University of HUDDERSFIELD

School of Human and Health Sciences

'Celebrating Partnerships in Learning and Teaching'

**A one day conference for staff and friends of the
School of Human and Health Sciences**

**Tuesday, 18 July 2006
University of Huddersfield, Harold Wilson Building**

Programme

9.10-9.40 **Registration and Coffee (HW Foyer)**

9.40-10.00 **Introduction** **(Dr Janet Hargreaves – Associate Dean (Learning and Teaching)** **(HWG-04)**
Welcome **(Sue Bernhauser – Dean of School)**

10.00-10.15 **University Learning and Teaching Strategy
(Professor Sue Frost – Pro Vice Chancellor (Academic Affairs)**

10.15-10.45 **On being a partner …
(Chris Middleton, Clinical Education Manager, BUPA Hospitals Ltd)**

10.50-11.30 **First Concurrent Sessions**

(1)	*(2)*	*(3)*
Making a Greater Difference: Connecting to Transformational Agendas Chris Stogdon and Ruth Neville (HWG-03)	*Education for the Three P's: Practice, Policy and (Non-Medical) Prescribing* Val Mills (HWG-05)	*Step Assessment and Student Skill Development* Keith Hickling (HWG-07)

11.30-12.00 **Coffee in HW Foyer**

12.00-1.15   Second Concurrent Sessions

12.00-12.40

(4)	*(6)*	*(8)*
Service User and Carer Involvement in Mental Health Education: a Spectrum of Involvement Jill Leckey (HWG-03)	*Assessment and Learning in Practice Settings: Working in Partnership* Dr Cathy Doggett (HWG-05)	*Space, Place and the Transition to University: Implications for Organising Induction Programmes* Dr Dave Robinson (HWG-07)

12.40-1.15

(5)	*(7)*	*(9)*
Partnerships and User/Carer Involvement Christine Rhodes (HWG-03)	*Interprofessional Education within Clinical and Health Sciences* Jackie Malone (HWG-05)	*Plagiarism – why are we bothered?* Keith Hickling (HWG-07)

1.15-2.00   Lunch in HW Foyer

2.00-2.45   Making Critical Minds   (Rachel Balen and Professor Sue White)   (HWG-04)

2.45-3.20   Third Concurrent Sessions

(10)	*(11)*	*(12)*
Frank, Open and Honest? Collaborating in Virtual Spaces Robin Kiteley (HWG-03)	*Target Sport – the University's Sports Colloquium: an Example of Cross-University Collaboration in Practice* Malcolm Cliff (HWG-05)	*'Imparare l'Italiano!'* *An Exploration of the Concept of Risk Taking for Professional Development* Jane Williams (HWG-07)

3.20-3.35   Coffee in HW Foyer

3.35-4.00   Final Plenary, Raffle and Prizes! (HWG-04)

Running through the day:

Playtime!

CORLO (Collection of Re-usable Learning Objects) Project (Dr Debbie Turner and Wendy Smith) (HWG-23)

Penfield Demonstration (HW2-18/19)

Blackboard "CAL Café" (HW2-18/19)

Sports Lab - Demonstration of Equipment: BodPod body composition system, Velotron Bike with 3D racing software, RS Scan foot pressure analysis, Metamax 3B gas analysis system, jump tests, grip tests, treadmills, rowing machines, etc.   (RG14a/b)

Demonstration of software for student support system (HW1-21)

Computing and Library Services Information Desk (HW Foyer)

'Celebrating Partnerships in Learning and Teaching'

Synopsis of Concurrent Sessions

(1)

Making a Greater Difference: Connecting to Transformational Agendas

Presenters: Chris Stogdon and Ruth Neville

As part of the recent reforms to social work education in the UK a new module was developed and delivered by service users and carers to social work students at the University of Huddersfield. Service users and carers contributed from a wide range of settings including; carers of children with a physical disability, people with mental health issues, teenage parents, older people, partners of prisoners, refugees and asylum seekers, people with a hearing impairment and people with a learning disability.

The aim of the module was to ensure that students are able to understand what a person's life is really like in order to avoid making judgements or assumptions.   It was also hoped that it would help students to think very carefully about some of the misleading things that are said and thought about groups of service users for example older and young people, single parents, asylum seekers, people with learning disabilities. Service users and carers hoped that by the time students had completed the module they would have an increased understanding of how health and social care professionals can and should work in partnership to help people take control of their own lives.

This workshop/presentation will consider the process of developing and delivering the module; it will address some of the successes and challenges of this module. It will be a vibrant presentation using powerful visual images to represent some of the key challenges and successes raised through the process of developing and delivering this module.   Examples of students' poetry and creative writing will be shared to illustrate some of the deep reflective learning that took place throughout this module.

