



Learning Resources

Service user and carer involvement, inter-professional learning and simulated learning at the University of Southampton.

Service User and Carer Contribution

Staff in the School of Nursing and Midwifery actively seek to engage with healthcare service users and carers, health providers and communities, to ensure that the full range of contemporary needs and expectations are integral to education, practice and research development within the School. The challenge was to ensure that service user and carer involvement was conducted in a meaningful and considered way and did not exploit potentially vulnerable people. To facilitate user and carer involvement in education, a policy was established in 2003 which identifies a set of ethical values, principles and actions that underpin and support the involvement of users and carers as partners and stakeholders in informing the design, development and delivery of educational curricula. Current examples of involvement include an expert user and carer reference group which meets with the School on a monthly basis, focus groups with service users during curriculum development and service user involvement in student assessment during clinical placement. The School policy has been commended by external agencies and has had a positive impact on our educational activity by ensuring the user voice is central to everything we do. This is a pivotal aspect of the Schools educational philosophy

Interprofessional Learning

The School has been at the forefront of Inter-professional learning since 2001, through the New Generation Project, reflecting the emphasis in the NHS Plan (DOH, 2000a) and 'Meeting the Challenge' (DOH, 2000b). The aim has been to provide opportunities, across all academic levels, for learning with health and social care professionals from other disciplines based on evidence that those who learn together will be better prepared to work together in health and social care. Inter-professional learning is used as the mechanism to enable students to make an effective contribution as an equal member of a multi-agency inter-professional team and respect, understand and support the roles of other health practitioners involved in health and social care delivery. One of the biggest challenges has been the coordination of curricula activity with other Schools and Universities and to achieve commitment to the IPL philosophy across a wide range of disciplines. The impact of this activity has been seen in the students' demonstration and understanding of social care roles and boundaries and a set of knowledge, skills and attitudes which underpin the delivery of quality client focussed services. Furthermore, the concept of team working has been embedded within the range of disciplines who participate in Inter-professional learning.

Simulated Learning

In 2006, the School became an approved pilot site for the NMC Simulation and Practice Learning Project. Collaboration between the school and practitioners provided the opportunity to enhance curriculum design, delivery and outcomes through the use of skills simulation. Skills simulation activities have been built into the common foundation and branch elements of the programme in order to provide opportunity for skills development and rehearsal. Students have greatly benefited from the experiences and have in fact requested more time and more exposure to simulation activities. The partners have learnt from the experience of embedding these learning activities within the curriculum to the entire cohort of students. By using 'practice time' for these activities, we were able to involve approximately 1600 students over a 10 week period. This was an organisational and human resource management challenge that was met with motivation and willingness across the partnership. Inevitably, such a project brings with it implementation experiences and learning points to enhance future activities but in the main there were no significant problems or challenges.

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