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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 LIbrera 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

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