

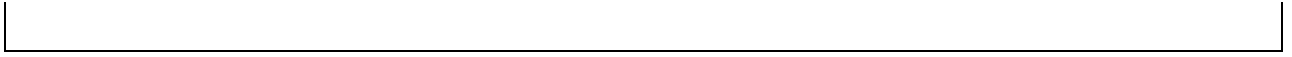
**Authenticity to Action Conference
'Involve and Evolve'**

Wednesday 11th and Thursday 12th March 2015

Samlesbury Hotel, Preston



Book of Abstracts



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Wednesday 11th March, Concurrent Session 1, 10.00 – 11.00 am
Spanning boundaries and throwing spanners: developers of service user and carer involvement in education

Jill Anderson, Chris Essen and Lisa Malihi-Shoja

“So then we formed the service user and carer advisory group. That was because I had been along to DUCIE and I had heard of these things. I also started calling myself a development worker, which was great. . . and boundary spanning. It was great. I could throw spanners in there. . .”

Developers of User and Carer Involvement in Education (DUCIE) is a network which supports service user and carer involvement workers employed within UK higher education institutions. The above quotation – from Roseann Connolly, a DUCIE member - points to the cross-cutting nature of involvement work. It also suggests a political struggle, and the ways in which knowledge about involvement can build collectively, over time.

DUCIE has helped facilitate numerous such instances of positive action and learning. Our workshop will trace the evolution of the DUCIE network, identifying key milestones in its development over the past ten years. This progress will be set against the context of shifting political, social and economic environments throughout that time; and the conflicts and contradictions which have emerged within the increasingly business-oriented models adopted by UK universities. We will start to ask: Who is funding the social and practical infrastructure for service user and carer involvement in higher education? Who is directly supporting it? How are they setting about doing so in a strategic way? Has the focus and level of activity changed and, crucially, who is supporting the developers?

We will provide a safe, supportive space for examining these and other questions that are raised by conference attendees. We hope to draw upon various UK experiences and comparative approaches developing elsewhere. Our workshop will be an opportunity for enthusiastic debate and discussion, pool what is collectively known about the issues covered and identify interesting areas for future exploration.

Wednesday 11th March, Concurrent Session 3, 2.30 – 3.30 pm
Converge Showcase

Adam Bell, Anne- Marie Durkin, Carl Peacock, Laurie Farnell, Lucy Coleman, Paul Mountain, Steph Pratt, Tom Nightingale and Wayne Hurton, Converge

Converge delivers high quality educational opportunities for adults with mental health problems in a university setting and has won the 2014 Medipex NHS award for Innovation in Mental Health and Wellbeing. Our courses include Theatre, Music, Dance, Creative Writing, Art, Business Start- up, Life Coaching and Sports Exercise. We also support Communitas community choir and theatre company Out of Character. Last academic year 76.6% of people who started our courses completed them. We achieved 81% attendance to our classes.

Founded in 2008, Converge is a unique collaboration between York St John University and Leeds and York Partnership NHS Trust. All classes are taught by undergraduate and postgraduate students and staff and most recently Converge students (service users). The result is twofold: rich and exciting educational opportunities for people with mental health problems alongside authentic and practical work experiences for university students.

Our principles, created by all involved with Converge in 2013, are:

To work together as students and artists

Build a community where we learn from each other

Engage and enhance the university and wider community

Provide a supportive and inclusive environment

Respect others and value ourselves

Above all, strive to be ordinary, extraordinary and yet ourselves.

The University Student Buddy Scheme has been running since Converge began. Students Buddies offer support to Converge students during courses and welcome them to the university. Last academic year, 57 university students were involved in supporting participants and delivering courses. Converge has employed graduates and offers annual placements to occupational therapy students.

In 2013 the Peer Mentorship Scheme was set up. Converge students who had participated in our courses and were in a position to support others became Mentors. Their role is similar to Student Buddies. In addition to this they act as representatives for their fellow students and for Converge. Since 2013, the

Mentors have given talks to local mental health services and on campus, sharing their personal experiences and stories and how Converge has helped them.

Our showcase will include presentations from mentors, buddies, tutors and staff about their experiences of Converge discussing the following themes with the audience:

Symbiosis – the relationships between Converge and university students and staff based on three principles mentioned earlier:

To work together as students and artists; Build a community where we learn from each other; Provide a supportive and inclusive environment.

Labels and language – Converge uses labels and language typical of a university setting. Service users are called students and classed as such. They are enrolled not referred. We will discuss the wider impact of labels and language.

The Arts and Healing – individuals' perspectives on the relationship between the arts and healing.

Live and recorded arts performances will also be used throughout this showcase.

Biographies

Adam Bell is a Mentor, a student of dance, a member of Out of Character Theatre Company and Communitas choir.

Anne-Marie Durkin is a Mentor, a writer, an artist and currently a student of our Intermediate Theatre course and a member of Communitas choir. She was a Primary school teacher and has degrees in Linguistics and Medieval Studies.

Carl Peacock is a Mentor, a link worker between Converge and York Learning for Recovery and a longstanding student of our Dance course. He became a member of the university gym after doing Converge's 'Healthy Body Healthy Mind' course. Carl is currently studying Counselling.

Laurie Farnell is a Mentor, set up and runs C.A.F.E (Converge Arts Forum Extra), facilitates an Art course, is a writer and member of Out of Character Theatre Company and Communitas choir.

Lucy Coleman is a Support and Progression Worker, co-ordinating the Peer Mentor Scheme and Occupational Therapy Student Buddy Scheme and co-leads Communitas choir. She is a musician and registered occupational therapist. She was previously a Student Buddy with Converge.

Paul Mountain is a Mentor, a student of our Dance course and member of Communitas choir.

Steph Pratt is a Mentor and a member of Communitas choir. She has a PHD in Chemistry.

Tom Nightingale is a 5th year part-time undergraduate Theatre student at York St John who came to this degree course through Converge. He is currently running 'Have a Go Joe', a theatre performance project as part of his university module and co-facilitating Converge Intermediate Theatre course.

Wayne Hurton is a mentor, a member of Out of Character Theatre Company and Communitas choir. He became a member of the university gym after doing Converge's 'Healthy Body Healthy Mind' course.

Thursday 12th March, Concurrent Session 8, 2.30 – 3.30 pm
Service user contributions of students learning experiences within the child branch nursing curriculum

Carol Blackmore, School of Nursing and Caring Sciences, Faculty of Health - University of Central Lancashire

Introduction: The importance and value of service users in health care education has been widely recognised (QAA 2005) and is cited as a requirement within the Nursing and Midwifery Council Standards for pre registration Nursing (NMC 2010)

Children's nursing is strongly focused on the child within the family unit, so it is important for student nurses to understand the health care experiences of both the child and the family. Parent's views can be helpful in gaining useful insights into their experiences of caring for a sick child and also their experiences of health care provision.

This can help to develop student's empathy and understanding towards the parents/carers in relation to their lived experience of having a child with a chronic illness. A variety of perspective can be obtained using a wide range of

sources from service users in the classroom, to research studies of parent /child experiences, case studies and the use of video clips.

At UCLAN we have been using service users within the children's nursing curriculum for over 10 years. Parents with experience of caring for sick children contribute to the learning experience of our students in several ways. Parents are involved with the students OSCE assessments while the student nurses are carrying out a variety of skills on the child manikins they also have to communicate appropriately their actions whilst reassuring and answering questions to the 'parent /carer' during their examination.. The service users at the end of the examination are involved in contributing towards the written feedback given to the student, regarding the students' communication skills, considering key components of nursing care such as the demonstration of caring and compassion (NMC 2010).

In the classroom the child and families experiences are considered in relation to the subject being presented, for example, caring for children with genetic disorder video clips are available in the NHS website www.geneticseducation.nhs.uk showing a child and mothers perspective of living with the condition of Downs syndrome is just one example.

Service users also are willing to come into class to speak to student nurses on their experiences of caring for children with learning difficulties both in hospital and at home. This provides students with useful insights into their needs and their views on what they have found to be most helpful in meeting these needs within the healthcare environment. The involvement in service users in Health care is also reflected in health and social care policy (DOH 2010).

Students evaluations of service user input is very positive including comments such as: 'I enjoyed the parent coming into talka lot of the stories are very moving.' 'Nice to hear from a parent's point of view.' Also 'Felt it made us understand more on the other side and what they felt and what they were going through.' and 'enjoyed the guest speakers who came in and gave their view on how life is living with a child with learning disabilities.'

Department of Health (2009) *Valuing People Now: a New Three –year Strategy for people with learning Disability* DH. London.

Quality Assurance Agency for Higher Education. (2005) *Partnership Quality Assurance Framework for Healthcare Education in England*. <http://www.qaa.ac.uk/health/framework/default/asp>
Nursing and Midwifery Council (2010) *Standards for Pre-registration Nursing Education*. NMC. London.

Biography

Carol is a member of the children team within the child branch nursing division and teaches on both the pre-registration and post registration nursing curriculum.

Carol is a module leader of a third year Anatomy and physiology module in which she contributed to the design and development of this module.

Carol has recently completed her master's degree in which she undertook a research project looking at presentations as a method of assessment a students' perspective.

Carol has a wealth of experience as a children nurse and has worked mainly with the acute setting of paediatric medicine and surgery and also many years management experience as a ward sister prior to coming into teaching.

Carol is interested in the acute care and management of the sick child and also supporting children and their families who have chronic or complex needs.

Thursday 12th March, Concurrent Session 5, 9.00 – 10.00 am
Service user and carer involvement in the development of e-resources to support values based recruitment

Patricia Bluteau and Yvette Brown

The presentation will focus on the development of a series of targeted e-resources to support values based recruitment (VBR) within the Faculty of Health and Life Sciences at Coventry University. The e-resources were developed as a response to Health Education England (HEE) drive for universities to involve patients and public in VBR by March 2015.

The e-resources were developed to be used in a number of different ways to communicate the faculty's vision for VBR at all stages of the recruitment and selection process.

The purpose of the e-resources is to directly apply the values of the NHS Constitution, the 6 C's and the Collaborative Capability Framework (CCF) to VBR. The CCF is unique to Coventry University, it is a values based framework that supports the development of interprofessional practice and is utilised in ten undergraduate health professional courses.

The presentation will include:

The role of service users, carers, academic staff and learning technologists in the development of the e-resources.

A demonstration of a sample of e-resources

Highlighting the key benefits of the e-resources for VBR

Sharing the challenges of developing the e-resources from service users, carers, academic staff and learning technologists' perspective.

Biographies

Patricia Bluteau is the Lead for Interprofessional Education at the Faculty of Health & Life Sciences at Coventry University. She has a background in Mental Health Nursing and has practiced for many years in the field of counselling and psychotherapy. She is committed to moving interprofessional education into sustainable practice based learning and is particularly interested in supporting colleagues to implement interprofessional working.

Yvette Brown is a Senior Lecturer in Mental Health Nursing at Coventry University. She is currently on a secondment as a Cross Faculty Service User and Carer Facilitator providing a strategic direction to strengthen service user and carer engagement within the Faculty of Health and Life Sciences. Personal interests include recovery in mental health, cultural perceptions of mental health and service user and carer involvement in higher education. She has been a mental health nurse for a number of years working in a number of mental health acute and community settings.

Wednesday 11th March, Concurrent Session 1, 10.00 – 11.00 am
A showcase of working with experts by experience in social work education

Angie Boyle, Jonathan Elliott, Mary Hartley, Reuben Hares, Hilary Wilson

Changes to the regulatory body for Social Work and a call for more meaningful involvement for Experts by Experience (EbE) led to a revalidation of the BA and MA in Social Work at The University of Cumbria in 2012-3.

The University of Cumbria (UoC) now run a dedicated **Expert by Experience** module for social work students, the content and delivery of which, is entirely collaborative.

As well as the EbE specific module, EbE involvement has occurred in a number of ways this past year:

- Involvement in interviews for both staff and prospective students
- Assessment of student's work (presentations and portfolios)
- Teaching Advanced Mental Health Professional (AMPH) students
- Teaching BA and MA students in the classroom
- Developing resources e.g. podcasts and video heads for use in learning
- Assessing a student's readiness for direct practice
- Revalidation work
- Taking part in Older Adults degree focus group
- Feeding into the Programme Quality Committee meetings
- Evaluating and developing EbE modules

Jonathan, one of our Experts by Experience, said about his involvement in the classroom:

"I feel that being involved was a good way to get the point across on how it is for people with learning difficulties like me – to show a real life experience so that the students' don't just use textbooks for their learning."

