The changing face of user and carer engagement in healthcare education - rhetoric or reality?

Sue Ashby, Lecturer, Keele University

Judith Shaw, Service User

Lynda Smithies, Lecturer, Keele University
Where is Keele?
Service User Involvement

- Health care population
- United Kingdom health policy
- Professional drivers
- Health care education
Rhetoric or reality?

Arnstein’s Ladder of Citizen Engagement (Arnstein, 1969)
EMBEDDED SERVICE USER AND CARER INVOLVEMENT

SERVICE USERS
- Students
- Individuals interacting with health care across fields of nursing and midwifery

Module evaluations
- Student reps on steering group
- SSLC
- UCIG
- Sub groups
- Co-chair UCIG on steering group

Workshop events held 20th & 22nd Sept 2010
- Recruitment and Marketing
- Supporting meaningful involvement

CURRICULUM
- Teaching and Learning
- Sustainability
- Seeing change from consultation
- Supporting meaningful involvement
- Evidenced within all fields of nursing and midwifery

ACKNOWLEDGING WHAT THE SCHOOL ALREADY HAS STARTING POINT
- UCIG Sub group leads collating information from module leads
- Transfer to new curriculum content
- Identify gaps respond to service user and carer views

Spectrum of involvement
- Supporting meaningful involvement

Sustainability
- Seeing change from consultation

Supporting meaningful involvement
- Recruitment and Marketing
- Workshop events held 20th & 22nd Sept 2010
- Supporting meaningful involvement

Evidence within all fields of nursing and midwifery

Building local networks/capacity
- UCIG
- Sub groups
A mosaic of service user involvement (Tritter and McCallum 2006)

Definition of mosaic (Collins English Dictionary 2013)

‘a design or decoration made up of small pieces of coloured glass, stone, etc’
http://www.keele.ac.uk/nursingandmidwifery/research/storiesofloss/
Keele Kaleidoscope of Service User Involvement

Definition of kaleidoscope
(Collins English Dictionary 2013)

• any complex pattern of frequently changing shapes and colours
• a complicated set of circumstances
Kaleidoscope
Example – the kaleidoscope effect!
Reality – What is it like to be involved in the education of student nurses?
Reality

My initial fears
• At first anxiety – them and us
• Stereotyping me to my diagnosis?
• Too academic for me?
• Does my experience matter?

My experience
• Eagerness to learn
• Non judgemental attitudes
• Acceptance of the person
• Enthusiasm to understand
• Willingness to see the ‘individual’
Reflections

• Looking forward with hope
• Working together in partnership
• Reassurance for the future
• Recovery
• Benefits for all
Benefits for all

Student voices

“the ability to see/understand/feel the needs of a service user presently and in the future”

“positive attitudes in care are key to gaining respect and positive rapport with patient”

“especially helpful having a service user perspective and input throughout”

“having a service user gave a good insight and makes you understand someone's personal experiences of services provided”
Rhetoric or reality

Sue Ashby
s.m.ashby@keele.ac.uk
Judith Shaw
Lynda Smithies
l.h.smithies@keele.ac.uk
References

