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Rhodes, Christine A, Ward, Lisa J., Lyons, Steve, Symons, Jools, Plews, Caroline, Priestley, Jane, Sherwin, Sue, Young, Mike, Boaz, Mandy and McNicholl, Larry

The Service User and Carer Working Group's Journey Through the ALPS Programme

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Formative assessment of second year mental health student nurses’ ability to demonstrate respect in an interpersonal situation through a 15 minute role play
A Project involving people who have used services, students and university staff working together to design and deliver an assessment process around a critical area using service users as role players.
PROJECT TEAM

Steering Group: Barrie Holt, Steve Lyon, Elaine Powell, Andrew Roe, David Smith.

Assessors: Yacub Rawat, Ian Heraty, Maryjane Kennedy

Inventory Design: Steve Lui and Barrie Holt

Bid Manager: Lisa Ward
Why bother?

- Opportunity to fully involve service users
  (Breeze and Repper 2007; DoH 2001; Stier and Hinshaw 2007; Spagnolo, Murphy and Llbrera 2008)

- Focus on an essential set of skills
  (Barker and Buchanan-Barker 2009; Perkins and Repper 2009; Playle and Bee 2009)

- Provision of ‘realistic’ assessment situations using ALPS tools and complementary Inventory

- Exploit emerging development opportunities
What we did?

- Developed an assessment process;
- Designed ‘Keep Safe in Role Play’ Guidelines;
- Trained ‘role players’;
- Ran a Student Preparation Workshop;
What we did?

- Assessed 30 students (service user, peer, professional);
- Delivered the feedback;
- Reflected and evaluated and...;
- Looked at how we can improve it.
What went well?

• Team engagement & Team working

• Assessment process

• Providing Student feedback
Students who did well

- Introduced themselves really well;
- Managed their nerves;
- Asked fewer questions;
- Appeared confident during silences;
- Occasionally reflected back conversation;
- Engaged service user in problem solving;
- Recapped/summarised at the end
Demonstrated respect through

- Asking permissions
- Providing information
- Providing choice
- Adopting non judgemental stance
- Being hopeful and positive without patronising
- Listening carefully
- Summarising and checking
Feedback from students

- Realistic assessment
- Rare experience
- Glad they did it
- Clinical staff support
- Some want to do more challenging scenarios
Ethical dimensions

- Service users felt most comfortable presenting their own story
- Plan to allow for service user breaks
- Service user not always on best form
- Service user felt need to rescue student
What we can improve on

- Capitalise better on student’s high motivation at this point
- More classroom practice may have helped
- Better Planning for breaks
What Next

- Service user and lecturer workshop
- Students still working on their development plans
- Summative assessment in May
- Links with emotional intelligence
References

References

References


- Northern Centre for Mental Health (2003) National Continuous Improvement Tool for Mental Health Education. Durham, NCMH.


References

- Speziale, HJS and Carpenter, DR (2007) *Qualitative Research in Nursing: Advancing the Humanistic Imperative*. Philadelphia, Lippincott Williams & Wilkins.