(2)

'Education for the Three P's': Practice, Policy and (Non-Medical) Prescribing

Presenter: Val Mills

Background: To fulfil the Government's pledge of rapid access to health care professionals and medicines for patients (DOH 2000), extended independent nurse prescribing commenced in 2002, with supplementary prescribing following in 2003. Prescribing rights have since been extended to other health care professionals (DOH, 2005a) and nurses and pharmacists may now prescribe independently any licensed medicine for any medical condition (DOH, 2006). Thus it was deemed timely to evaluate extended independent and supplementary nurse prescribing in West Yorkshire. This study was jointly funded by the West Yorkshire Workforce Development Confederation and this university, in collaboration with other local universities involved in the preparation of such prescribers.

Method: This study was conducted mid 2005 by means of a survey. Ethical approval was gained from both the School research ethics panel and the local research ethics committee.

Findings: Similar to Latter, et al (2005), the findings from this study raise questions for both the preparation and continuing professional development of nurse prescribers. They also highlight, the pivotal nature of the medical mentor prior to and post qualification. Finally they demonstrate the need for organisations to have robust arrangements for clinical governance in place to support nurse prescribers in safe and effective prescribing.

References:

Department of Health (2000) *The NHS Plan: A Plan For Investment, A Plan For Reform.* London: Department of Health

Department of Health (2005a) *Supplementary Prescribing by Nurses, Pharmacists, Chiropodists/Podiatrists, Physiotherapists and Radiographers within the NHS in England: a guide for implementation.* Department of Health, Available: http://www.dh.gov.uk/PublicationsAndStatistics/Publications/PublicationsPolicyAndGuidance/PublicationsPolicyAndGuidanceArticle/fs/en?CONTENT_ID=4110032&chk=c4V6nR

Department of Health (2006) *A Prescription for Patient Satisfaction.* Department of Health, Available: http://www.dh.gov.uk/PublicationsAndStatistics/PressReleases/PressReleasesNotices/fs/en?CONTENT_ID=4134390&chk=ks0469

Latter, S., Maben, J., Myall, M., Courtenay, M., Young, A. and Dunn, N. (2005) *An Evaluation of Extended Formulary Independent Nurse Prescribing.* DOH, University of Southampton.UK.

To be presented at the Nurse Education Tomorrow Conference as a core paper in September 2006.

(3)

Step Assessment and Student Skill Development

Presenter: Keith Hickling

Report on a pilot scheme in Psychology to develop summative assessment that focuses on first year student skill development directed towards academic essay planning, citation and referencing. Student evaluations of the process to be presented.

**Service user and carer involvement in mental health education:
a spectrum of involvement**

Presenter: Jill Leckey

At the University of Huddersfield service user and service provider involvement is actively sought within the division of mental health in the delivery, development and direction of the educational process. This occurs at various levels, as not all service users or providers have the confidence or desire to stand up in front of 200 + students to talk about themselves or their lives.

The educational pathway has been developed and planned by students, people who have had experience of mental health difficulties, carers, South West Yorkshire Mental Health Trust (SWYMHT) and the Mental Health Team. Other University Departments are also approached to add a richness and diversity to the course. For example students and staff from the schools of Music, English, Drama, Art, Youth Work, Social Work, Law and Media Studies have participated in the development of some sessions.

Diverse service user groups are also involved in the development of different activities and sessions. These include AIM, Frontline, Headliners, Positive Messages, Magpie, Dash and Careers gateway (to name a few), along with individual service users.

Various activities are undertaken to promote partnership working across the curriculum. These range from service users and carers delivering the sessions, to providing live case cameos, critical reading, participation in recruitment, representation on planning groups and course boards within the division of mental health. Staff within the division also sit on various management boards of the groups, Magpie, PALS, Positive Messages.

Training packages and support mechanisms are currently being considered to support and develop individual's roles within the education process.

Students are also involved, and work with different groups and engage in different activities; the latest being a poster presentation that was developed in a collaboration between service users and the Dip HE and BSC mental health students

The partnerships that develop in planning the different events promote relationships and networks across the SWYMHT, Voluntary & Statutory agencies, service user groups and schools within the University.

These different events provide opportunities for students and staff to engage meaningfully with different groups on a variety of projects; as well as engaging with carers groups and other schools within the University, enhancing the opportunities for interprofessional learning.

(5)

Partnerships & User/Carer Involvement

Presenter: Christine Rhodes

User/carer involvement in healthcare education has been developing over the last 15 years. This has largely been in response to requirements from professional bodies that has led to progress in certain fields for example mental health and social work.
There is an increasing obligation for developments in all areas of health and social care in order to deliver more client centred care leading to empowerment of individuals.

The presentation will discuss and outline the findings and recommendations from a literature review conducted on user/carer involvement in healthcare education. Partnership/ collaborative working is a key theme emerging from current literature and as with all partnerships there are opportunities and constraints.