The aims of our showcase (or workshop) are to

- Talk about the range of involvement of our EbE
- Explore some of the resources we have used to aid student's learning
- To present some research evaluating how the EbE modules have aided the reflective ability of our social work students
- To share our experiences and plans for the future

The following is a quote from one of our students on their EbE experience:

“Meeting X today was a superb experience, I found him to be a very articulate and knowledgeable person... Hearing our speakers’ experiences of discrimination and the negative impact this continues to have on his life shows how important it is for us as social workers to challenge all forms of discrimination. X’s session today was very important as it highlighted the complexities an individual can face...X’s presentation was a great example of ‘Experts by Experience’.”

The workshop will be delivered by some of our Expert by Expert collaborators Jonathan Elliott, Reuben Hares, Mary Hartley and Hilary Wilson in conjunction with the support and facilitation of the academic lead for EbE involvement in Social Work at UoC, Angie Boyle.

Biographies:

Angie Boyle

Angie is a lecturer in social work at the University of Cumbria and the academic lead for Expert by Experience involvement.

Jonathan Elliott

Jonathan is in his mid-thirties, has a learning difficulty and is gay and is particularly interested in labelling, stereotypes and human rights.

Mary Hartley

Mary has been the primary carer for her daughter who was diagnosed with a severe form of schizophrenia when she was 17. Mary is now in her 70’s and finds this a greater toll on her own health as her daughter continues to need inpatient treatment 3-4 times a year.

Reuben Hares

Shares his own experiences of schizophrenia and psychosis currently with undergraduate, graduate and post-graduate students.

Hilary Wilson

Hilary has been caring for her husband since he developed severe mental health issues early on in their marriage. She talks of the issues they have faced and the challenges particularly for her as a full-time carer in having brought up three children.

Wednesday 11th March, Concurrent Session 1 10.00 – 11.00 am
Learning together: developing service user involvement in clinical psychology training

David Britt, Fiona Eccles, Suzanne Hodge, Keith Holt, Julia Pilling and Bill Ryder

Lancaster University Public Involvement Network (LUPIN) was established in 2008 with the aim of increasing public involvement in all aspects of the clinical psychology doctoral training programme at Lancaster University. Although it is open to anyone, LUPIN has a particular interest in bringing the voice and experience of service users into the development of trainee clinical psychologists. The network is facilitated by staff from the clinical psychology programme, and overseen by a Steering Group made up of LUPIN members. LUPIN is now integral to the life of the programme; LUPIN members are involved in most aspects of programme activity, including the selection of trainees, teaching, trainee research projects, and programme committees.

The aim of this showcase will be to tell the story of LUPIN's development; how it began, and how it continues to evolve. We will do this through a series of short presentations and facilitated discussions involving members of LUPIN, programme staff and trainees on the programme. Through an exploration of the various aspects of LUPIN's activity from a range of perspectives we will address the question of how to make service user and carer involvement meaningful in the context of an intensive and demanding programme of clinical and academic training. We will explore some of the key challenges we have faced, and continue to face, as LUPIN's involvement in the programme continues to develop. In the process we will address some of the core conference themes, including the strategic advantages of service user and carer involvement; the value and role of service user and carer knowledge; and some of the tensions that arise around service user and carer involvement.

Biographies

David Britt is a retired biologist with broad interests in the subject, but his professional career has largely involved biology associated with health/medicine. He has worked in the NHS and as a teacher and researcher in a range of institutions in the UK and overseas and in the secondary, Further and Higher Education sectors. In 1997 he had a stroke which curtailed his career; since then he has developed a passion for patient and public involvement in NHS

research and service development and champions this cause in the North West and beyond.

Fiona Eccles is a Lecturer in Health Research and a Research Tutor on the Lancaster University Doctorate in Clinical Psychology programme. Her interest in service user involvement in clinical psychology training began when working as a trainee clinical psychologist and has continued to develop since returning to teach on the programme.

Suzanne Hodge is a Lecturer in Health Research and a Research Tutor on the Lancaster University Doctorate in Clinical Psychology programme. She has a background in social policy and medical sociology, with a long-standing research interest in service user involvement, particularly in the field of mental health.

Julia Pilling is a retired teacher with an M.Phil. in Health Education. Julia suffered burn out with hypertension in 1999 following the death of her Father from motor neurone disease and her Mother from a brain tumour within fourteen months of each other whilst she continued to work in senior management. Chronic fatigue resulted and Julia received extensive psychological therapy which has aided her recovery.

Bill Ryder has been a cancer patient and carer since 2000. Having lost three members of his family through cancer and a brother who took his own life, Bill has been involved within service user groups for cancer since 2003 and has been a member of LUPIN for almost 7 years. He felt he needed to give something back to society and tell the story of psychological distress whilst going through a traumatic time. Most illness you can see but psychological distress is something you need to accept before you seek the help you need. Bill runs self-management groups for cancer patients and has been involved in lots of different projects.

Wednesday 11th March, Concurrent Session 4, 4.00 – 5.00 pm
An online interactive service user and carer toolkit for staff

Yvette Brown

The presentation will focus on the development of an online interactive service user and carer toolkit for staff in the Faculty of Health and Life Sciences at Coventry University. The toolkit was developed in response to feedback from service users and carers and academic staff who wanted clear consistent accessible information about the expectations and responsibilities of service user and carer engagement.

The purpose of the toolkit is to provide learning resources that encourages staff to consider and implement the key issues required for service user and carer engagement within the Faculty of Health and Life Sciences for undergraduate and postgraduate provision in a dynamic and concise way.

The presentation will focus on:

The role of service users, carers, academic staff and a learning technologist in the development of the toolkit

Demonstrating the online toolkit

Highlighting the key benefits of having a toolkit for university staff with the support of digital technology

Sharing feedback and evaluation of the toolkit

The challenges of developing and maintaining the toolkit

Biography

Yvette Brown is a Senior Lecturer in Mental Health Nursing at Coventry University. She is currently on a secondment as a Cross Faculty Service User and Carer Facilitator providing a strategic direction to strengthen service user and carer engagement within the Faculty of Health and Life Sciences. Personal interests include recovery in mental health, cultural perceptions of mental health and service user and carer involvement in higher education. She has been a mental health nurse for a number of years working in a number of mental health acute and community settings.

Wednesday 11th March, Concurrent Session 2, 11.30 am - 12.30 pm
Mending the gap between professionals and service users, in education and practice

Helen Casey, John Macdonough and Peter Beresford

Power Us, the social work learning partnership is an international network of service users, carers, young people, academics and practitioners. Two years ago Power us was at UCLAN to present how to 'mend the gap' between service users and professional education/practice.

The gap mending model was initiated in a social work programmes in Sweden, then taken up in Norway, Denmark and the UK.

Power us promotes the gap mending method as a way of promoting respect, equality and greater understanding of the roles of students/practitioners and people in receipt of services.

The aim of this workshop is to present the gap mending model and the work that has been developed by Shaping Our Lives (service user led organisation), Southbank University and New College Durham.

As the Health Care Professions Council has maintained the commitment to service user and carer involvement in professional education by way of introducing a new professional standard, interest in the gap mending model has been identified as a way forward for promoting meaningful service user participation in a wide range of professional contexts.

Support for this has also been provided from the Higher Education Academy.

A key objective of this workshop is to identify the gaps that exist between service users, carers, students and professionals in diverse contexts and consider the benefits of taking a gap mending approach to promote meaningful involvement and improve outcomes.

Wednesday 11th March, Concurrent Session 4, 4.00 – 5.00 pm
Introducing public and patient involvement to a Medical School

Helen Clifford, Keele University School of Medicine

The work carried out to introduce public and patient involvement (PPI) to Keele University School of Medicine will be presented. We will describe and evaluate what we have done so far and look at issues from a variety of perspectives. The School has developed a PPI strategy and introduced lay members to a range of School committees, has used members of the public as 'lay interviewers' of prospective medical students and has established a PPI Group who are consulted on issues within medical education.

We will discuss:

- The writing of a PPI strategy
- Recruiting lay members – what did we do and who did we get?
- Selection and training of lay members
- What we are doing?
- Outcomes from our PPI Group
- What the public and patients think of what we are doing and what they think we should be doing
- The lay perspective – their expectations of the role, what do they get out of it and any concerns?
- Student perspective – what do they think of having the public on School committees?
- Academic and clinician perspectives – their experience of working with lay people
- How we are evaluating whether what we are doing works
- What's gone well?
- Challenges
- Plans for the future

We will look at varying perspectives including academic/ clinician, students, and lay members.

The audience will be asked for their reflections on similar experiences in their work or involvement. The group will aim to draw out key positives, good practice, challenges and areas for improvement that we all have in common or perhaps can learn from each other.

Biography

Helen's role was developed a year and a half ago to establish public involvement within Keele University School of Medicine. Her role as Community and Public Engagement Officer involves coordinating student placements within the third sector and building up a program of patient feedback as well as introducing public involvement in the School. Prior to working in the School of Medicine she has had various roles within the University.

Wednesday 11th March, Concurrent Session 1, 10.00 – 11.00 am

No longer remarkable – the evolving involvement of service users and carers with healthcare education

Clark Y N, Cook J H, Mann C, O'Hara B, Swain C H, Whittle L, on behalf of the Service User and Carer Advisory Group, The School of Health Sciences, The University of Nottingham

The Service User and Carer Advisory Group (SUCAG) celebrates its 10th anniversary early in 2015. The group has played a major part in the (at least) 15 years of partnership and involvement of service users and carers with the School of Health Sciences and its previous incarnations at the University of Nottingham. As part of our tenth anniversary and reflecting changes within the school we are now going through a period of reflection and review.

The Head of the School of Health Sciences, Professor Patrick Callaghan, came to one of the group's 2014 meetings and made the statement that "service user and carer involvement is no longer remarkable". This starkly pointed out how far service user and carer involvement has evolved over the last 10 years, and in particular how much it has grown since the group contributed to Trent Multi Professional Deanery's 2005 'Principles for Practice' publication: "A new landscape for the involvement of patients and the public in health and social care is taking shape. This shift is underpinned by Chapter 10 of the NHS Plan, statutory requirements set out in the Health and Social Care Act 2001, and most recently 'Creating a Patient Led NHS'. Together these drive a cultural change that puts patients and the public on the 'inside' of the NHS."

The School of Health Sciences has a strong ethos of working with service users and carers. These days we are very much part of the school and are active in developing strategy, developing curriculum and resources, selecting students, teaching and facilitating, publications and research. This showcase presents the evolving and diverse work of service users and carers in the School of Health Sciences and shares our experiences of involvement, good practice, progress and challenges over the last 10 years. It includes opportunities for others to share their experiences so we can all learn from each other. Themes to be covered include:

- The long road to the new Graduate Nursing Curriculum

- Developing learning resources (including 'Involving service users and carers in your teaching', and the Hearing Loss Project)

- Evolution in selection of students

- In the classroom: co-facilitation, teaching, lectures, and telling our stories

- Planning new projects and training

References

TRENT STRATEGIC HEALTH AUTHORITY, 2005. Principles for Practice: Involving service users and carers in health care education and training

Biographies

Yvonne Clark: I have long-term spinal problems, and joined the advisory group in 2006. I am now acting Chair, an interesting and at times challenging role. I am passionate about ensuring that service user and carer voices are heard in the education of health professionals

Louise Whittle: Originally a teacher, I am passionate about education. Following the death of my daughter Rose from cancer, I welcomed the opportunity to join the Service User and Carer Advisory Group to use my experience to help shape healthcare education in Nottingham. I am also a Lay visitor for the Health and Care Professions Council.

Claire Mann is an educational researcher, and worked with service users and health students on the 'Raising Awareness of Hearing Loss' project, a partnership between The Ear Foundation and The University of Nottingham.

Thursday 12th March, Concurrent Session 7, 11.30 am – 12.30 pm
Introducing a felt experience

Diane Daune, University of Central Lancashire

Aims:

1. To facilitate an opportunity for individuals to take time out and relax, time to be and simply exist, without any pressures of achieving anything in particular.
2. To enable individuals to explore their own creativity and the concept and values of being creative.
3. To enable individuals to participate within the felting workshop.

