

Interim Report August 2011

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MINI PROJECT (MP220): Enabling service users to lead interprofessional workshops to improve student listening skills

Context

The project aims to produce a model and strategy to enable service users to take on leading roles in the '*Listening Workshop*', an established practice-based interprofessional teaching event to which they have already contributed and shaped the educational content.

From the outset of the project we have outlined our project plan (see appendix). Table I, identifies progress against the project objectives. We can report that we have completed a large part of our data collection including materials from students, academics, practice-tutors, service users and carers. In September 2011 further interviews will be completed with service users and in October 2011 we will add to the student data by holding further focus groups.

Summary

This is a partnership project which brings together, disabled service users; carers; academics from two universities; a researcher and the local health Trust (currently changing name and organisational structure). Time has been invested in establishing positive relationships which should enable the project to meet its aims and objectives.

TABLE 1: Progress on Mini Grant MP220

Project Objectives	Work to date
Assess the potential for disabled users carers and parents to take on teaching roles within an interprofessional community based training event	Two project meetings have been held, one in March (attended by 5 service users/carers and 3 academics/practitioners) and one in June 2011 (attended by 11 service users/carers and 4 academics/practitioners). In addition we have commenced research by employing our local interprofessional research fellow to complete interviews with service users and carers in their own homes; academic and practitioners interviews in work bases; and focus groups with students. To date we have completed 7 interviews with service users, 3 course tutors and 11 students.
Identify the support and framework required to enable a range of service users to develop teaching skills	We have established a project steering group consisting of 6 committed service users and carers and 3 academics/practitioners. We have taken outcomes of our initial findings to the project steering group who have begun to articulate their thinking concerning a range of roles and responsibilities to support and run the listening project. We have met with the Head of the Medical School concerning contracts for employing service users and have begun to outline a step up process for the different levels of roles and responsibilities, aligned to ensuring regular teaching throughout the year on the listening workshops.
Develop and pilot guidance and training for service users using an action research approach	The outcomes from our early research and project steering group work will lead onto the design of guidance and training for the different roles and responsibilities within the listening project.
Establish service user led workshops	We anticipate that following training in the early autumn service users will begin to take on roles in teaching over the winter.
Assess student learning and satisfaction	To commence when the new roles are established.
Assess impact on academic departments for future replication and complete a cost/benefit analysis	To commence when the new roles are established.

APPENDIX

Action Plan Mini Project

TITLE: Enabling service users to lead Interprofessional workshops to improve student listening skills (MP220).

PROJECT AIM: To provide a model and strategy to enable service users to take on leading roles in the 'Listening Workshop', an established practise-based interprofessional teaching event to which they have already contributed and shaped the educational content.

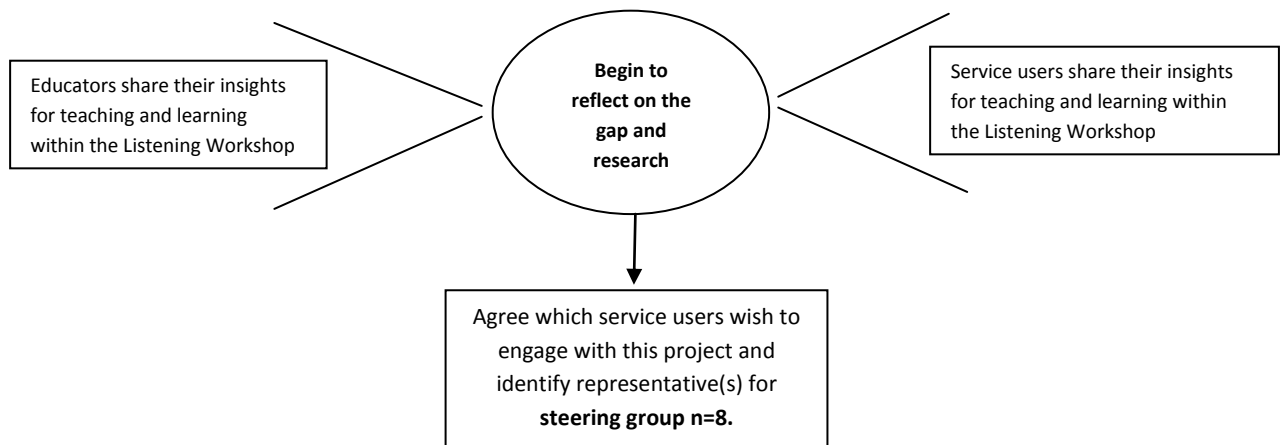
ACTION RESEARCH STAGES

1. **AWAY DAYS:**

Organise end of February/Early March
(agree date strategy meeting in January)

Process for the days: Host Jenny, Liz and Interprofessional educators from the local Trust practice teaching team with service users. The session will address the question;

What makes the 'Listening Workshop' run well?



2. **Steering group** (estimate x3 meetings for the one year project)

Identify student members through an open evening announced on blackboard.

Pay service users/educators £25 for attendance at these meetings at which their insights will shape the project.

First meeting of steering group: Agree next steps. Possibly related to the following

- i) What are the development needs for service users?
- ii) How will the needs be met?
- iii) How will the research questions help us agree (i) and (ii)?
- iv) How will the research findings help agree the first pilots?

3. **Progress Research Work:** Return to the list of all service users who have participated in the Listening Workshop and engage them in debate and discussion concerning the 'gap' or their identified support needs. Listening to service users views on their support needs will be through qualitative research using focus groups and interviews. Design work packages for the research e.g. payment for numbers of interviews and focus groups completed.
4. **First Pilot(s):** Academic year 2011/12. Use a plan, do, reflect/assess and change cycle.
5. **Agree package of support,** resources to engage service users in leading teaching roles within IPE.
6. **Agree Final Strategy** with local teaching Trust.
7. **Write up final report, disseminate and publish findings.**