranging across lipoproteins, breast cancer prognostic factors, clinical laboratory toxicology, laboratory automation, medical education, shared decision making and patient involvement. He is Co-director of Patient & Community Partnership for Education and Professor Emeritus in the Department of Pathology & Laboratory Medicine at the University of British Columbia.

**Angela Towle** - Angela is an Associate Professor in the Department of Medicine at UBC. She is Co-Director of Patient & Community Partnership for Education (PCPE) in

the Office of UBC Health, a unit with a research and development focus on patient/client involvement in health professional education. Angela is Academic Director for the UBC Learning Exchange in Vancouver's Downtown Eastside and Senior Scholar in the Centre for Health Education Scholarship.

### **3. *Adapting to Covid-19: pros and cons of moving patient involvement in health professional education online. Kline, Macdonald, Godolphin, Towle & Young.***

For 10 years Patient & Community Partnership for Education in the Office of UBC Health has coordinated the Interprofessional Health Mentors program (HMP) at the University of British Columbia. The HMP is a unique educational experience in which teams of students from different disciplines learn from and with a mentor who has a chronic condition or disability, or is a caregiver. Mentors are key informants and expert witnesses of the health care environment. The program includes an orientation, small group discussions, and a symposium for groups to share their learning with each other, the university and community.

Each year approximately 50 mentors and 200 students participate in the HMP. Mentors have a wide range of chronic diseases/disabilities including musculoskeletal, psychiatric, neurological, systemic, and congenital conditions. Students are from audiology, clinical psychology, dentistry, dietetics, genetic counselling, nursing, kinesiology, medicine, occupational therapy, pharmacy, physical therapy, and speech-language pathology. Over 9 months the groups (3-4 students and a mentor) form learning communities with an emphasis on reciprocal learning: mentor-student, student-mentor, and student-student. The in-person meetings allow emotional and personal connections to develop between students and mentors that are transformative.

Due to COVID-19, we adapted the program to an online format. The use of technology excluded some mentors but enabled those with barriers to face-to-face participation to be involved. We will use the examples of the HMP orientation, small group sessions, and symposium to illustrate principles of authentic patient and community engagement in virtual spaces for large and small group learning using different kinds of technology. The pros and cons of adapting educational activities to the online learning environment will be presented from the perspectives of program organizers and a Health Mentor.

#### **Biographies**

**Cathy Kline** - Cathy is the Research Coordinator for Patient & Community Partnership for Education in the Office of UBC Health. She manages research and development initiatives that promote patient and public involvement in health professional education and has helped to build a network of over 150 patient educators and 80 community organizations at UBC. Her work involves collaborations with faculty, students, patients, community organizations, and international scholars in research and program development to integrate patient expertise and experience into mainstream educational practice.

	<p><b>Jen Macdonald</b> - Jen has been with Patient &amp; Community Partnership for Education since 2017. She coordinates the UBC Interprofessional Health Mentors Program and the Patient &amp; Community Voices Workshop series. She holds a BA Hons in Psychology and a MA in Fine Arts from UBC. Her background is in qualitative cancer research and advocating for the patient's voice in healthcare.</p> <p><b>William Godolphin</b> - Dr William Godolphin has been a teacher and researcher for many years, with projects and publications ranging across lipoproteins, breast cancer prognostic factors, clinical laboratory toxicology, laboratory automation, medical education, shared decision making and patient involvement. He is Co-director of Patient &amp; Community Partnership for Education and Professor Emeritus in the Department of Pathology &amp; Laboratory Medicine at the University of British Columbia.</p> <p><b>Angela Towle</b> - Angela is an Associate Professor in the Department of Medicine at UBC. She is Co-Director of Patient &amp; Community Partnership for Education (PCPE) in the Office of UBC Health, a unit with a research and development focus on patient/client involvement in health professional education. Angela is Academic Director for the UBC Learning Exchange in Vancouver's Downtown Eastside and Senior Scholar in the Centre for Health Education Scholarship.</p> <p><b>Mandy Young</b> - As a mother of a nine-year-old with a rare genetic disorder and autism, Mandy has first-hand experience managing the complex care of an individual with specialized needs. Professionally Mandy works as the Provincial Family Support and Projects Manager with the Family Support Institute of BC. She also facilitates a support group for families with children aged 0-12 with specialized needs and P.I.E- Partners for Inclusive Education which brings together administration, teachers, EA's and parents to engage in inclusive education from a place of "power with" and "nothing about us without us".</p>
--	---