Many adults are living in a world that demands they keep doing: they have lost the ability to be, to relax, to take time for self; in effect, people have lost the ability to be human beings and have become, instead: human doings. The aim of this workshop is to give individuals the opportunity to take time out, to relax, without pressure of achieving anything in particular, to make the time to be and explore the concept of being creative. The workshop aim is achieved through the exploration of wool fibres and how they can connect together, the relationships between weak connections, stronger connections, and secure connections may or may not be read as a connotation.

The workshop is at an introductory level and open to everyone. **No previous experience is required.** During this workshop participants will begin to explore the felt experience of working with natural fibres. Then using wet felting methods make a simple, truly individual, and unique, felt shape that the individual may take away or add to a collective creative piece.

Biography

The workshop will be facilitated by Diane Daune. Diane joined UCLAN academic staff in 2004 and has been an active course leader. She is committed to supporting students, staff and service users alike and demonstrates a caring attitude to all she meets. She continues to explore innovations in health and social care, through research/ scholarly activities and active engagement with students and service users.

Thursday 12th March, Concurrent Session 8, 2.30 – 3.30 pm
Beyond policy – a real life journey of engagement and involvement

Stephanie de la Haye, Sheffield Hallam University

How do people who have multiple disadvantages have a real say and influence health policy and create equity within academia at all levels? The service user movement has been around for some years and is now starting to gain momentum, but with one important caveat – health and social care professionals and policy makers in the main continue to create a tick box involvement culture and many although without malice do not really understand the importance of a person with lived experience of disability both mentally or physically being included in all aspects of delivery, policy and development. One example is of a researcher not having a fundamental grasp of why they should create equality within a research team when users are a ‘core’ part of the group. They are not, and indeed are somewhat treated as if they should be grateful to be there. Where does this come from? In the main, and in this instance, institutional inequality and lack understanding of the principles and practice in which individuals can make a full and marked difference within academia and within health research and policy development

Many sections of our society have had to campaign and fight for their rights over the centuries from slavery, to gay, lesbian, bisexual & transgender people to mental health issues and physical disability, and why? Well, because of the range of attitudes describing them as ‘being different’ within society or just ‘not fitting in’, everything from a lack of understanding or education to outright prejudice and vilification. Of course some people do not necessarily have an outward appearance of say physical disability so the hidden types of illnesses which cause the individual a great deal of pain and suffering can go unnoticed by the general population but still cause a multitude of potential hurdles the person has to ‘jump’ over to receive treatment and understanding.

Quoting an American President... “There is nothing more unequal than the equal treatment of unequal people”

Biography

Stephanie de la Haye MSc. BSc (hons). WMT (med) QTLS.Cert Ed.

She is the chair and co-founder of Business Boosters Network CIC, as well as a freelance trainer, consultant and researcher delivering in mental health and

well-being with 27 years' of expert by experience and as a health & social care professional. Stephanie delivers AHMP and mental health advocacy training within, social work and mental health nursing at Sheffield Hallam University, and Stephanie is a member of the UCLAN national IMHA research team and is currently a member of the UCLAN IMHA implementation group, and is a p/t doctoral researcher at the University of Oxford.

Stephanie also practices in Emergency Medicine (pre hospital care) and an Expedition medic within the NHS and the private sector.

Stephanie's extensive profile includes being a practice assessor for a BA in Social Work, and a research associate and peer researcher in a number of academic establishments. Chair & Founder of

S.O.D.I.T (a mental health charity for women and is a member of the executive group of the Social

Perspectives Network. A new venture for Stephanie is delivering mental health and resilience training to senior managers within global organisations across the UK and Europe, including the NHS. She is also an ExE mental health specialist for the Care Quality Commission (CQC).

Areas currently involved with

- Director and Chair Business Boosters Network CIC
- Trustee and Chair, Survivors of Depression In Transition
- Sheffield Mental Health Network, MH Board
- Social Perspectives Network Executive board
- National Mind Peer Research Inquiry group & researcher
- Non-executive director Richmond Fellowship group
- RESPECT & MHFA senior instructor

Memberships & Fellowships

- Member of the Institute for Learning (now part of the Education and Training Foundation)
- Member of College Of Paramedics
- Member of Institute of Directors
- Fellow Institute Leadership & Management
- Fellow Royal Society of Arts

Wednesday 11th March, Concurrent Session 3, 2.30 – 3.30 pm
Moving forward step by step

Bart Debyser, Nancy Boucquez, Ann Lammens, Eveline Crevits, VIVES
University College

Koen Lavens, Kathleen Decaluwe and Martine Voet, psychiatric hospital
Pittem (PIT-group)

In the last decade, the roles of service users, their environments and their organisations are growing significantly, resulting in more involvement possibilities for service users and family carers. In Belgium, involvement of users and carers in nurse education is getting much more attention but we still have to go a long way. In this showcase, we will report on our ongoing process to move from limited involvement to growing involvement of users and carers. We recently started up a working group of service users, lecturers & staff members in order to grow to a more strategic involvement of users and carers in the education program. In our showcase we would like to share and discuss with the audience our successes and challenges we're facing in our move forward. We'll reflect together on the ongoing process to assure sustainable networks with service users and to facilitate the teaching and training program of students in a collaboratively and supportive way. We 'll also report and discuss the kickoff of a bottom-up co-design (users & professionals) of an innovative training program to become an expert by experience in MH care.

Biographies

Bart Debyser, MSc, RN is lecturer and researcher MH Nursing at VIVES Roeselare and researcher at Psychiatric Hospital Pittem. Bart is also an academic volunteer at University Ghent.

Nancy Boucquez, MSc, RN is the principal director of the health care education program in VIVES University college

Ann Lammens, MSc, RN is lecturer MH care and geriatric care at VIVES Roeselare

Eveline Crevits, MSc, RN is lecturer general nursing at VIVES Roeselare

Koen Lavens is an expert by experience and involved in a user led group of experts by experience, that's linked with the psychiatric hospital (BOE-group)

Kathleen Decaluwe is an expert by experience and involved in a user led group of experts by experience, that's linked with the psychiatric hospital Pittem (PIT-group)

Martine Voet is an expert by experience and involved in a user led group of experts by experience, that's linked with the psychiatric hospital Pittem (PIT-

group); Martine is also involved as facilitator in a teaching program to become an expert by experience

Thursday 12th March, Concurrent Session 7, 11.30 am – 12.30 pm
How co-design can help improve the experience of adult mental health patients

Steven Edwards, Quality Improvement and Experience Lead, Nursing and Quality, Lancashire Care NHS Foundation Trust

The purpose of the workshop will be to share the work I have been doing at Lancashire Care to improve patient experience using Experience By Co-Design (EBCD). Co-Design is a form of participatory action research that seeks to use the stories and experiences of patients and carers to improve the design of services.

At LCFT our journey began with our involvement in a story-gathering initiative using video booths that was being run by the Mental Health Improvement programme. This involved using video booths to gather feedback from our inpatient services. The material from this was edited into a film and shown to staff using an adapted form of the King's Funds EBCD toolkit. The results from this were so encouraging that a full programme was funded by the Trust to carry out recording at all our inpatient facilities. The outputs led to some changes in practices, including a greater emphasis on therapeutic activities and support for frontline staff so they could spend more time engaging with patients.

Some improvements were initially seen but it was clear the methodology had to apply the full length of the patient pathway – from admission to recovery. To do this I approached the Clinical Director of Adult Mental Health, who agreed to sponsor a small scale pilot assessing the experiences of patients after they were discharged from inpatient services. All the participants were invited to an introductory workshop where we jointly designed the interview process.

Again it was the Co-design elements of the project that most attracted the participants. Eight narratives were collected and shared back with the participants and the project sponsor at a co-design workshop. With support

from staff at the School of Mental Health at the University of Central Lancashire (UCLAN), we used an adapted form of co-design to map the emotional touch points and identify key points on the pathway. Each phase of experience was coloured by the quality of partnerships between patients, staff and carers. What also struck us was often how simple things were missed which could have saved considerable time, money and anguish for patients and carers.

The co-design method also revealed the need to involve carers much earlier in the patient journey. It was clear the patient's recovery was directly related to their ability to build partnerships with carers, staff and the wider community. Co-design provided the narrative evidence for managers often struggling with clinical and operational data – mostly in raw numbers. It brought this data into focus and is starting to create the compelling case for how we redesign our clinical pathways with patients, co-producing new models of care.

The workshop will share the findings from the work I have been doing in the Adult Mental Health and give participants the opportunity to critique the methodology and suggest ways of developing the research further. It will also explore how Co-design can be refined to give patients a bigger say in how services are designed and delivered.

Biography

Steven Edwards has been working in healthcare management for nearly 20 years both in the private and public sector. His primary interest is in the use of Experience Based Co-Design to improve the quality of care for patients and carers. He has an MBA from Manchester Business School and is currently working with academics and researchers into the development of Co-Design as a service improvement methodology.

Wednesday 11th March, Concurrent Session 2, 11.30 am – 12.30 am
Participation in dementia research: The Round Table ZULIDAD

Stefanie Eicher, Nathan Theill, Albert Wettstein, Mike Martin, University of Zurich, Center for Gerontology

Christoph Hock, Henrike Wolf and Florian Riese, Psychiatric University Hospital Zurich, Division of Psychiatry Research and Division of Psychogeriatric Medicine

Heike Geschwindner, Pflegezentren der Stadt Zürich
and

Gaby Bieri, Pflegezentren der Stadt Zürich and Städtärztlicher Dienst der Stadt Zürich

The application of participatory research methods in gerontological research is important and necessary for several reasons. The involvement of relevant stakeholder groups from the beginning to the end of a research project allows for relevant and innovative research questions, appropriate research methods, adequate interpretation of research results and their rapid and efficient transfer into praxis. Due to this, the Zurich Life and Death with Advanced Dementia Study (ZULIDAD) is accompanied by a participatory research method - a Round Table. The Round Table ZULIDAD is attended by representatives of three stakeholder groups: Professionals (e.g., nurses, geriatricians, nursing home managers, board members of dementia-related organizations), family members (e.g., spouses, children, nieces), and researchers. The Round Table ZULIDAD has two central tasks: First, it functions as an instrument of quality management by co-determining scientific and strategic decisions. Second, it realizes an additional but thematically related project aiming at the transfer of newly gained knowledge into practice. So far, five sessions have been conducted, wherein the members supervised advances made in the ZULIDAD longitudinal study, and wherein it was commonly decided that the Round Table will establish guidelines that enable family members to make informed decisions regarding their relatives with dementia at the end of life. These guidelines will be elaborated in a participatory process and are thus supposed to reflect the various perspectives incorporated at the Round Table. The experiences so far are that involving participatory methods in research means an additional effort, but it is worth it due to the better anchoring of research questions in reality and due to the multiplier effect of the members that allow a sustainable return of study results into practice.

Biography

Dr. Stefanie Eicher

University of Zurich

Center for Gerontology

University Research Priority Program „Dynamics of Healthy Aging“

Email: stefanie.eicher@zfg.uzh.ch

Education

06/2010-02/2014 University of Zurich, Department of Psychology

Doctoral candidate

04/2010 University of Zurich, Faculty of Psychology,

Licentiate (lic. phil.) in Psychology

Employment

Since 09/2014

University Research Priority Program „Dynamics of Healthy Aging“,

Participatory Research Lab, Research associate

10/2010-08/2012 University of Zurich, Centre for Gerontology, Research associate

Since 08/2012 Research assistant in the “Zurich Life and Death with Advanced Dementia

Study” (ZULIDAD)”, funded by the Swiss National Science Foundation (SNF), at the Centre for Gerontology, University of Zurich

Publications

2012 Martin, M., Schneider, R., Eicher, S., & Moor, C. (2012). The Functional Quality of Life (fQoL-)Model: A New Basis for Quality of Life-Enhancing Interventions. *GeroPsych*, 25 (1), 33-40.

In press Eicher, S. Moor, C., Riese, F. & Martin, M. (in press). Partizipative Altersforschung als Mittel zur Förderung des Implementierungserfolges. In: M. Hoben, M. Bär & H.-W. Wahl. *Implementierungswissenschaft für Pflege und Gerontologie. Grundlagen, Forschung und Anwendung – Ein Handbuch*. Stuttgart: Kohlhammer.

In press Scholz, U., König, C., Eicher, S. & Martin, M. (in press). Stabilisation of health as the centre point of a health psychology of ageing. *Psychology and Health*.