(6)

Assessment and Learning in Practice Settings: Working in Partnership

Presenter: Dr Cathy Doggett

This is about the 5 year ALPS Project [CETL] partnership and how all healthcare professions will be both involved and affected by this unique collaboration aimed at improving multi professional aspects of teaching and learning in practice settings.

(7)

Interprofessional Education within Clinical & Health Sciences

Presenter: Jackie Malone

The concept of Interprofessional Education (IPE) is not a new one, and there are countless research papers outlining programmes, courses, initiatives and evaluations. Over the past three - four years within Clinical & Health Sciences, the Divisions of Physiotherapy (now Rehabilitation to reflect the inclusion of the new Occupational Therapy course) and Podiatry have embarked on a series of initiatives to bring different Health Care Professionals together in a learning environment. These initiatives fall into three broad categories:

- 'shared' modules –largely option modules in year 3– becoming phased out due to the loss of 10-credit modules – also including Sports & Health Studies

- research strand – modules throughout all three years, building a foundation of research skills and understanding, culminating in a group project with mixed professions – this year also incorporating OT

- 'Perspectives on Practice' workshops – extra-curricular Tuesday afternoon sessions for years 1 & 2, using case-based scenarios where possible to cement understanding of anatomy, physiology, specific client groups, etc

Student evaluations of workshops have been poor, so, as part of a MA dissertation, I have conducted semi-structured interviews with recent Podiatry and Physiotherapy graduates in order to determine the longer-term impact of IPE (if any) on their professional practice. Preliminary analysis shows mixed perceptions, with Podiatrists valuing the sessions more than Physiotherapists. Most participants (from both groups) felt that the most impact on Multi-disciplinary Team working came from undertaking the group project. Professional stereotyping continues to occur, often unwittingly, although barriers seem to be less by the end of the course. The main underlying theme identified seems to be a constant tension between tacit and formal learning – students value clinical experience most highly, but also recognise the need for taught classroom sessions, but want them to be 'worthwhile' (i.e. profession-specific) and assessed (hence valued by all).

(8)

Space, Place and the Transition to University:
Implications for Organising Induction Programmes

Presenter: Dr Dave Robinson

This paper draws on social science theory and empirical data to explore the ways in which students starting university experience space and place. It will be argued that the importance of space and place in the transition to higher education has been underestimated especially in the literature around student retention. The practical implications of this discussion for the organisation of induction programmes will also be explored.

(9)

Plagiarism - Why Are We Bothered?

Presenter: Keith Hickling

A presentation of current research-based issues related to plagiarism and a thought-provoking discussion of why this is such a problem. Issues of detection, fairness, consistency, and student skill development needs will be discussed. Future possible directions related to revised procedures based upon practices in other universities will also be examined. A key question will be raised related to issues of intent to deceive and the concept of 'inadvertent plagiarism'.

This will also serve to report on the conclusions of the School Plagiarism Working Party.

(10)

Frank, Open and Honest? Collaborating in Virtual Spaces

Presenter: Robin Kiteley

The literature on computer-mediated communication (CMC) often tends to focus on the possibilities for radically transforming teaching and learning and charts a shift away from closed, modernist spaces to open and hybridised, virtual spaces. These cyberspaces are claimed to offer new opportunities for tutors and students to experiment with notions of identity, subjectivity, authenticity and (dis)embodiment. Within these environments students are positioned as both 'readers' and 'writers' of texts which challenges the notion of learners as passive consumers of information. However, there is a paucity of work that is specifically concerned with examining students' and tutors' experiences of working in virtual spaces and it is argued that this is a crucial factor in understanding how uses of CMC technology can be extended and developed for teaching and learning purposes.

(11)

**Target Sport – the University's Sports Colloquium:
an Example of Cross-University Collaboration in Practice**

Presenter: Malcolm Cliff

This presentation will outline the developments that have been made in cross-School collaboration since the sports colloquium was formed last Autumn. It gives you the opportunity either to be brought up to date with the sports courses that are running at the university, or to look at a model for cross-School collaboration.

(12)

**Imparare l'italiano!
An Exploration of the Concept of Risk Taking for Professional Development**

Presenter: Jane Williams

Last year I studied Italian, ate an oyster for the first time and obtained a secondment to the Centre for Health and Social Care Research. Whilst these activities were performed for a number of different reasons, each in its own way has contributed to my personal and professional development. I can now say and spell my name in Italian, 'eat' an oyster without trepidation and conduct a research study with confidence.

It is argued that confidence itself is central to our work in the School of Human & Health Sciences. Confidence is required to empower students for lifelong learning, whilst maintaining such confidence in an ever changing health arena can be daunting. Focussing on the research secondment, this presentation will explore the notion of risk taking to achieve this. The rationale, relevance and opportunity for such secondments are considered within a structural analysis of the experience and its contribution to partnerships with practice evaluated. (In English)