<p><b>Wednesday 31<sup>st</sup> March 2021 - Co-production in research and evaluation</b>  <b>- Title, Author(s) and Session</b></p>
<p><b>10:00 - 11:15</b></p>

<b>Room 1 - Dickens room</b>	
<b>Co-production in research and evaluation.</b>	<p><b>Showcases</b></p> <p><b>1. <i>The Evaluation of Nursing students by Patients' instrument (ENSPA): Development and Validation. Debyser &amp; Verhaeghe</i></b></p> <p>Patient participation is increasingly used in different aspects of healthcare due to its positive outcomes. Still, instruments for involving patients in the evaluation of nursing students during their internship are scarce.</p>



Objectives: To develop and validate an instrument that enables patients to evaluate nursing students during their internship.

Design and methods: A 3-phased validation process was conducted: (1) development of an instrument through literature and patient interviews; (2) content and response process validation by use of cognitive interviews and pilot-testing; (3) testing construct validity and reliability of the instrument which was completed by 244 hospitalized patients.

Settings and Participants: Patients from a variety of wards in a general hospital were recruited for the different phases. In phase 1, 17 interviews and 47 thought shower sessions with patients were performed. In phase 2, 9 cognitive interviews and pilot testing by 4 patients evaluating actual nursing students were used to refine the instrument. In phase 3, 380 patients were eligible to participate. Of these patients, 317 completed the instrument. A sample of 244 completed instruments was useful to perform the psychometric analyses. To assess the test-retest reliability, 50 patients completed the instrument twice with a 4 hour time interval.

Results: The 19-item Evaluation of Nursing Students by Patients instrument (ENSPa) is designed. The ENSPa-instrument comprises 7 items that assess whether the patient can place trust in the student, 5 items evaluating person-oriented skills, 4 items appraising caring and 3 items to grade the integrity and honesty of the nursing students. Each item is scored both for importance and rating. The instrument shows high reliability and consistency ratings. Conclusions: The ENSPa-instrument is a valuable instrument for collecting data on the performance and skills of nursing students during their internship from the patient's perspective. By receiving structured feedback from patients, important learning opportunities are created for nursing students.

## Biographies

**Bart Debyser** - Lecturer Nursing at VIVES University of Applied Sciences and PhD student at the Ghent University Centre for Nursing and Midwifery (PhD research topic: The added value of patient expertise for nursing practice), Belgium.

**Sofie Verhaeghe** - Professor Nursing Science at Ghent University and Research Supervisor at VIVES University of Applied Sciences Belgium

## **2. *Mirror, mirror on the wall, is patient as teacher important at all? A showcase of PPE in the School of Pharmacy and Biomedical Sciences at UCLan.* Lunn, Holmes, Seymour & Urmston.**

**Background:** The School of Pharmacy and Biomedical Sciences has collaborated with the Comensus (COMmunity Engagement and Service User Support) department at UCLan since 2013 (Becket et al. 2014). To date, we have a fully integrated Patient and Public Engagement (PPE) programme that we refer to as

Patients As Teachers. This includes a robust four-year spiral curriculum designed and delivered in partnership and collaboration with patients, public members and organisations through Comensus (Harden, 2000).