Awards

2012 Poster Award (2nd rank)

Endowed at the congress of the German Society of Gerontology and Geriatrics (DGGG) in Bonn, Germany

Thursday 12th March, Concurrent Session 6, 10.00 – 11.00 am
Emerging, new and established user involvement in medical education

Janet Garner, University of Central Lancashire

Andrea McGoverin, Leeds University

Helen Clifford, Keele University

This workshop will deliver three different perspectives and experiences of facilitating service user and carer involvement within a Medical School environment.

We will reflect on the history, current status and then think about our next steps in moving forward to ensure successful ways of working.

We will discuss the differing nature of our roles, our job titles and resources available to us and how these all change through the journey.

Our narratives will identify key themes which we will then address with the audience, share examples and explore how we can learn from each other.

During the workshop, we will give a brief outline of our backgrounds then discuss

- why we are in this role,
- the challenges faced
- what we have learned,
- how our values have shaped our practice
- what has helped us on this journey.

We will then encourage audience participation through the use of discussion and physical activities thereby addressing the key themes of the conference: positive environments for growth of service user/carers involvement, successful examples of involvement and exploring ways in which we can move forward.

Biographies:

Andrea McGoverin – Leeds University - established

Andrea joined the Leeds Institute of Medical Education (LIME) in 2001 and has a clinical background in nursing, user involvement experience as a patient advocate and lived experience of complex long term medical conditions. Her role in LIME developed from being a project officer on various pieces of user involvement work over a decade ago, to Senior Teaching Fellow in Communication Skills (Patient Perspective) designed to be the academic lead to develop and embed the patient/carer voice in creating, teaching and assessing the undergraduate communication skills curriculum within LIME. The curriculum was last rewritten in 2010. Andrea will reflect upon the establishing of her role, the challenges faced when working with an academic/clinical team as a woman with complex long term medical conditions, and what has helped on this journey.

Helen Clifford – Keele University –new

Helen is based in a young Medical School: the Keele curriculum was created in 2007. Her role was developed a year and a half ago to establish public involvement within the School. She will share her recent experiences of setting up user involvement, including setting a strategy, recruitment, training and the initial launch. Her public involvement is mainly focussed upon lay members of committees and lay interviewers of prospective medical students.

Janet Garner – University of Central Lancashire –Emerging

Janet has been a Project support worker with Comensus community involvement group at the University of Central Lancashire for five years and SUCAG Service user group for seven years. She will examine how her role has now changed with the emergence of a new School of Medicine at UCLan and how the climate and culture of a Medical School could challenge her values and previous ways of working with academic members of the team.

Thursday 12th March, Concurrent Session 8, 2.30 am – 3.30 pm

Patient involvement from the beginning: user integration from inception of a new Medical School in the UK

Comensus Colleagues and Dr Morris Gordon, Transitions Lead & Curriculum developer, School of Medicine & Dentistry, UCLan

Background: GMC are supporting user involvement in all areas of the training of future doctors.

‘Tomorrow’s Doctors’ (GMC, 2009) states that ‘all clinical tutors and supervisors, students, employers and patients should be involved in quality management and control processes’

And ‘Quality management must cover all aspects of undergraduate medical education, not just teaching’. (para 48. P38)

The University of Central Lancashire in the UK has founded an independent medical school, currently attracting international applications for a high quality UK medical training programme. The university has had a community engagement and service users’ support group (Comensus) who have worked with other health, social care, and pharmacy programmes for a number of years. Comensus are a group of diverse individuals who are interested in shaping the education of future healthcare professionals by sharing their lived experiences.

From the inception of the medical school, Comensus were invited to join in all aspects of the development of the MBBS programme. Service users and carers sit on all academic committees within the school quality management structure. These include:

- Admissions
- Learning Resources
- Learning and Teaching
- Professionalism Careers and Transition
- Work-based learning
- Recruitment and Marketing
- Equality and Diversity
- Facilities Staffing and Resources

The General Medical Council (GMC) cited this authentic involvement by Comensus in their examples of good practice in their report (May 2014) ‘we commend the extent of patient and service user involvement and engagement work at the School, through the university’s Comensus service. We heard that

Comensus has been involved in the curriculum development from the outset and has identified opportunities for its members to be involved in teaching and assessment activities'

We will be holding a number of focus groups in the next few months, examining the impact user involvement has had on successfully shaping the medical school. Focus groups will be facilitated by service users and carers themselves which enabled participants to share open and honest feedback. All feedback will contribute to the future development of the medical school.

We would like to present a showcase outlining how the inclusion of authentic service user and carer involvement from the preliminary planning stages of the quality framework process and curriculum design can contribute to the training of truly patient-centred students and doctors.

Wednesday 11th March, Concurrent Session 4, 4.00 – 4.00 pm
Starting small: challenges to building up service user involvement in Switzerland

Caroline Gurtner, Fiona Jones, Lisa Malihi-Shoja, Joy Duxbury, Sabine Hahn

Currently in Switzerland, there is very little service user and carer participation in the health care system. In health care policy, attention is rarely given to the importance of the user perspective in the development and planning of health services and governance is missing. This is quite different from the situation in the UK. A future challenge for health services in Switzerland is to involve users' and carers' in order to improve care, treatments and cooperation. Inspired and encouraged from positive experiences with user involvement in research and education in the UK, especially from the Comensus-Project at the University of Central Lancashire, we decided to begin to overcome these barriers. We plan to move forward by creating the preconditions to build up participatory research and involve service users systematically in different activities of the Health Division Department at the Bern University of Applied Sciences (BFH).

The overall aim of the project is to systematically build up a service user group and then to together plan and carry out a research project on a specific topic.

The perspectives from all stakeholders will be included from the start. We will begin in February 2015 by contacting peer-workers and service users working in health and public relation sectors. The focus will be in the field of psychiatry. Methodologically, we will follow the approach of participatory action research, based on Stringer and Genat (2007). The perspectives of all stakeholders (service users, researchers and lecturers) regarding future user involvement in the different activities of the University and in the identification of barriers and facilitators will be attained via interviews with focus groups. Results will then be used to develop guidelines for implementing participatory research in mental health and we will develop a concrete plan for a first project in the field of the Health Division Department at the BFH.

The workshop at the Authenticity to Action Conference is a part of the planned collaboration between Uclan and the Health Division Department from the BFH, in the form of expert advice. We would like to present our project planning and the first steps that we have carried out up until March 2015. We would also like to have an open discussion with the audience in order to learn and share experiences around service user involvement in research and education. The discussion will focus on the following key issues:

1. How can we best convince foundations to invest in a participatory action research to improve user involvement in health research and education at university level in Switzerland?
2. How can we access and encourage service users to take part in the project?
3. How should we formulate and structure information about our project/and objectives in order to encourage buy in and acceptance by stakeholders?

Biographies

Caroline Gurtner: She attained her diploma as a registered nurse (RN) in 2000. She then worked for a few years in heart surgery before switching to psychiatric care and research. Since 2009, and after her completion of her bachelor's degree in nursing sciences, she has worked for the University of Applied Sciences, Division of Applied Research & Development as a research assistant. Currently she is completing her master's degree in nursing sciences at the University of Basel, Switzerland. Her research focus is mental health research, specifically the concept of recovery and participatory research, quality of life in older people with migrations background and housing. Caroline recently became a member of the organisational committee of the "Dreiländerkongress for psychiatric care"

and she is leading the students committee “nursing sciences” at the University of Basel. She is married and a mother of two children (ages of 13 and 5).

Prof. Sabine Hahn: Sabine is a Registered Psychiatric Nurse (RPN), a Clinical Specialist in Psychiatric Nursing (CNS) and a nursing scientist (PhD). She is director of the nursing department, as well as Division Head of Applied Research and Development in Nursing at the University of Applied Sciences in Berne, Switzerland. Since 2006, she has been developing the newly established research unit into a centre of high competencies for disciplinary and multidisciplinary research projects in the field of nursing care in Switzerland. The focus is on quality, effectiveness and efficiency of interventions and models of care, as well as on health promotion and prevention throughout the life cycle. The projects conducted by this research unit are performed in practice-partnerships with numerous public health care institutions as well as private providers. Sabine is currently leading projects in the fields of psychosocial health promotion & prevention, mental health, aggression in health systems and patient education and research transfer, in order to improve evidence-based nursing. As the head of the nursing department, she offers a modern education program for the Bachelor and the Master of Science in Nursing programs. She has worked for 15 years in the field of clinical psychiatric nursing, first as a registered nurse and later as a clinical nursing specialist. Since 1999, she has been engaged as a lecturer and project manager in knowledge development projects within higher education in nursing in Switzerland. Sabine is a member of the Academic Association of Swiss Mental Health Nurses; she is an expert for the International Council of Nurses representing the Swiss Nurses’ Association in the topics Mental Health and Aggression; she is head of the scientific and organisational committee of the “Dreiländerkongress für Psychiatrische Pflege”, she is a member of the European Research Group on Violence in Psychiatry and she is an expert for HORATIO, The European Society of Psychiatric Nursing.

Wednesday 11th March, Concurrent Session 4, 4.00 – 5.00 pm

Towards co-production: the meaningful involvement of service users as co-facilitators in mental health nursing education

Val Howatson, School of Health and Life Sciences, Glasgow Caledonian University

This paper will focus on an innovative approach to therapeutic skill development, through simulation, involving service users as co-facilitators of learning within a 2nd year mental health nursing module at Glasgow Caledonian University. The aim of the module was to deepen students understanding of recovery and values based practice, to promote self-awareness and build on therapeutic engagement skills. Six service user volunteers were recruited from the local user group Glasgow Mental Health Network (GMHN) to be co-facilitators and active members of the module team. They were introduced not as 'service users' but as co-facilitators. They were quickly accepted by the students and their contributions were valued and welcomed.

Rather than being given pre-scripted roles by the teaching team, students were tasked with working in triads to develop their own character 'narratives', in preparation for the simulated practice. This allowed the students to 'connect' with their characters and allow for a degree of imagination, creativity and personal insights to build on these as the module progressed. The co-facilitators provided valuable validation on these, to ensure the narratives were realistic and authentic and students were avoiding using jargon and diagnostic labels to describe their experience.

Extracts of data were taken from student reflective logs and the online module evaluation. A group discussion/evaluation was held with co-facilitators at the end of the module. Student feedback indicated that this approach had a powerful impact on their learning experience. For example, learning about self; ability to respond to service user feedback, developing empathy and insight through using life narratives, and other therapeutic engagement skills such as active listening and collaboration.

Service users felt valued and respected throughout the module, they reported that making a meaningful contribution to the student's learning and development was very rewarding. One co-facilitator stated "it has been an invaluable experience for me and one which has supported my own journey of recovery".

Extracts from student evaluations included:

“ I enjoyed working with service users and think it would be beneficial to have them available in most classes as they would add to the learning experience and perhaps challenge us more”

“the role playing sessions were brilliant as was the service user involvement and these sessions both improved confidence and allowed me to see how I could develop my therapeutic skills further”

Thursday 12th March, Concurrent Session 5, 9.00 – 10.00 am
**Creative art in professional education and in working with communities:
identities, commitments, values, and enjoyment**

Kalindi Kankali, Community Artist, York

Patricia Walton, Lecturer in Social Work, University of York

Both authors use creative arts methods in a variety of ways to enable community groups, student professionals, and practitioners to express themselves: for example, exploring personal and social experiences, concerns, aspirations, commitments, enjoyments, and occupational identities. In this workshop we will describe some of our projects, show examples of the work produced, offer participants a taste of visual or other sensory ways of thinking, and start a conversation about the scope and potential of creative arts methods in strengthening understandings and alliances between service users, carers, and students.

Both authors are inclined to work beyond classic identities such as ‘service-user’, ‘service-provider’, ‘carer’, ‘educator’, ‘disability’, ‘student’, etc. Firstly, this is because creative art tends to resist hard-and-fast boundaries and offers a platform from which to explore and communicate on more holistic, shared and equal terms than professional or institutional encounters often allow. Secondly, it is possible that a productive solidarity in the face of the current ‘austerity’ politics may be encouraged by bringing to light and mobilising our various, overlapping experiences and roles.

