

# Lived Experience Enhancing Student Learning

## Service User Advisory Group (SUAG)

11<sup>th</sup> September 2019 DMU Learning and Teaching Conference

# SUAG

Who are we?

What do we do?

- We **meet** regularly to think about and plan how we can **help** health and social care students be the kind of workers we know we need.
- We help them to **learn** and **assess** that learning alongside the academics.

## Why do we exist?

Health and social care services are more likely to deliver better quality care and experience, if health and social care professionals receive education and training that has been designed, delivered and quality assured with the involvement of patients and the wider public.

# The Policy and Professional Framework for Service User and Carer Involvement

## United Kingdom Health Policy

Service user and carer involvement in the education of health and social care professionals has become expected practice. Department of Health policy (DoH) (2005, 2007a, 2008) is driving a patient-led culture and this requires the workforce to develop the appropriate communication and negotiation skills, and different ways of working (Hawley, 2005).

## Professional Drivers

The Health Care Professions Council (HCPC) have developed a new standard of education and training about service user and carer involvement in education and training programmes and the NMC standards for pre-registration midwifery (NMC, 2009) and nursing education (NMC, 2010) include a requirement for programme providers to demonstrate how service users contribute to the design and delivery of education programmes.

# The spectrum of involvement

- Teaching (personal experience and knowledge base) including inter-professional education
- Recruiting & selecting staff and students
- Curriculum & module design and planning
- Assessment of students
- Readiness for Practice
- Programme validation events
- Promote our work at conferences

# What's in it for service users and carers?

- Give something back
- Tell our story / have our say (our perspective)
- Bring about change in professional practice & quality of services
- Better relationships with health & social care professionals
- Therapeutic benefits e.g. self esteem, confidence, assertiveness
- Develop transferable skills
- A measure of professionalism / valued for our input
- Mutual support, social network and encouragement
- Step towards employment / qualification

# What's in it for students?

- Experience of 'real' people & real life
- Develop communication & consultation skills
- More open about own experiences as service users/carers
- Gets students in touch with clinical issues
- Constructive challenge to the student's own value base
- Enrich student learning
- Shaping the attitudes and capabilities of students
- Instilling the value base of mutual respect and partnership
- Challenge existing professional beliefs and attitudes

## Student quotes:

“Really enjoyed having the opportunity to interact with service users and their carers and get an insight into their perspective.”

“The opportunities to meet service users and their families in order to ratify our learning was the best thing about this module.”

“Meeting service users within workshops was very rewarding and gave an invaluable insight.”

“I think the biggest learning for me was in self-awareness. I recognised I had taken on the views of society without realising it and I was seeing the disability of the group members before seeing the individual behind it.”

“ ...it is so important to understand how the service user feels and the need to respect, listen and be honest with the service user.”

“I got a great understanding of how social work actually works and the flaws within it.”



# The Academics' Perspective:

- Service users' and carers' perspectives illuminate our teaching of theory
- Their insight ensures our teaching is grounded in real life experiences
- There is visible development of students' communication skills, self-insight, and confidence in working with people from diverse backgrounds

## Task



On your tables discuss and write on flipchart paper:

- (i) what you feel are the most important aspects of service user and carer involvement and
- (ii) identify **where & how** you might use patients/service users/carers in your work.

Feedback to main group

**When we tell our stories we connect with students on an emotional level and this is why they remember our contribution and allow it to influence their professional development**



## Panel Session