**Description of work:** The Patient As Teacher sessions delivered at the University of Central Lancashire (UCLan) are designed around the curriculum including body systems, medication storage and management, medical devices and clinical skills varying in complexity based on year of study. These sessions are designed to enhance the student's skill base in-line with the rules and regulations of the General Pharmaceutical Council (GPhC), which is the Governing body for the schools of pharmacy in England, Scotland and Wales. We use various teaching and learning styles to meet the GPhC's standards in partnership with public and patient volunteers. These include face to face consultations, investigatory activities, online resources and interprofessional working. Students can then consolidate their knowledge by relating theory to real-life patient perspective, thus moving from 'nesting' into the 'correlation' step of integration, allowing them to become a patient-centred pharmacist.

**Aim:** To describe the work being undertaken in the School of Pharmacy and Biomedical Sciences with Public and Patient engagement and presenting the recent evaluation.

**Methods:** During the academic year 2019-2020 and building on previous work conducted by Garner and Urmston (2018), year 1 and 2 pharmacy students were invited to complete a questionnaire following Patient as Teacher sessions. Data were analysed using descriptive statistics. Thematic analysis was used for free text comments (Lunn et al., 2020).

**Results and Conclusions:** Patients As Teacher sessions had a positive impact on students' knowledge, communication skills, and participation. They provide a valuable contribution to the pharmacy students' experience in the United Kingdom and contextualise their learning. Sixty-eight of 228 students participated (response rate of 30%). 97% of the students learned a lot, and 85% appreciated and valued the sessions; 90% wanted more sessions. 93% perceived the sessions to contextualise their learning. Overall students' free-text comments were positive, but active listening and consultation appeared in the positive and negative domains, highlighting the need for more student engagement.

### Biographies

**Andrew Lunn** is a lecturer in the School of Pharmacy and Biomedical Sciences teaching mainly on the pharmacy course. He research focusses on pedagogy and health education, and he co-founded the schools Pedagogic Interest Group (PIG).

**Andrea Manfrin**, Faculty director of research and innovation in the Faculty of Clinical and Biomedical Sciences. His research is focused on pedagogic and health services research.

**Ann Urmston** is a Senior Lecturer in Pharmacy Practice, School of Pharmacy and Biomedical Sciences, University of Central Lancashire. Ann is the academic leads for the Patient Public Engagement within the school.

**Steph Holmes** is a Service User and Carer Volunteer, based in the service user, carer, patient and public engagement department Comensus, at the University of Central Lancashire. She volunteers her time to design and deliver teaching sessions and help students to become the best Practitioners they can be.

**Steven Seymour** is a Service User and Carer Involvement Facilitator, based in the service user, carer, patient and public engagement department Comensus, at the University of Central Lancashire. He is currently the Patient Lead for the School of Pharmacy and Biomedical Sciences and School of Social Work, Care and Community.

### References

Becket, G., Wilson, S., Greenwood, K., Urmston, A., Malihi-Shoja, L. (2014) Involving patients and the public in the delivery of pharmacy education. *Pharmaceutical Education* 292 (7813):585-586

Harden, RM. (2000) The integration ladder: A tool for curriculum planning and evaluation. *Medical Education* 34:551-557

Garner, J. and Urmston, A., (2018). Pharmacy Education Conference - Evaluation of patient and public engagement in an integrated 120 credit module abstract. [online] Bmh.manchester.ac.uk. Available at: <<https://www.bmh.manchester.ac.uk/media/mhs/mhs-new/assets/PEC-2018---Volume-of-Abstracts-V3.1.pdf>> [Accessed 18 January 2021].

Lunn, A., Urmston, A., Seymour, S. and Manfrin, A., 2020. Patient as teacher sessions contextualise learning, enhancing knowledge, communication, and participation of pharmacy students in the United Kingdom. *Journal of Educational Evaluation for Health Professions*, 17, p.15 DOI: [10.3352/jeehp.2020.17.15](https://doi.org/10.3352/jeehp.2020.17.15)

**To be followed by facilitated discussion on evaluation and evaluating the impact of involvement.**