The rationale for proposing this workshop is that, while not wishing to understate the importance of higher education progress with formal service user and carer involvement, we are also aware that it can be, for some, primarily an institutional process - persuasive reporting, but limited progress with mutual understanding, aims, values and change. Equally, it appears often to fail to include some of the most powerless of service users – for example, the very old and frail, or parents involved in safeguarding. At the same time, for the individual worker, the role-boundaries of professional authority and accountability can seem insurmountable, and the expert-client relationship remains intact. Arguably, art methods can be effective in ‘getting under the skin’ of institutional practices and professional training, to where student practitioners’ own life issues, survival strategies, sense of fun, service-use, or political concerns, can be drawn upon to enrich their approach to practice, to service provision, and to meaningful engagement.

Biographies

Kalindi Kankali is a community artist, facilitating excluded groups and student professionals to explore and express themselves in imaginative, participative, activities. Patricia (Pat) Walton is a social work academic and has developed creative art methods to help students reflect on the development of their overlapping personal and professional identities and the nature of their involvement in the lives of service-users.

To varying degrees, both presenters have used services, provided services, and worked in professional education. We met at the University of York, where Kalindi is a member of the York Supagroup (the centre for service user and carer involvement in social work programmes) and Pat is Director of the MA Social Work programme. We have worked in similar roles in other universities – Kalindi at York St John University and Pat at Liverpool John Moores University.

Kalindi’s recent work with excluded groups, ‘Life Cycles – Recycled’, is shown here...

<https://www.facebook.com/LifeCyclesRecycled>

Pat has written about one of her art projects with social work students...

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Thursday 12th March, Concurrent Session 5, 9.00 – 10.00 am
Reflections on collaborations in conducting and advancing service user and carers involvement in research

Sally Kellet and Dianne Phipps, FOCUS-NW and Chester University

This proposed paper will highlight research conducted by FOCUS-NW into Service User involvement in pre-registration nursing assessments in practice. The study, commissioned by the North West Strategic Health Authority (now HENWE) and supported by Chester University explored the benefits and challenges of engaging service users and carers in the assessment of student nurses on practice placement. The aim was to further identify and explore pathways into conducting and advancing this process as the Nursing and Midwifery Council (NMC) requires service user involvement, but at present offers minimal operational directive.

The research was unique in its approach as it was undertaken by service users and carers from the Forum of Carers and Users of Services (FOCUS-NW Limited) who conducted an ethnographical and qualitative study in order to assess the perceptions of service users and carers with varying experiences, and with a range of health conditions on their involvement in nurse assessment.

Six Universities within the North West took part, thus the researchers were also able to secure appropriate participation of student nurses, nursing lecturers and mentors. No current evidence of assessment of student nurses in practice placement was found although several service users and carers reported having been asked to provide feedback on students. The study's findings provide a rich, holistic insight into each groups' views on the assessment of student nurses and by SUC's through questionnaires, semi-structured interviews and focus groups. Whilst all were keen to welcome a process in service user participation in assessment in practice, it was clear that the involvement of service users in research is laced with complexities and the paper discusses the challenges of conducting research and engaging service users and carers with varying levels of disability.

Although this study was limited in numbers, findings revealed that service users who participated were not keen on being seen as assessors particularly during their treatment and many did not feel qualified to assess but were keen to support the training of students by offering feedback. Lecturers and mentors stated that they valued highly the benefits of involving service users and carers

as a means of measuring nurses' communication, compassion and caring skills and informing training, as this would improve the nurse-client therapeutic relationship, thereby enhancing patients' experiences.

The paper co-presented by FOCUS-NW and Chester University will reflect on the methodology of conducting this research in an attempt to further explore and improve processes into conducting and advancing service users and carers involvement in research and consider ways that such findings may be disseminated effectively to make an impact upon future service user involvement in assessment from the NMC.

Biographies

Sally Kellet BA (Hons) MA

Sally is currently Chair of FOCUS-NW a service user organisation with experience of working with a wide range of students on Health and Social Care courses in the North West as a service user and carer. Formerly a Research Fellow in Entrepreneurship at UCLAN, she has a background in teaching and business development. She is also a carer for her daughter who has a rare genetic syndrome. sally@creativewarriors.co.uk

Dianne Phibbs

Dianne is the Deputy Head of Department Mental Health and Learning Disabilities at the Faculty of Health and Social Care, Chester University.

Thursday 12th March, Concurrent Session 5, 9.00 – 10.00 am

Input and impact: service user involvement in the pre-registration mental health nursing curriculum

Audrey Kempson and Laura Lowe

'Service user involvement ... has made me practice with compassion.'

The Nursing Midwifery Council (2010) expressed its continuing commitment to service user involvement in the design and delivery of nurse education and

requires Higher Education Providers (HEIs) to evidence service user involvement to demonstrate the achievement of standards of education. The recent Francis Report (2013) amplifies the importance of listening to service users' views and placing them at the centre of health care delivery.

Service user involvement is becoming increasingly embedded in the planning and delivery of professional health and social care programmes. It is now one of the integral components in pre-registration mental health nursing education. At the University of Hertfordshire we have embraced service user participation in many aspects of the curriculum over a number of years. In 2011 in mental health nursing we took the opportunity to review service user involvement across the curriculum. We found that although it was present it was unplanned and inconsistent. In order to improve this it was decided to place service user involvement centrally in the curriculum with the focus on presence at interviewing and in contributions to the annual Personal Journey modules (reflection based modules focused on values in practice).

At the end of the final year of the first cohort it was decided that an evaluation would be undertaken to review service user involvement in the curriculum and the impact of this input. The students and a group of service users involved in teaching on their programme were invited to participate.

Students in the final year of the mental health nursing course and service user trainers involved in teaching on the programme were invited to participate in an evaluation. A mixed methods approach was used in order to gain this information.

The marked divide in both personal and professional experiences prior to the course meant that for some students great changes had been affected but others were much less challenged, more liberal and more self-aware prior to the start. They moved from a fragmented group that had very little cohesion to a group that was able to communicate more effectively and service user involvement in their course was acknowledged in the focus groups as having had an impact on this.

It was clear from the evaluation that both groups had gained considerably in the partnership that was at the heart of the Personal Journey modules in the curriculum. Students reflected upon and changed their values, understood mental health challenges in a different way, improved their skills and barriers were broken down. Service users' experiences were validated in a different way, being perceived as valuable in the improvement of mental health services in the

future. Not only that but the involvement became a part of their own recovery journey, increased their sense of self-worth and brought occupation and employment which all contributed to increased wellness and purpose, decreased stigma and self-stigma and impacted on resilience.

Biographies

Audrey Kempson

I have worked in mental health nursing for over 30 years and have wide ranging interests in community care, mental health recovery and social inclusion, all aspects of collaboration and partnership working and facilitating workplace learning. I run an online Masters module on Mental Health Recovery and Social Inclusion and an undergraduate practice based module with a focus on values, service user centred care and recovery.

Laura Lowe

I have worked in CAMHS for over 13 years and besides CAMHS, I have a particular interest in the Therapeutic Milieu, the therapeutic value of outdoor activity, and working with young people with eating disorders. I have published around mental health in young people and have presented on these topics at some conferences. I have worked in nurse education since 2010 and enjoy helping students to bridge the theory-practice gap and use their reflective skills to become the best practitioners they can be.

Wednesday 11th March, Concurrent Session 3, 2.30 – 3.30 pm

'Unlocking the door': service user/carers involvement within nurse education from an academic staff perspective

Trevor Kettle, Academic Lecturer and Faculty lead for service user/carers involvement, Faculty of Health Sciences, University of Southampton

The last two decades have witnessed a paradigm shift occurring within healthcare that has empowered people to gain more autonomy, responsibility and involvement in managing their own conditions. This in turn has affected the power dynamics between service user and practitioner. There is a need to reflect this more inclusive way of delivering healthcare within the education of future healthcare professionals inside higher education institutions (HEI's).

These changes have been reflected within pre-registration nurse education by the Nursing and Midwifery Council's (NMC) expectation that service users and carers should be involved in student assessment and curriculum development. Academic staff can dictate the levels of service user and carer involvement due to the authority they hold over learning and teaching strategies. Current research to date has mainly focussed on the experience of students and service users regarding involvement within HEI's (Morgan & Jones 2009, Repper & Breeze, 2007). This paper focuses on a study that explored how the involvement process is helped and hindered by academic staff within a higher education institution. Good practice strategies and potential barriers are identified that need to be overcome with suggestions for the way forward.

A qualitative study involving interviewing academic staff was designed to explore service user involvement from a staff perspective.

Findings identified several common themes:

- **The most prevalent types of involvement included** the *'face to face' classroom session* between service user and student. This is considered limited involvement according to Tew's (2004) ladder of involvement.
- **Articulating the benefits of involvement by academic staff** is important in helping it to become part of the culture of educating student nurses. Several benefits were identified, including the importance of students being *exposed to the lived experience*.
- **How staff get involvement right** included keeping *a database of 'expertise'* that could be accessed by academic staff, *good preparation of all parties*. Briefing and debriefing both students and service users before and after involvement activities is identified as of prime importance by Speed et al (2012).
- **Many barriers to involvement** were perceived by academic by staff, including institutional (e.g. payment difficulties and budgetary constraints), operational (timetable constraints), unreliability of service users, time constraints of staff, negative effects of face to face sessions on services users (e.g. revisiting difficult experiences) and problems with establishing contacts with service users. Some of these access barriers could be overcome by the use of technology such as podcasting, blogs and live internet video links..

- **Power and control dynamics of staff over service users** was a strong common theme amongst most participants. Many academics admitted to a perceived fear of a loss of power and control within involvement that raised anxieties enough to reduce the academics decision to use lived experience within their teaching strategies. There appears to be a reluctance by academics to give service users full autonomy within the teaching/involvement activity.

This study has revealed the presence of a power imbalance between academics and service users/carers. This manifests as a 'tension' between how much autonomy is given to users/carers in delivering the 'lived experience' to students by academic staff. This has the potential to be a powerful barrier to full partnership working.

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Biography

I am the patient and public involvement lead for the Faculty of Health Sciences, University of Southampton. My remit is to develop strategic levels of PPI across the Faculty. I formed the 'Experts by Experience' patient/carer reference group in June 2013 and members are now getting involved in joining course validation panels and other governance groups throughout the Faculty. I belong to the HEA

Lived Experience Network and attend most meetings. I have started a PhD exploring the impact of PPI within my Faculty.

Wednesday 12th March, Concurrent Session 3, 2.30 – 3.30 pm
Preparing to measure the impact of service user and carer involvement in training mental health and social care professionals – themes from service users, clinical psychology trainees and staff

Laura Lea, Sue Holttum, Di Morris and Angela Gilchrist, Canterbury Christ Church University

Several papers have been written about the perceived impact of service user and carer involvement in the training of various mental health professionals. However, so far no one has brought out a measure of the impact of involvement. Our group, led by Laura Lea, has begun to map key themes that could become the basis for a new questionnaire. The questionnaire would be a way to capture the way that involvement affects the practice of trainee professionals, as they understand it.

The process of developing a questionnaire that can be trusted is to do it in several stages. We are on Stage 1, gathering themes from which we will make a list of statements for our questionnaire. The questionnaire, when it is complete, will consist of a list of about 20 statements that trainee professionals will read and then say how strongly they agree or disagree, for example:

‘Because of service user involvement in my training, I feel there is less of a barrier between me and people who have experienced severe mental distress.’

However, this is just an example. In our presentation we will talk about the themes we found from three focus groups: service users, clinical psychology trainees, and their lecturers. There were some common themes across the three groups, such as the importance of equality between service users and professionals. Other themes were specific to each group. For example, service users and carers, and also trainees, emphasized the importance of safe learning spaces, whereas staff talked of the need for trainees to be not only motivated but able to safely challenge bad practices. All groups also talked about the possibility of negative effects of service user involvement for all concerned, which would be important to prevent.

Biographies

Laura Lea: Laura co-ordinates service user and carer involvement for Canterbury Christ Church University clinical psychology doctorate programme. Laura has lived experience of mental health issues and has worked alongside people with severe mental health diagnoses for over ten years, helping to shape mental health services and education. She contributed to the British Psychological Society's *Understanding Psychosis* report, published on the 27th November 2014.

Sue Holttum: Sue is a senior lecturer at Canterbury Christ Church University, teaching and supervising research in clinical psychology and art therapy. She has experience of treatment for severe depression and draws on this in her work. Recovery and identity, and staff training and well-being are topics she increasingly focuses on. As well as her many publications in peer-reviewed journals, Sue writes a regular commentary on research in the journal *Mental Health and Social Inclusion*.

