




School of Education  
and Social Work  
University of Dundee

**Involving people who use  
services and carers in  
Interprofessional Education**

Carer and User (CU) Group members, students  
and staff  
Wednesday 26 April 2017

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## Overview

- Introduction to IPE (Interprofessional Education) sessions
- Perspectives on the learning and outcomes from the IPE sessions from:
  - CU group members
  - Participating students
  - Staff
- Questions and Discussion

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## Carer and User Involvement in Social Work Education



- 2003 – development of Carers and User (CU) group
- Involvement across both UG and PG programmes, including: teaching, admissions, and programme board
- Valued, collaborative involvement
- Building on involvement:

During the last 'review of both the BA (Hons) and the MSc Social Work programmes, at the University of Dundee there was a wide acceptance that, given the implementation of the policy covering 'Integration of Health and Social Care', we should be looking at how we could 'transfer' the skills gained by Social Work students since 2003, through the close collaborative, valued work of the University of Dundee Carer and User Group.

This was considered essential by those who 'require services, and their carers'. As they felt without this happening we were looking at services. Which whilst 'Integrated' often lacked the basic building blocks which Social Work students 'learned and built on' during their degrees. These essential building blocks all started from the need for clear, respectful, acknowledging forms of communication.

## Rationale for Inter-Professional Education



### Inter-Professional Education sessions led by School of Medicine:

acknowledged user involvement is not well developed for medical students.

medical students need to be working more closely with other professions

### Aims of IPE Sessions:

1. To bring students from a range of health and social care professional programmes together, to share knowledge, perspectives and learning.
2. Focus on learning from service users and carers using different professional perspectives and identities.
3. Contextualise the IPE learning within current policy developments on health and social care integration.

## Interprofessional Education Event



- Students from social work, medicine, nursing, pharmacy and occupational health worked in Interprofessional groups.
- Took place over one week with each student attending one 2 hour session.
- Each session was led by service users and/or carers with staff from across the disciplines facilitating.
- Students were asked to think in advance about what they would like to ask service users and carers about their experience of integrated services.
- After a short preparation, each mixed group of students met with a service user or carer for a discussion
- The session ended with each group of students providing feedback to the service users/carers they had been talking to about what they had learnt followed by an open discussion.

## Feedback from CU group members



- Some professions were more engaging than others during discussions. Is this going to be their approach to working together after they qualify?
- Those who participated seemed very excited about the changes that are taking place they can see the benefits of these, which include:
  - Less stressful for service users.
  - Everyone knowing what is going on, who's responsible for the various parts of "our care" etc.
  - They understood the importance of communication with, and from those who require services AND their carers. Not just what they say as professionals, but how they "LISTEN" to those who require services and their carers.
  - Enabling them as professionals to gain more knowledge from us, those who know about the services we need every day.

## Feedback from Students



- It was felt that some of the “non Social Work students” began the “conversation” by immediately asking the questions given to them in advance of the meeting. As a Student Social Worker, I would begin by making sure the person I was speaking to was comfortable in the setting, and ask them if they had any questions around this session/meeting *BEFORE* beginning to ask the required questions .
- I felt that some of the students were too focused on the task and could not see the bigger picture, and as such failed to get reflective knowledge of the individuals “real life experiences” of receiving services across the various disciplines.
- I feel we require a better understanding of the various roles we have within our wide range of profession's, as this would help in any areas required for communication at all levels. “Especially when meeting with those who require our services”
- Better understanding and/or awareness of the modules within the different programs. I was personally surprised by what they were studying. This better understanding and/or awareness could, in my opinion, translate into us going forward, and being better equipped to understand and carry out the different roles and responsibility we may have

## Feedback from staff



- Differences in use of language highlighted, e.g. ‘person-centred’
- CU group members able to challenge assumptions, e.g. ‘learning difficulties’, ‘protection’
- Opportunities to enhance students’ communication skills
- Students gained new knowledge of services based on real-lived experience
- Students began to make sense of experiences from different professional perspectives

BUT.....

- Could have been a more challenging task for students
- Opportunity for interprofessional learning could be enhanced
- Aim to build on this going forward

## Questions and Discussion



### Some key questions for you:

- How do we develop a sustainable model of interprofessional education (IPE) involving people who use public services?
- What does 'involvement' in IPE mean and is it enough?
- Who should be involved and how do we involve them?



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