Di Morris: Di has been a member of SAGE, the Salomons Group of Experts by Experience, for eight years and regularly offers consultation to doctoral clinical psychology and CBT students at Canterbury Christ Church University. Di has written and enacted short plays that illustrate important points for student learning and are well-received.

Angela Gilchrist: Angela is a clinical psychologist and has taught on the Canterbury Christ Church University Clinical Psychology programme for seven years. Angela trained and worked as a journalist in South Africa before becoming a psychologist. Angela helps co-ordinate the blog *Discursive of Tunbridge Wells* - <http://discursiveoftunbridgewells.blogspot.co.uk/>, which features topical commentary by a range of mental health professionals, students and people with lived experience of mental health issues.

Thursday 12th March, Concurrent Session 7, 11.30 am – 12.30 pm
‘The Social Pedagogy and Egg Experience’ – a young person and students
share their experience of a social pedagogy module

Jane Lloyd, School of Social Work, University of Central Lancashire

Four tutors from the School of Social Work at the University of Central Lancashire (UCLan) delivered an innovative Social Pedagogy module between May and June of this year. The module brought together undergraduate students, looked after young people and residential child care staff to share a learning experience as peers. It was supported by the enthusiasm of a Lancashire County Council colleague who has early experience in a national Social Pedagogy pilot.

Using a relationship based approach Social Pedagogy seeks to combine academic knowledge and an understanding of emotions within the context of hands-on practical action. Eichsteller (2009) defines Social Pedagogy as ‘A holistic humanistic approach to working with children and young people (as well as other groups within society).’

Using non-traditional teaching approaches, the module was designed to mirror Social Pedagogical practice and theory, through creative and group experimental tasks. The module delivery and curriculum reflected the centrality of rights, social justice and relationships in line with Social Pedagogical concepts and practice. The use of dialogue and critical reflection helped participants understand events and interactions and relate them to the theory. Creative use of space in the way the teaching environments were used was essential to provide group learning opportunities with an emphasis on problem solving tasks. It facilitated non-hierarchical relationships; choosing to adopt pair, small and large group experiential learning activities.

One participant described the module as:

“An amazing course, that’s like a breath of fresh air in the care industry.”

Another student told us the module had helped them understand that:

“Developing relationship is a key to learning.”

Feedback from the young people and students about the delivery style and module content has been incredibly positive. One of the looked after young people told us that for the first time in his life he:

‘didn’t feel like an outsider’.

The looked after young people have reported that the experience on the module has opened up new opportunities for them including starting college courses, and joining other new group based activities. One young person said that:

‘Social Pedagogy is like, all being equal’

He strongly felt that all staff working with young people, including managers and head teachers, should learn about Social Pedagogy, in order to change the current hierarchical relationships.

Our findings suggest that delivering a programme where young people (or other people who use services), students and staff learn together has many very positive advantages and implications for Social Work and social care practice.

A group of the young people and students would like to share their experiences at the conference – they are currently working together to plan how they would do that.

Wednesday 11th March, Concurrent Session 2, 11.30 am – 12.30 pm

All change - service user, carer and public engagement in today’s world

Lisa Malihi-Shoja, Comensus Co-ordinator, University of Central Lancashire

The session will explore the possible ramifications the UK recession, possible new government and the ever changing educational and professional culture has on the authenticity and scope of service user, carer and public engagement within Higher Education. The format will encompass a workshop design focusing on round table discussions. The workshop will provide a forum for sharing good practice and will have room to examine the barriers and possible solutions to change processes. A number of key issues will be addressed, including:

- How can we successfully thrive in the current UK climate
- Drivers and barriers
- Making sense of involvement and engagement
- The changing face of education and service user/carers involvement
- Impact and outcomes

Thursday 12th March, Concurrent Session 6, 10.00 – 11.00 am
Authentic service user & carer led involvement at Comensus

Ernie Mallen and Angela Melling

Issues addressed in the Workshop

- Innovation in service user and carer involvement
 - Positive environments and growth for service user and carer involvement
 - Successful service user and carer involvement
 - Strategic advantages of service user and carer involvement
 - Closing the gap- moving forward
1. In the workshop we will discuss the use of service users and carers as:
Peer Mentors (service users and carers, who help other members of the group to get the most out of being a part of the University)
Facilitators (someone who can oversee the teaching session)
Recruitment of service users and carers
 2. The service user and carer led Module:
The module concentrates on service user and carers, experiences within a number of scenarios. Over ten weeks, keynote speech plus workshops
Writing, Planning and Delivery
Becoming an integral part of the Social Work Course
Feedback evidence from academic, students and service users
 3. The Congress (a one day event similar to a conference):
A one day event which involves the wider local community groups in Workshops. Sharing their experiences
 4. Research:
The Comensus Book – the Future Book
Publications
Various research projects
 5. The Future:
Working with other schools at UCLAN
Training

We will discuss:

What is the role of Peer Mentors?

Is this seen as an innovated move?

Is this a Positive environment for all concerned?

How to expand the skills of service users and carers?

We will use various media, to demonstrate service user and carer involvement and innovative teaching methods

Wednesday 11th March, Concurrent Session 4, 4.00 – 5.00 pm

A reason to survive – a mother's story

Carol Massey and Jules Goodger, Service User Co-ordinators at Havering College of Further & Higher Education

Jo St. Leger – Member of the Participation Programme at Havering College

The central importance of service user and carer involvement in the education and training of health and social care professionals has been embraced by Havering College of Further and Higher Education. Havering College has continued to emphasise the importance of service user and carer involvement in social work education and practice.

At Havering College of Further & Higher Education, service users & carers continue to play a vital part in all aspects of the social work degree programme. This showcase builds on our presentation from last year which looked at the impact of service user and carer involvement at all levels of the degree programme from both students and service users' perspectives. It provides a critical reflection from our new initiative.

This showcase will provide an insight into one service user's journey and how her personal story is used in teaching students about 'Empowerment and Survival' and what this means when the only person who can empower you to survive is yourself.

This presentation will include an interactive showcase accompanied by slides and pictures describing the service user's personal journey which aims to engage participants in critical reflections and debate, about what 'empowerment' means. This service user survived a Brain Stem Stroke at the age 40. Only 3% of people survive a Brain Stem Stroke and most of those that do survive live out the remainder of their lives with Locked-In Syndrome, which can be devastating for the survivors, their families and friends.

We believe this showcase will be of significance to service users and carers who might be interested in getting involved in the education and training of social workers or health care professionals, service user and carer educators (those already involved), students; health, social care and social work educators alike; not least because you may already have an interest in this area but because the showcase will challenge thinking about what 'Empowerment and Survival' means. It also challenges practitioners and students in particular, to examine the complexities and dilemmas involved in achieving and implementing empowerment in practice. Above all the personal narrative about this person's journey is refreshing and will motivate participants in their personal journeys in all areas of their lives and their professional practice.

This personal story also looks at the medical profession and how they too can empower people to survive such devastating, life changing events and live rich and fulfilled lives with ongoing medication and support services.

At Havering College students are reminded to reflect on this throughout their teaching and learning.

There will be a question and answer session at the end.

Thursday 12th March, Concurrent Session 6, 10.00 – 11.00 am
The true cost of social media

Carol Massey & Jules Goodger, Service User Co-ordinators at Havering College of Further & Higher Education

Stephanie Itzcovitz, Member of the Participation Programme at Havering College

The central importance of service user and carer involvement in the education and training of health and social care professionals has been embraced by Havering College of Further and Higher Education. Havering College has continued to emphasise the importance of service user and carer involvement in social work education and practice.

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This showcase will provide an insight into the impact of social media on one unsuspecting family. This presentation will include a short film and will show the joy and pain which can be caused by the uncensored use of social media. This service user will openly and honestly share the events which led to her world being turned upside down by one short message. It will explore through an interactive showcase how legislation needs to be implemented to protect children, young people and families.

We believe this showcase will be of significance to service users and carers who might be interested in getting involved in the education and training of social workers, health professionals and those training to work in the field of fostering and adoption. Above all the personal narrative about this situation is refreshing and will motivate participants to think about their professional practice, and how they educate and inform young people about the dangers of social media and the way this is changing and making certain groups of young people extremely vulnerable.

At Havering College students are reminded to reflect on this throughout their teaching and learning.

There will be a question and answer session at the end.

Wednesday 11th March, Concurrent Session 2, 11.30 am – 12.30 pm
Deliberation, dialogue and democracy: involvement practices

Mick McKeown, University of Central Lancashire

This **paper** presents thoughts on how to best make sense of democratic process as they have emerged and evolved within our Comensus initiative. The discussion will address the value of thinking and practices derived from critical pedagogy, participatory research methods, and the intersection of social movement activism with critically engaged academics. The idea of democracy in this context will be viewed as an essential feature of the process of involvement and an almost inevitable outcome of such involvement, even if not always thought of as an explicit objective. At their best, involvement practices exhibit key characteristics of deliberation, dialogue and democracy. Supporters and activists do not necessarily assume that easy consensus will be reached; rather they are comfortable with possibilities for different perspectives to result in unsettled and unsettling conversations. As such, the social space where involvement takes place can be somewhat paradoxical – but from possibly turbulent beginnings, dynamism and creativity is generated.

Critical social theory and key thinkers such as Freire, Habermas, Bakhtin, Sedgwick and Bauman will be drawn upon to illuminate debate. Our analysis proceeds on the basis of a critique of the intrusion of neo-liberal forces into the previously public domains of health and social care and higher education, decrying the negative impact of austerity policies. Such services can be seen to operate in a state of liquid modernity, typified by rampant uncertainty and alienation for all concerned – staff and service users. Service failures, such as exemplified in Mid Staffs and Winterbourne View can be, at least in part, made sense of in these terms, and an impulse for democracy can be presented as one possible solution for the alleged compassion deficit and detriment to care quality.

Prefigurative, conclusions will be drawn regarding the potential for democratisation of health and social care organisations with a suggested vision for a form of workplace democracy that brings together service user, carer and staff voices.

Thursday 12th March, Concurrent Session 7, 11.30 am – 12.30 pm
Inter professional learning: a horizontal approach

Dr Paul Milne PhD FRCGP, Head of Work Based Learning, School of Medicine and Dentistry, **Dr Dawne Gurbutt** PhD, University of Central Lancashire, **Janet Garner** (COMENSUS)

Inter Professional Learning (IPL) forms an important part of the undergraduate MBBS UCLan curriculum and is a General Medical Council requirement for undergraduate medical training (Tomorrow's Doctors 2009, para. 21-22).

An innovative approach to IPL has been developed with colleagues from the service user group and School of Health UCLan. The presentation will describe its development and proposed delivery in year 1 of the UCLan MBBS programme in collaboration with UCLan's School of Health's service user group (COMENSUS).

The approach to IPL acknowledges and seeks to enhance student learning from the Problem Based learning approach used in year 1. Each of the seven IPL sessions uses a 'flipped classroom', an actor and service user group led session which is followed by post session guided reflective work. The Year 1 MBBS cohort and an equal number of School of Health students will attend each IPL session. In order to ensure equality of access each IPL session will be recorded. The IPL developers place an emphasis on context and learning materials will be developed to reflect this.

This IPL teaching method is innovative when compared to IPL delivery in other medical schools.

A learning model is proposed that suggests how transformation of learning takes place and help structure students' reflective practice.

Wednesday 11th March, Concurrent Session 1, 10.00 – 11.00 am
Developing practical, cultural and philosophical change by the use of innovative and all-embracing service user involvement

Expert by Experience, Forensic In-Reach Team, Lancashire Care NHS Trust

Mark Rathbone, Team Manager and **Mark Corner**, Lead Practitioner, Forensic In-Reach Team, Lancashire Care NHS Trust

Mark Corner, Lead Practitioner, Forensic In-Reach Team, Lancashire Care NHS Trust

Emma Jones, Lecturer, University of Central Lancashire; Team Practitioner, Forensic In-Reach Team, Lancashire Care NHS Trust

This showcase will discuss the impact of imaginative employment of Experts by Experience (EbE) within a specialist consultancy service. We will present the process of developing this initiative and explore the benefits, impact, challenges and experiences of the EbE, staff and referring teams. We will also explore positive ways forward to increase a sense of Recovery and quality of service delivery.

The shift in social culture towards the phenomenon of service user involvement and the Recovery movement (McKeown et al., 2014) has triggered such initiatives as Commensus (University of Central Lancashire) and the Knowledge and Understanding Framework (KUF) (2014) training. Professionals have been challenged to recognise the perspective of the very people who receive services moving away from the traditional paternalistic approach to health care (Kemp, 2010).

The ethical adoption of service user perspective by Commensus and the KUF has inspired the next generation of service delivery. The Forensic Inreach Team (FIT) are looking to develop a new and innovative post that employs an EbE to work into all work streams of the team, having an impact on our practice and the practice of the teams we work into. It is envisaged that the EbE will be involved in all aspects of clinical supervision, complex case meetings, training, interviews, service and team development in order to facilitate practical, cultural and philosophical change.

FIT is an ever evolving service, working into local adult mental health services and the offender care pathway including the Prison and National Probation

Service. As such we are in an ideal position to role-model these innovations into wider teams within healthcare services and the criminal justice system. It is projected that the EbE involvement will expand to meet the growth of these provisions.

It is envisaged that the project will be evaluated at every turn and communicated to broader services through research papers and conferences.

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Thursday 12th March, Concurrent Session 5, 9.00 – 10.00 am
The critically engaged academic

Christine Rhodes, University of Huddersfield

This paper will focus on the notion of the critically engaged academic and will discuss the challenges of moving beyond tokenism to one of deliberative democracy to achieve positive change.

Service user and carer involvement in health professional education is at the forefront of health and social care policy, legislation and practice in the UK (DH, 2009; DH, 2010; DH, 2012; NMC, 2010). Recommendations from the Francis Enquiry (2013), the Berwick Report (2013) and the Keogh Report (2013) call for a much stronger patient voice at all levels of health professional education in order to gain a richer understanding of people's experiences and improve service delivery. Additionally, there is a growing body of evidence that service

user and carer involvement in health professional education does positively influence student learning and practice with the potential for a positive impact on the health and wellbeing of service users and carers involved.

Participatory approaches that promote a partnership approach with genuine equality and respect are identified as critical factors for successful involvement and relate to the theoretical underpinnings of critical social theory that aims to liberate individuals. This type of approach highlights the need to 'work with', rather than 'take from' service users and carers. Operationalisation of a democratic approach is however endangered by the bureaucratic, hegemonic model of UK health professional education.

The author will share her reflections on her role as an academic and the relationship that has developed with service users and carers that represents deep engagement and has demanded reflexivity and the giving of self with critical agency.

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Biography

Christine Rhodes is the Head of Pre-registration Nursing at the University of Huddersfield. She has a specific interest in the engagement of service users and

carers in health professional education and was awarded a PhD based on this subject area in July 2014.

Thursday 12th March, Concurrent Session 6, 10.00 – 11.00 am
Teddy Bear Clinic: a partnership between UCLAN students on a pre-registration nursing course and local children

Linda Sanderson (MSc, RSCN, RGN, RNT), School of Health, University of Central Lancashire

The aim of the Teddy Bear Clinic is for children (age 6/7) to begin to understand what may happen if they go into hospital. The use of 'real' equipment and 'real' nurses adds an extra dimension to their role play of caring for a sick teddy bear. The Teddy Bears clinic complements the national curriculum for Key stage 1 where children learn about Florence Nightingale and 'people who help'.

An essential part of children's nursing is to communicate sensitively and appropriately with children of all ages and listen to their ideas. The Teddy Bears clinic offers an excellent opportunity for the student nurses (child field) to talk to young children about their ideas about hospitals in a non-clinical environment. The student nurses also have the opportunity to teach the children about some common aspects of hospital care in a fun way.

The student nurses introduce the children to some of the equipment and experiences they may experience in hospital. The children are given the opportunity to use some equipment either on themselves or on their Teddy bear. After the event the children and students have evaluated their experiences very positively and plans are being made for further partnerships between the University and local schools.

This is an example of an 'easy to organise' partnership that has proved very beneficial to children and students alike.

Biography

I qualified as a RGN with BSc (Hons) nursing in 1985. I worked with adults in a variety of settings until RSCN training was commenced in 1989. When qualified

as a children's nurse I began working on the Yorkshire Regional Centre for Paediatric and Adolescent Oncology and Haematology Unit in Leeds. I worked on the oncology unit for 14 years in total, as a staff nurse, senior sister and lecturer practitioner. As the lecturer practitioner I was seconded to the University of Leeds to run the Paediatric and Adult Oncology courses.

In 2004 I left the clinical area of oncology and worked as a sister on a busy general Paediatric ward at Airedale General Hospital.

In 2006 I commenced as Senior Lecturer Child Health at the University of Central Lancashire (UCLan). During my time at UCLan I have been a module leader for a variety of modules across the pre-registration nursing and post registration nursing courses, a course leader for the Diploma (HE) Children's nursing and most recently the Admissions tutor for Childrens nursing. I thoroughly enjoy facilitating the learning of student nurses in all fields of nursing but particularly Children's nursing.

Wednesday 11th March, Concurrent Session 3, 2.30 – 3.30 pm
Engaging consumers of aged care communities in health professional education

Associate Professor Rosemary Saunders (UWA), Anne McKenzie (Consumer Advocate, UWA), Hayley Haines (Consumer Project Officer, UWA), Assistant Professor Helen Dugmore (UWA) & Professor Fiona Lake

The Nursing program at the University of Western Australia (UWA) has established a strong partnership with older adults in an aged care community. The focus of this presentation will be sharing the journey and the process of engagement of the older adult consumers as part of the development of the "Beyond the Teaching Nursing Home: Community Partnership of Learning and Care "project. The University of Western Australia (UWA) and the Bethanie Group have come together in this mutually beneficial project to link practice, research and community engagement of older adults.

The project has enabled the implementation of a dedicated learning environment in aged care for nursing, medical, social work and podiatric

medicine students. The older adults in the two co-located residential aged care hostels and the co-located older adult Independent living Units participate in learning activities with students.

Consumer and community engagement has been a key part of the development, implementation and evaluation of the project. The engagement of the consumers of the aged care community has been achieved through community conversations, community newsletters, and consumer participation in the project reference group. The involvement of the aged care community in this project has developed a real spirit of collaboration between the older adults, the students and the staff. The presentation will also share the findings of the older adult's experiences and the successes of their contribution to the learning activities.

This innovative project identifies the value of older adults as contributors to health professional education, and the importance of students understanding older adult's needs. This project was possible due to funding made available by Health Workforce Australia, an Australian Government initiative.

Thursday 12th March, Concurrent Session 8, 2.30 – 3.30 pm
Showcasing - public involvement in the education of health and social care professionals, a whole faculty approach

Kim Scarborough

Public involvement is now a requirement for the education of many health and social care professionals including nurses, physiotherapists, occupational therapists, healthcare scientists, midwives and social workers. At UWE's Faculty of Health and Life Sciences we have 20 programmes that either requires public involvement for professional body validation, as a prerequisite from course commissioners, or as recognised good practice. Therefore, at UWE we ensure members of the public receive appropriate support to influence students' learning and assessment. This includes, remuneration, development opportunities, buddying and, if needed, meeting individuals' access needs. Having Faculty-wide support systems and programme specific support ensures sustainable and consistent practices. In addition, staff and students need to

have access to development opportunities that aim to promote safe and effective involvement in the education of Health and Social Care students. In order to promote effective involvement at multiple levels from quality monitoring, programme tendering, development, validation, delivery and evaluation at UWE we have a Faculty strategy, policies and procedures, payment systems, and administration support. We would like to share with you how, as a Faculty, we have embedded public involvement as ordinary, valued, sustainable teaching and learning practice. This is helping us to ensure that when new programmes are being developed, especially in programmes that have not had public involvement previously, that support is available to develop academics staff skills and knowledge. The Faculty is also supporting staff to undertake yearly audits of public involvement and develop action plans for improvement, to research the impact of public involvement and publish findings.

We would like to showcase how a culture of public involvement as an essential aspect of learning and teaching has helped us develop robust systems, with a strong focus on students learning from the people who receive health and social care services to UWE's health and social care student graduates. We aim for co-presenters to share the stories that illustrate strategic advantages to public involvement, the role of members of the public as experts in public involvement, what successful involvement can look and feel like and how patient led learning opportunities and feedback helps students improve their practice.

Biography

Co-presenters will come from programmes across the Faculty of Health and Life Sciences and will include a student nurse, service user, family carer, administrator and academic members of staff. Currently a number of people are interested in participating and names will be finalised should our abstract be successful and we are asked to run a showcase. The lead author is Kim Scarborough, a National Teaching Fellow and the UWE Faculty of Health and Life Science lead for Public Involvement in professional education who has a background in learning disability nursing. The service user will come from the group who work across programmes to raise awareness of the needs of people with learning disabilities in most of the health and social care programmes provided at UWE. The family carer will come from the small group who have a Faculty-wide view of public involvement and contribute to academic staff development. This small group of carers have been involved with UWE for a number of years and bring considerable knowledge and skills of public involvement especially to programme teams new to public involvement. The

evaluation by Jayne James on patient feedback on student nurse practice will be shared. Jayne has a background in adult nursing and has piloted patient feedback. The outcomes of this pilot have resulted in patient feedback now contributing to the assessment of student nurses' practice across all fields of nursing, something now being considered by other programmes. A nursing student will discuss the benefits of receiving feedback from patients on their own practice. Kathryn Yuill is the leader of a healthcare science programme which is new to public involvement. Having received a commendation for public involvement she wishes to share how engaging with Faculty wide public involvement resources is improving both her knowledge and skills in this area. Fiona Earlam is our administrator for Public Involvement and will also contribute to the showcase and discuss the practical tasks she undertakes and how she networks across the University to identify barriers to involvement and supports change to reduce or remove these barriers.

Wednesday 11th March, Concurrent Session 2, 11.30 am – 12.30 pm
1000 years of experience- the success of the XbX group at the University of Bedfordshire

Michael Shamash and Linda Hennes, Sid Jeewa and Sally Cornish

Why are we calling this paper 1000 years of experience? This is roughly the combined ages and lifetime experiences of members of the Service user and carer group at the University of Bedfordshire, the XbX, (Experts by Experience) Group. It is also much better than 100 years of solitude! We would like in this presentation to explore the factors which have made our group a success. We will explore the key factors that have aided our development.

Most importantly there has been a commitment by the University and its senior management to develop the group. We are all equal partners each contributing something different but each with a voice and a story to tell. We will present a power point explaining who we are, our history and our success within the university.

We draw on our wealth of knowledge of all aspects of service use. Respect exists both within the group and between the XbX Group and the University staff and

students. Whilst there are differences of opinions we ensure that by us having clear ground rules discussion is honest without becoming personalised and that a group consensus must be reached.

We will explain how we are a part of an equal partnership and how the strength of the group is based on the creation of a positive environment. We will explore how the creation of a group is further enhanced by having a clear identity and how our use of the title XbX almost becomes a marketing tool, our unique brand.

We will examine how we have developed as a group but also how this has shaped our own personal development. The session will showcase our varied means of participation. We can point to the high levels of praise that we have received from the bodies governing social work and social work education. We are different people with different life journeys but sharing a common goal, namely making sure that the voice of the service user and carer is heard and becomes an essential part of the training and, by inference, the practice of social workers.

We are not complacent and know there are aspects of the group's workings that still need to be developed. We also want to know how service users and carers groups function at other Colleges and Universities. What can we learn from you and you from us? We will include a short workshop about our diverse experiences, sharing best practice, so that we can turn good into perfect!

Biographies

Michael Shamash: I have been very involved in the field of service user and carer involvement in social work education for over ten years at Middlesex University and latterly the University of Bedfordshire. I have been active in the disability movement and am an experienced researcher having written reports on disability discrimination, social care provision and hate crime against disabled people in East London. I have taught widely on the subjects of social policy, criminology and youth work. I have given lectures on multiple aspects of disability culture ranging from the art of Velasquez to the puppet series, Stingray.

Linda Hennes: Until 2004 I was Director of Human Resources for a worldwide company. I was then diagnosed with Relapsing/remitting Multiple Sclerosis and, although I was still able to fulfil my job, my role was made redundant.

In 2006 I was lucky enough to be accepted by the University of Bedfordshire to study for a degree in nursing. I achieved my degree in 2009 and started work as a Staff Nurse on the Elderly Care Ward in the Luton & Dunstable Hospital.

Unfortunately my MS became Secondary Progressive within a few months and I had to leave this employment. During this time the health of my mother (in Slough) and the health of my parents in law (in Bournemouth) deteriorated significantly and so started my involvement with Social Workers.

During these recent events I have experienced discrimination, harassment and bullying both of myself and my close family and so can relate to these experiences in others. However, I am a very positive person and feel that through these experiences and my training (MA (Human Resource Management and BSc (Hons) Nursing) I can play a valuable part in helping to recruit and train the excellent Social Workers we need.

Sid Jeewa: As a freelance disability equality consultant and trainer I work within the commercial, public, voluntary and education sectors to bring together the 'social model of disability' and inclusion. Much of my work is informed by my personal experience of disability in today's society including a service user perspective of using health and social care services.

Sally Cornish: After working as a qualified social worker in children's and adult services for nearly twenty years I became a senior lecturer at the University of Bedfordshire in 2005. I have worked with service users and carers in aspects of social work education including selection, taught input and assessment and my research interests include social work ethics and values.

Thursday 12th March, Concurrent Session 6, 10.00 – 11.00 am

Key aspects for satisfying service user and carer involvement in social work education

Laura Speicher, Free University of Bolzano, Bozen

Service user and carer involvement in social work education is mandatory in the UK and therefore very widespread and advanced. Service users and carers participate in the design of the degree, the selection of students, the preparation for practice and much more. Outside of the English-speaking world it is much less common and developed. Aiming at developing service user involvement programmes at other Universities as well, the intent was to find crucial factors that guarantee for service user involvement to be meaningful and beneficial to all parties involved. The conducted study focuses on the service user, carer and student perspective on service user and carer involvement in a social work degree programme.

The research was conducted at Queen's University Belfast in 2013 and is based on a series of narrative interviews with service users, carers and students involved in the social work undergraduate degree.

Key points drawn from the research are:

- All participants are highly satisfied with the programme.
- Service users and carers aim at helping to improve social work education and appreciate their life experience being acknowledged as expert knowledge.
- Students appreciate the possibility to test their practice skills in a safe environment and a planned setting in order to prepare for their first practice placement.

Regarding recommendations for the development of a new programme it needs to be acknowledged that there cannot be a standardised guideline for service user and carer involvement in social work education. Each service users, carer, student and professor is unique and so is the structure of different universities. Each university needs to find their own fitting style and organisation for their respective programme, but they can benefit from previous experiences.

The university needs to be flexible regarding the specific life situations of service users and carers who contribute to the degree. Their life comes first, therefore schedules must be able to adapt to short-notice variations.

Another crucial point is the thorough preparation of everyone involved, guaranteeing for everyone's wellbeing. Quality assurance best derives from frequent checks and constant monitoring.

Most important and most difficult to tackle is a change the academic attitude in regards to knowledge and sources of valid knowledge. Service users and carers are not *accepted* in higher education - they are *needed*.

The session presents the central findings of this research while critically examining the possibility of formulation generalised recommendations. Space for discussion is given so that participants can share their own experience and express their opinion.

Biography

Laura Speicher grew up in Germany and moved to South Tyrol, Northern Italy, where she did her Bachelor's and Master's degree in Social Work. She is now a first year PhD student at the same institution, the Faculty of Education of the Free University of Bolzano – Bozen. In the meantime she has worked as a community educator with refugees, homeless people and children and youth in care, as well as with the University's own publisher. She conducted qualitative research on service user and carer involvement in social work education at Queen's University Belfast and wrote her master's thesis about it. At the moment she studies the collaboration of social workers and nursing staff in a hospital setting, while her research focus remains on service user involvement.

Wednesday 11th March, Concurrent Session 3, 2.30 – 3.30 pm

Pathology or Difference? On the ground rules for defining mental illness

Tim Thornton, Professor of Philosophy and Mental Health, School of Health, University of Central Lancashire

Unlike other areas of medicine, the basic diagnostic categories of mental healthcare are widely disputed. Revisions to psychiatric taxonomy are not merely matters of narrowly medical scientific judgement but concern fundamental and disputed issues such as whether or not mental illness diagnosis is essentially value-laden and whether it is constituted by factors outside the bodies of individuals concerned. But whilst this broadens the range of relevant expertise it is not clear that rationalises the role of expertise by experience.

In this conceptual / philosophical paper, I will argue that this is a consequence of an assumption about the nature of the debate that is open to challenge. The assumption is that whether diagnosis is value-laden or whether it is plainly

factual / value-free is itself a *fact* about the nature of diagnosis. Drawing on the debate about the nature of recovery in mental healthcare, I will suggest that it is at least up for debate that this disagreement might reflect not a *factual* matter about the role, or not, of values in diagnosis but a *value*-judgement about the role that values *should* have. It may be a matter of values 'all the way down'.

If that were the case, it would suggest, on the one hand, the need for a different approach to try to resolve the debate about the nature of mental illness as a whole and particular mental illnesses which would place the views of mental health service users centre stage. It would suggest the need for something like values based practice not just for decisions about the management of mental illness but also its diagnosis and, further, for identifying the conditions that should feature in psychiatric taxonomy. On the other hand, such implicit disagreement about even the ground rules of debate helps explain why there is little prospect of agreement about the definition of mental illness.

Biography

Tim Thornton is Professor of Philosophy and Mental Health, School of Health, University of Central Lancashire.

As well as contemporary philosophy of thought and language, his main research lies within the philosophy of psychiatry and concerns conceptual issues at the heart of mental healthcare. He has published research papers on clinical judgement, idiographic and narrative understanding, the interpretation of psychopathology, reductionism and social constructionism in psychiatry. In his spare time he is writing his half of a co-authored book on tacit knowledge.

He is author of *Essential Philosophy of Psychiatry* (OUP 2007), *Wittgenstein on Language and Thought* (EUP 1998), *John McDowell* (Acumen 2004) and co-author of the *Oxford Textbook of Philosophy and Psychiatry* (OUP 2006) and *Tacit Knowledge* (Acumen 2013). He is an editor of the *Oxford Handbook of Philosophy and Psychiatry* (OUP 2013) (with Fulford, K.W.M., Davies, M., Gipps, R., Graham, G., Sadler, J., and Stanghellini).

He is a senior editor of the journal *Philosophy, Psychiatry and Psychology*. Together with with Gloria Ayob he runs the Philosophy and Mental Health distance learning teaching programme.

He keeps a blog: inthespaceofreasons.blogspot.com

Thursday 12th March, Concurrent Session 5, 9.00 – 10.00 am
“Let’s Get Real”

Helen Tipton (service user) and **Christine Ransome-Wallis** (carer).

User and Carer involvement in Academia, Local Authorities and the NHS should be mutually beneficial and meaningful. Alas, most so far seems to be tokenistic and box-ticking, seen as threatening or a cheap option or, all too frequently, just non-existent. This is all about to change in 2015 when Universities, Colleges and Commissioners have to involve Service Users and Carers to meet new requirements of the College of Social Work and the Health Care Professionals Council. But where are they going to recruit the people they need?

We have been involved as contributors to the Social Work Programme at the University of Birmingham for nearly ten years. Contributors (NOT service users and carers!) have evolved to include recruitment of a wider group of people (eg Learning Disability and young carers) and more creative contributor input into new teaching models. Examples include developing scenarios in which some of us role play people to be interviewed by trainee social workers (BA and MA students) to assess their competence to go out on placement. We developed an evidence based learning module based on the different viewpoints of a husband with dementia, his carer wife and a visiting social worker. Last year a group of us developed characters in a dysfunctional family and created dynamic story lines. Scenes were filmed and the module involved a video clip each week and family members being interviewed by "social workers".

Working alongside academics and regularly reviewing our involvement with them has empowered us to develop new skills to meet their teaching challenges and using our personal experiences to enhance the quality of teaching is rewarded by high student satisfaction levels. Knowing we are a valued, integral part of the undergraduate and postgraduate courses and post qualification teaching is rewarding and motivating. We are involved at all levels from the admissions process, freshers’ week, large and small group teaching sessions, marking, facilitating, talks to prospective students, and research.

We have recently set up Expert Experiences, a social enterprise, to provide service users, carers and expert patients to other teaching establishments. Still in our infancy, we currently have 20+ people on board with a wide range of backgrounds which means we can provide people with varied experiences such as mental health survivors, people with physical disabilities, care leavers, carers,

fostering and adoption experience and working with children with special needs. Although still recruiting, we are selective about who works with us to ensure we have confident, reliable people who share our high standards and desire for enriching the student experience. We are establishing links and getting involved with several local universities, two hospitals and one CCG. We have expert experiences but we are only about working together for mutual benefit.

Biographies

Helen Tipton and Christine Ransome-Wallis have totally different backgrounds but complementary business skills to provide a dynamic leadership for the Expert Experiences partnership.

Helen is the service user and Christine the carer lead in the team reflecting their expertise.

Helen has a training background in Profit and Loss, Equality and Diversity, Risk Management, Sales and Budgeting and worked at senior level for one of the country's leading retailers. More recently she gained an NVQ3 in Business Management and Childcare, Learning and Development and she also has certificates of training in childcare such as Safeguarding, SEAL, Understanding Behaviour and Childcare plus which allowed her to work as a respite carer for Social Services. She has had book reviews published in the International Journal of Social Work and the British Journal of Social Work. She is currently an endorsement reviewer for The College of Social Work.

A former Journalist, Christine has an extensive background in Public Sector Public Relations and Communications including 15 years running her own company providing services to the NHS. She has a string of national awards for innovative communication initiatives including a diversity award for radio phone-in shows in Urdu, Punjabi and Hindi to get health messages to non-English speaking women. Christine cared for her disabled mother for nearly 15 years and still campaigns on carers' issues and services for the elderly. After running a Carers' Association for some years, a member of the Ripfa Reference Group and vice-chair of the Birmingham Carers Partnership Board for five years, she is currently a carer mentor on the national pilot scheme.

Helen and Christine met as contributors on the Social Work Programme at the University of Birmingham where both are involved with interviews, teaching, assessments, admissions and programme development.

Wednesday 11th March, Concurrent Session 4, 4.00 – 5.00 pm

'You can't learn to be a good social worker from a book'

First year BA (Hons) Social work student

Learning from Service Users and Carers Experience and Knowledge

Debbie Ford, University of Central Lancashire

The presentation will highlight a six year journey of a service user and carer designed and delivered module within a BA (Hons) Social Work degree at the University of Central Lancashire. The discussion will explore how the module has evolved and continues to involve service users and carers in the teaching of first year undergraduate social work students.

The module engages student's 'hearts and minds' by providing opportunities to discuss and listen to service user's narratives. It also seeks to engage students with key concerns for people who need support from social care services at different times of their life. The module models the principle of service user and carer participation in shaping social work practice by aiming to meaningfully involve service users in the curriculum design, development and delivery. It goes beyond traditional teaching approaches, with their reliance on academic teaching and literature, by integrating service users and carer's direct experience into the student's learning and professional development. It also promotes student access to the growing body of service user and carer knowledge found in research and writing to inform practice. The module has been supported by Comensus, a community engagement and service user support project within the University of Central Lancashire, who have worked with a dedicated team of service users and carers and four academic tutors to deliver the module.

The presentation will explore the trials and tribulations of the practical delivery of this unique module. As well as exploring service users and carer and students views of the module, it will explore personal reflections of the joint academic module leader who has worked with Comensus over the last five years to develop the module and to support other initiatives developing service user and carer participation in social work education.

The aim of the **Learning from Service Users and Carers Experience and Knowledge** module is to meaningfully explore and increase student social worker's knowledge, skills and values in relation to service user and carer's

direct experience of receiving social care services. This is delivered by a range of learning opportunities including:-

- Key note lectures delivered by service users and carers
- Interactive seminars delivered in partnership between service users/carers and academic tutors
- Time to talk sessions- a student opportunity to engage with service users and carers and benefit and respond to their narratives.
- A service user and carer congress day-a one day event bringing a range of community organisations to run workshops for students
- A One if Four Film festival and Open Mind event to mark World Mental Health Events-a week of films and events for students and the public run by local community and service user led organisations

Service users have more recently become involved in developing five key area of skills for practice development (The College of Social Work, 2012). For example during the module students develop collaborative, communication and presentation skills by completing a group presentation which they present to a panel of service users and carers who assess and mark the presentation. Service users also second mark student's reflective assignments. What the last five years have proven is this inspiring module will continue to evolve and develop, as service users and carers seek to respond to student needs as they prepare for the challenges of social work practice.

Debbie Ford, Joint Module Leader, SW1069 Learning from Service Users and Carers Experience and Knowledge, University of Central Lancashire
